SUPPORT SERVICES FOR ONLINE LEARNERS AT USFSP:

SUMMARY OF KEY FINDINGS FROM INTERVIEWS WITH STAKEHOLDERS AND RECOMMENDATIONS FOR A NEW SUPPORT PORTAL

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INTRODUCTION

Universities offer more and more classes online, but students don't always have the tools and information they need to succeed. A robust support infrastructure exists for face-to-face students, but those studying at a distance -- particularly in fully-online programs -- don't always have easy access to the same resources. This is the case the University of South Florida St. Petersburg, an independently-accredited part of the USF System, and we decided to figure out how to bridge this gap. As online learning expands on campus, the time is right to invest in a comprehensive, integrated support system to ensure success for all students.

In the fall of 2015, a support portal team reached out to key stakeholders to better understand how to design a system that will serve students in all aspects of their online studies. The team interviewed 27 key stakeholders. A full list of the questions asked is presented as an appendix at the end of this report. During the interviews, several unexpected but important points arose, raising considerations above and beyond those covered by the initial questions.

The interviews dealt with these themes:

1. What do you think USFSP students need to be successful with our online courses?
2. What do you see as the biggest roadblocks to student success online?
3. How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

The stakeholder interviews revealed recurring values and concerns. These themes informed the present report, guided the technologies considered and influenced the solutions proposed.

LIST OF STAKEHOLDERS INTERVIEWED (ALPHABETICAL ORDER)

The following list includes all stakeholders interviewed for the project. Most interviews involved one stakeholder and at least two members of the project team.

1. Gary Austin, MLIS, Distance Learning Librarian, Nelson Poynter Memorial Library
2. Patrick Baxter, M.S., Assistant Director, USFSP Digital Communications
3. Robert Beasey, Student
4. David Brodosi, Interim Director, Online Learning and Instructional Technology Services
5. V. Mark Durand, Ph.D., Interim Regional Vice Chancellor, Academic Affairs
6. CeCe Edwards, M.A. ., Student Success Center
7. Joan Eldridge, Ph.D., College of Arts and Science Advising Coordinator. Advising for Junior and Senior Anthropology and Mass Communications students
8. Carol Fisher, M.Ed., Instructional Designer, College of Business
9. Stephanie Fuhr, M.Ed., Instructional Designer, Online Learning and Instructional Technology Services
10. Cameron Solley, Enrollment Specialist, College of Business
11. Bill Heller, Ed.D., Dean, College of Education
12. David Hendry, Chief, USFSP Police
13. Holly Kickliter, M.S., Senior Director, Enrollment and Marketing Services
14. Donna Knudsen, M.A., Director, Graduate Services
15. Michael Mathon, M.B.A, . Media Resources Specialist, Online Learning and Instructional Technology Services
16. Barry McDowell, Assistant Director, USFSP Student Disability Services
17. Kathleen Moore, Ph.D., Special Assistant to the Regional Vice Chancellor for Academic Affairs
18. Matthew R. Morrin, M.A., Director of Student Life & Engagement
19. Karla Kmetz Morris, M.Ed., Manager of Instructional Design Services, Online Learning & Instructional Technology Services
20. Tina Neville, MLIS , Head, Public Services, Nelson Poynter Memorial Library
21. Gevan Peacock, MIS, USFSP Campus Computing
22. Anita Sahgal-Patel, Psy.D, Director & Psychologist, USFSP Wellness Center

23. Susan Toler, Ph.D., Assistant Dean, College of Arts and Sciences
24. Robert Vessenmeyer, Media Resources Specialist, Online Learning & Instructional Technology Services
25. Milton White, MSgt USMC Ret, USFSP Veterans Success Center
26. Otis Wilder, Instructional Designer, Online Learning & Instructional Technology Services.
27. Ricky Zager, M.S., Instructional Designer, Online Learning & Instructional Technology Services

CORE VALUES FROM THE INTERVIEWS

Ten values emerged as recurring themes from the interviews. These represent the most important ideas about our identity as a campus.

1. We celebrate the distinctive identity and brand that is USFSP.
2. We are deeply concerned for student well-being.
3. We celebrate student success.
4. We believe in empowering students.
5. We highly value a personalized experience.
6. We believe in community involvement.
7. We are proud to be a veteran-friendly campus.
8. We believe in inclusion.
9. We are leaders in accessibility initiatives.
10. We are a research institution.

CRITICAL CONCERNS FROM THE INTERVIEWS

A common set of concerns also emerged. Most of these items appeared in at least two or three interviews.

1. **Students find it confusing and difficult to obtain information.** Information about online learning appears in different places and formats. Students aren't sure where to look or how to interpret the information they receive.
2. **It's a challenge to balance student privacy with the transparency needed to promote student safety.** Finding the right balance between protecting and disseminating information is critical.
3. **Some students are unprepared for online learning.** Many students approach online learning with misconceptions about the rigor required of the experience.
4. **Some students are unprepared for college.** The transition from high school to college challenges many incoming students.
5. **Failure to provide timely, comprehensive support to a growing online student body may interfere with our alignment with SACS requirements.** As the portion of instruction delivered online increases, so does the importance of providing adequate support services.
6. **Existing support systems serve students to varying degrees, depending on the device from which they are accessed and the student's needs.** Some information is difficult to access on mobile devices or without the use of downloadable plugins. Some students require access to specialized software, depending on their major.
7. **Seeking support presents a variety of privacy concerns, especially when students receive specific, personalized feedback.** Legal protections apply to certain information students might seek or share.
8. **Students sometimes struggle to connect with professors and advisors to address online learning support needs.** Difficulty in receiving one-on-one assistance may impact the quality of support students receive.
9. **Accessibility for students with disabilities is still a challenge.** Various systems and software packages provide a wide range of support and access to students with disabilities.
10. **Students need easy access to information we are legally obliged to supply, including Title IX and CLERY documentation.** We must supply easy, direct access to basic information about the University and its support for students.

PROPOSED SOLUTIONS

Overall, these values and concerns point to four major considerations:

MAJOR DESIGN GOALS		
OBJECTIVE	**PROPOSED SOLUTION**	**DESCRIPTION**
Centralize and organize the most important information and links.	Dashboard	A customized dashboard that links to content within and beyond the portal
Ease access to online course catalogs.	Courses/Search	A customized search capability that offers fast, streamlined access to current and future course listings
Connect students to personalized, timely help.	Talk/Chat	A customized chat platform that links students to a support team comprised of staff across the USFSP campus
Provide relevant, consistent, up-to-date information in one place.	Knowledge/FAQs	A customized set of common questions and solutions driven directly by inquiries submitted to the chat platform that updates continuously to reflect the most sought-after topics

Meeting the stated objectives fully will depend on prioritizing ease-of-use with a mobile, accessible design. Close integration of the above solutions will also be necessary.

VALUES & PROPOSED PORTAL FEATURES

The following pages list each core value and show relevant portal features that might complement one of the four components listed above. When a feature is more general, we list it as relevant to the overall portal design. In some cases, the same feature appears under more than one core value. This is the case when different rationale support the same feature.

1. WE CELEBRATE THE DISTINCTIVE IDENTITY AND BRAND THAT IS USFSP.

"USF St. Petersburg shines as a dynamic research-active institution in the USF System on a culturally vibrant waterfront." - USFSP Strategic Plan

"We try to celebrate the brand that is USFSP!" - Key Stakeholder

PROPOSED PORTAL FEATURES TO SUPPORT OUR DISTINCTIVE IDENTITY		
PROPOSED FEATURE	RELEVANT ASPECT OF PORTAL	RATIONALE
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Supports Strategic Goal #1: Brand and institutionalize USF St. Petersburg's identity across all communication and traditions.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Supports Core Value #2: Research and Innovation by promoting tools for research and innovation
Offer a USFSP-centric course search with a streamlined interface and advanced search	Courses/Search	Supports Strategic Goal #2: 2.4 Create a signature First-Year Experience for freshmen and transfer students to anchor them at USFSP and improve

options.		engagement, retention and time to graduation
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Maintain personal "customer service" histories for every student; provide definitive information; shift from an isolated to a connected experience.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledgebase/FAQs	A student-driven experience should include insight into the issues and concerns students themselves identify. This allows a USFSP-centric knowledge base.

2. STUDENT WELL-BEING AND SAFETY AND CENTRAL TO USFSP EXPERIENCE.

"As a visual aid to finding help fast online, recommend the word "Safety" for a button to push, where it would lead to multiple resources: The Police, The Wellness Center, SOCAT team, and more." - Key Stakeholder

"A concern was that someone receiving a personal threat via social media would not know how or where to report it, so he wanted to see a highly visible, easily-found path to the University Police Department (UPD). By easily found, that means in two clicks or less online." - Key Stakeholder

"We have an online anxiety management program, that's done via an online portal." - Key Stakeholder

PROPOSED PORTAL FEATURES TO SUPPORT SAFETY AND WELL-BEING		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Allows the use of text messages and Mo-bull alerts in event of emergency
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Links to Wellness Center and USFSP Police web page, among others.

Provide a text-based chat platform that supports real-time communications with designated support staff.	Chat/Talk	Enable login with NetID or anonymously. Provide a chat line direct to USFSP Police and Wellness Center.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQ	For example, ensure the term "safety" is used in mapping to assets for help, as that is the term used by USFSP Police in website. Map to terms associated with Wellness center. Map to social media, and anonymous tip lines.

3. WE CELEBRATE STUDENT SUCCESS.

"Student success, from the time students are admitted to USF St. Petersburg, is at the heart of all we do" - USFSP Strategic Plan

PROPOSED PORTAL FEATURES TO SUPPORT THE CELEBRATION OF STUDENT SUCCESS		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Broadcast of student success through personal and social platforms.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Fast access to news promoted through myUSF interface, import news of student success directly onto portal page.
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Direct contact with student newsmakers. Chat records give managers tools for evidence-based recruitment, as outlined in Strategic Goal #2, item 2.2 "Enact an evidence-based recruitment and retention plan that supports the entire enrollment-management life cycle"
Provide answers to questions submitted by real students, not our	Knowledge/FAQs	Maps to publicized/archived student success stories (e.g. student research in USFSP Digital Archive). Map to Crow's Nest. Student-generated topics go into a

best guess about what they need to know.		database which, in turn, allows data-driven support.

4. WE BELIEVE IN EMPOWERING STUDENTS.

"..encourage exploration of USFSP and its offerings, and would follow a model that tends to be becoming more and more popular; a "try-before-you-buy" model". - Key Stakeholder

PROPOSED PORTAL FEATURES TO SUPPORT THE EMPOWERMENT OF STUDENTS		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Allows the student to get information anytime, anywhere.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Prominently displayed offering multiple sources of, and kinds of, help.
Offer a USFSP-centric course search with a streamlined	Courses/Search	Allows independent course search, and a "favorite" selection to be downloaded before committing to the scheduler.

interface and advanced search options.		Course Search structure in one place rather than across multiple web pages reduces the frustration for students. Course Search component incorporating "suggested" search hits also facilitates an easier search for classes.
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Data collected supports Bold Goal #2: 2.2 Enact an evidence-based recruitment and retention plan that supports the entire enrollment-management life cycle.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Data collected supports Bold Goal #2: 2.2 Enact an evidence-based recruitment and retention plan that supports the entire enrollment-management life cycle.

5. WE VALUE A HIGHLY PERSONAL EXPERIENCE.

"We provide a personalized experience for every student". - Core Value #1: Student Centered Success

"The one thing that should be changed about the online learning experience is the not so personal interface." - Key Stakeholder

"From a general sense, contact is important. Not just an anonymous student taking a class. A sense of belonging. They need to know the university and people are behind what we do, not just an automated experience" - Key Stakeholder

PROPOSED PORTAL FEATURES TO SUPPORT A HIGHLY PERSONAL EXPERIENCE		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Mobile phone numbers are associated with the person, not the place -- mobile technology is the ultimate technology in making experiences personal.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Personal alerts for students My USFSP menu allows personal NetID login portal page. Easy access to personal advisor.
Offer a USFSP-centric course search with a streamlined interface and advanced search	Courses/Search	Enables students to view courses, on their own time schedule before committing.

options.		
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Supports a personal interface. Use of images in the chat strengthens the sense that one is talking to a real person. Topic suggestion by students make the chat topics personal to them.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Through topic search, a student is able to recommend topics personal to him/her.

6. WE BELIEVE IN COMMUNITY INVOLVEMENT.

"USF St. Petersburg connects seamlessly to St. Petersburg and the surrounding region. Our students enroll in the city as well as USFSP, bringing to the city the exuberance that only a residential campus culture can provide. Our community-based partners and mentors multiply opportunities for students and challenge faculty and administrators to recognize new areas for innovation and exploration. Together we shine" - USFSP Core Value (Commitment to Community)

PROPOSED PORTAL FEATURES TO SUPPORT COMMUNITY INVOLVEMENT		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Enable notification of USFSP Public events, e.g., sending **Follow usfspevents** to 404040 in the U.S., or following @gousfsp, @usfspbaseball, or @usfcrowsnest.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Enable notification of USFSP Public events on Desktop computers
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Chat for Student Life and Engagement

Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	USFSP Social Media Accounts (e.g Facebook, Twitter, Youtube), PETESYNC, PetePoints.

7. WE ARE PROUD TO BE A VETERAN-FRIENDLY CAMPUS.

"Discipline is not so much a problem for military members as it is for other segments of society, but hard deadlines are an issue. They need to know where to go for adjustments when service calls them away from school. They need to know what exceptions may be made for their hardship, in the way that those students with disabilities need to know the accommodations that are available to them." - Key Stakeholder

PROPOSED PORTAL FEATURES TO SUPPORT A VETERAN-FRIENDLY CAMPUS		
PROPOSED FEATURE	RELEVANT ASPECT OF PORTAL	RATIONALE
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Student-soldiers serving overseas will be better able to use the portal interface.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Helps military students keep up with academic requirements and deadlines they are unfamiliar with in civilian world.
Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Organization of classes by format and campus in one location assists those who are unfamiliar with the process, such as military and veterans.

Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Chat channel to the USFSP Military and Veteran's Success Center.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Map to USFSP Veteran's Success Center and other relevant groups, for example, to the James A. Haley Veteran's Center in Tampa, to programs, such as "Clockworks", and to jargon, such as 22-1990, Application Form for VA Benefit .

8. WE BELIEVE IN INCLUSION.

"Inclusion" is a term that can have multiple meanings. For the context of a student portal, we take it to mean, in particular, three things: inclusion of those with disabilities, inclusion of students who have an atypical learning style and inclusion of those who may not typically fit in with mainstream society.

PROPOSED PORTAL FEATURES TO SUPPORT INCLUSION		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Provides a personal, private way to communicate, as well as, a preferred method of communications for students with certain disabilities.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Ability to receive notifications, as well as, multiple ways to find help.
Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Allowing a way for students to search for classes all in one location significantly helps students with certain disabilities.
Provide a text-based chat platform that supports real-time communications	Talk/Chat	Allows a personalized interface for students to talk to those who can help them.

with designated support staff.		
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Map to terms that link to help assets, for example, the ADA office, SOCAT and partnerships such as the Florida Consortium on Inclusive Higher Education, Project 10, STINGRAY, SEDNET.

9. WE ARE LEADERS IN ACCESSIBILITY INITIATIVES, AND ARE DEEPLY COMMITTED TO MAKING EDUCATION AVAILABLE TO ALL.

PROPOSED PORTAL FEATURES TO SUPPORT ACCESSIBILITY		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Mobile devices serve as portable accessibility technology e.g. Voice-Over, Mobile-Speak, ShinePlus, Talks and Zooms.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Personal alert feature looms large in helping students with certain disabilities winnow down to the most important tasks at hand. Easily found help through prominent, highly visible placement.
Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Consolidated list of the most common tasks in one place, so the student does not have to have multiple windows open. This matters greatly to those who rely on assistive technology.
Provide a text-based chat platform that supports real-time communications with designated support staff. Additionally, implement a toggle allowing users to	Talk/Chat	Ensure a backup is in place for screen-readers to meet WCAG 2.0 requirements if the chat screen refresh rate is too high for screen readers.

turn-off near-real time messaging, allowing messages to be sent on demand.		
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Search employs technology to make suggestions as search terms are entered, greatly assisting students with certain disabilities. Topics mapped to term disability, ADA, Section 508, etc.

10. WE ARE A RESEARCH INSTITUTION.

PROPOSED PORTAL FEATURES TO SUPPORT RESEARCH		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Mobile devices allow research to be conducted in the field.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Widget to allow chat, text, or email communications with a Florida Librarian from anywhere in the world, link to form to request research help, link to tutorials. Allows students to track dates, times, and places of research workshops
Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Allows students to search for appropriate classes by keyword search in descriptions.
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Chat with librarians for research, or with professors.
Provide answers to questions submitted by real	Knowledge/FAQs	Map to documents and tutorials on copyright, citation, research, library

students, not our best guess about what they need to know.		website, USFSP Digital Archive

CONCERNS & PROPOSED PORTAL FEATURES

The following pages list each critical concern and show relevant portal features that might complement one of the four components listed above. When a feature is more general, we list it as relevant to the overall portal design. In some cases, the same feature appears under more than one critical concern. This is the case when different rationale support the same feature.

1. Students find it confusing and difficult to obtain information.

PROPOSED PORTAL FEATURES TO ADDRESS CONFUSION		
PROPOSED FEATURE	RELEVANT ASPECT OF PORTAL	RATIONALE
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Familiarity with phones will help alleviate the confusion of using a new interface. Faster page load, less likely to fail to provide complete information, therefore less likely to cause confusion.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Start Here link provides overall guidance; My USFSP Menu provides a consolidated lists of important tasks prominently displayed; centralized "Get Help" features, and links to Online Tutorials for self-help.
Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Search capability that mimics "Google Suggest" to aid students in search. Places all the course offerings in one place (e.g., Campus, CRN number). This removes much of the burden for students to "connect the dots" by themselves.
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Allows intimidated students to a real person to guide them to help/success. Data collected from chat provides administrators information on student confusion.

2. It's a challenge to balance student privacy with the transparency needed to promote student safety.

"Having chat or video chat for students could be useful, especially since calls and emails don't always lead to immediate responses" - Key Stakeholder

PROPOSED PORTAL FEATURES TO SUPPORT PRIVACY AND TRANSPARENCY		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Using a mobile-first and/or mobile-friendly framework allows the use of text messages and Mo-bull alerts in event of public emergency, and seek help from wherever he or she is located. Mobile frameworks allow us to take advantage of geolocation sensing technology.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Links to USFSP Police with anonymous tip reporting
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Enabling the capability to chat privately, anonymously, or to seek help without need of a login (important in cases of those with disabilities), as well as chat linked to NetID. Enable direct channels to Wellness Center and USFSP Police Department. From there, trained

		personnel can direct the student as appropriate.

3. STUDENTS ARE UNPREPARED FOR ONLINE LEARNING.
4. STUDENTS ARE UNPREPARED FOR COLLEGE.

This, of course, is not unique to USFSP. However, this concern was noted throughout the interview process. In general, we think that we can help make prominent the assistance that USFSP offers its students through a variety of technologies.

"The biggest roadblock to student success is a general misconception that online classes are easier to complete than face-to-face classes" *- Key Stakeholder*

PROPOSED PORTAL FEATURES TO ADDRESS UNFAMILIARITY ONLINE		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Most students are familiar with using cell phones before coming into college.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Alerts a student that a message has come in. Prominently displayed "Get Help" button Introduction to Online Learning at USFSP. Features a student from the University -- Students Helping Students -- talking about first-time experiences online. Links to online tutorials, and to Student Services.
Offer a USFSP-centric course search with a streamlined interface and	Courses/Search	Allows students to search online, at their own pace, without commitment.

advanced search options.		
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Chat records will be logged into a database, providing administrators will valuable information on student questions.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	A database may be generated based on the key terms used by students for suggested topics. This list will be constantly updated to the search terms used, generating a list based on popularity.

5. THE PORTAL MUST ALIGN WITH SACS REQUIREMENTS.

In considering portal features, we looked to guidance from the following documents:

*1. Southern Association of Colleges and Schools Commission On Colleges
Distance and Correspondence Education Policy Statement*

*2. Southern Association of Colleges and Schools Commission On Colleges
The Fifth-Year Interim Report Process: An Overview*

*3. Southern Association of Colleges and Schools Commission On Colleges
Guidelines for Addressing Distance and Correspondence Education*

PROPOSED PORTAL FEATURES TO ADDRESS SACS REQUIREMENTS		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
All major components	Overall	The portal provides access to student support services online [**Ref #1:** Definition of Distance Education, Institutional Effectiveness, Library and Learning Resources, and Student Services, and **Ref #3:** Academic support services are appropriate and specifically related to distance and correspondence education]
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	[**Ref #1:** Definition of Distance Education, Institutional Effectiveness, Library and Learning Resources, and Student Services **Ref #2:** Students have access to and can effectively use appropriate library resources and **Ref #3:** Academic support services are appropriate and specifically related to distance and correspondence education]

Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Provides access to information regarding the programs. [**Ref #3:** Distance and Correspondence Program Review Activities. Design of the Review 5. Access to information regarding the programs.]
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	The chat will provide a capability to capture information and collect data on the users, thus providing managers with valuable information for planning and evaluation. [**Ref #3:** Has the institution implemented a plan for the collection of data relating to its distance learning programs? Is the collected data used in the planning and evaluation process? Are the research activities for collecting data regularly evaluated?]
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Topic searches will be mapped to library resources. Students have access to and can effectively use appropriate library resources. [**Ref #2:** Interim Report -- library resources] and [Ref **#3:** Distance and correspondence education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products.]

6. Existing systems work to varying degrees, depending on the device from which they are accessed.

"I would offer a live chat if I could." - Key Stakeholder

PROPOSED PORTAL FEATURES TO ADDRESS CONCERNS OF MULTIPLE DEVICES		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Most students are familiar with using cell phones before coming into college. We can tap into that familiarity by providing information online on phones.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Direct link to Information Technology Help for students, and online tutorials.
Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Sometimes the logins themselves are a problem, especially for those with disabilities. Enabling a chat channel which requires no login enables those who are having technical problems logging in to seek help. Enabling the capability to chat privately, anonymously, to address some student concerns over embarrassment.

		Able to tie to NetID Login, and better target response for the student.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Constantly updated, dynamically-generated list of help topics suggested by students. Map to support at USFSP and any domains beyond that offer student assistance.

7. Seeking support presents a variety of privacy concerns, especially when students receive specific, personalized feedback.

PROPOSED PORTAL FEATURES TO ADDRESS PRIVACY CONCERNS		
PROPOSED FEATURE	RELEVANT ASPECT OF PORTAL	RATIONALE
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Using a mobile-first and/or mobile-friendly framework allows students in need to directly connect with help where relevant phone numbers are listed. For example, services are available to all USFSP students 24 hours a day, seven days a week at (727) 698-2079 Technology that allows text messaging from private locations.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Prominent Help button and important links to help on the Dashboard.
Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Allows one to search for courses without being logged in. If for any reason a student wants to search for courses in private, this technology will offer a method to do so.
Provide a	Talk/Chat	Allows chat that does not require a login if

text-based chat platform that supports real-time communications with designated support staff.		logins present a problem. Enable direct channels to USFSP Police Department and Wellness center. Allow anonymous chat.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Help term matched to contact information, such as private phone or email addresses, or anonymous tip lines.

8. Students sometimes struggle to connect with professors and advisors to address online learning support needs.

"Lack of responses from teachers is a point of frustration." - Key Stakeholder

"One piece of advice is to connect with professors since they're here on campus." - Key Stakeholder

PROPOSED PORTAL FEATURES TO ADDRESS CONNECTING WITH PROFESSORS		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Using a mobile-first and/or mobile-friendly framework allows the student to seek help from wherever he or she is located, and connect with professors.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Allows professors to send important message to students. Calendar allows students to check for office hours. Help menu guides students to information as to how to connect with professors.
Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Links to Syllabi with contact information.

Provide a text-based chat platform that supports real-time communications with designated support staff.	Talk/Chat	Provide a dedicated chat channel to each of the faculty. This allows real-time conversation with the professors for those who are unable to come to campus.
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Topic search mapped to "Help" and suggested links to contact information for professors. Map to term "syllabus"

9. ACCESSIBILITY FOR STUDENTS WITH DISABILITIES IS STILL A CHALLENGE.

PROPOSED PORTAL FEATURES TO ADDRESS ACCESSIBILITY		
PROPOSED FEATURE	**RELEVANT ASPECT OF PORTAL**	**RATIONALE**
Content should be accessible regardless of device. Mobile-friendly access should be prioritized.	Overall	Access to use text-to-speech capability native to many mobile devices, such as Voice-Over on Apple devices. Physical portability of the device. Reduction of cognitive workload due to familiarity with the device. Easier task handling.
Present a hub with links to the most important internal and external resources, orientation and welcome messages, alerts on recent notifications and activity, upcoming deadlines, and progress indicators.	Dashboard	Prominent Help button and important links to help on the Dashboard. Having the help links in one place greatly assists those with disabilities. (Caveat: Two-factor identification for logins needs to be checked for accessibility. Some password type settings don't work with some assistive technologies. We will test assumptions and test the interface as it is being developed.)
Offer a USFSP-centric course search with a streamlined interface and advanced search options.	Courses/Search	Search suggestion will help those with disabilities find their target more easily. Being able to search on their own time frame, without being logged in, will alleviate some of the problems encountered by those with disabilities when the interface "times out" on them and kicks them out.
Provide a text-based chat platform that	Talk/Chat	Dedicated chat channel to Disability office. Include a channel that does not require a

supports real-time communications with designated support staff. Additionally, add a toggle that allows students to turn off the near-real time messaging, and access the conversation on demand.		login, allowing students to chat even if their assistive technology precludes them from logging in. Ensure a backup is in place for screen-readers to meet WCAG 2.0. (Guideline 1.2 Time-based Media: Provide alternatives for time-based media.)
Provide answers to questions submitted by real students, not our best guess about what they need to know.	Knowledge/FAQs	Prominent menu presence of ADA office, Search topics mapped to terms associated with disability or the ADA office. Search "suggestion" features enable those with disabilities to find information quickly.

10. Students need easy access to information they want along with information we are legally obliged to supply, including Title IX and CLERY documentation.

To comply with state and federal law, we recommend including on the portal the following information about USFSP and our students' experience. In some cases, we advise linking to existing documents, especially when definitive copies already exist. In other cases, we suggest embedding information directly in the portal. Where applicable, we also note the source of the information.

RECOMMENDED INFORMATION TO INCLUDE		
INFORMATION	**SOURCE**	**MAP/LINK/EMBED**
Title IX	**Title IX of the Education Amendments of 1972, 20 U.S.C. §1681**	Map to USFSP Police Web Page; Map to keyword search "Title IX"
CLERY	**Student Right-to-Know and Campus Security Act of 1990 (20 U.S.C. § 1092)**	Map to USFSP Police Web Page; Map to keyword search "CLERY"
University must make readily available upon request, through publications, mailings and electronic media, to enrolled and prospective students: 15 items.	**Student Right to Know Public Law No. 110-542: 15 items.**	Map to keyword search "Public Law", "Right to Know", "110-542"
1) Financial aid programs available	**Item 1) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "Financial Aid"
2) Methods by which assistance is distributed among recipients	**Item 2) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "assistance"
3) Means and requirements for applying;	**Item 3) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542" "application requirements"
4) Rights and responsibilities when receiving aid	**Item 4) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "rights"

		responsibilities", "receiving aid"
5) Cost of attendance	**Item 5) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "cost of attendance"
6) Refund policy, and grant return and withdrawal requirements	**Item 6) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "refund policy", "grant", "grant return", "withdrawal"
7) The academic degree program	**Item 7) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "academic", "degree", "program"
8) Names of financial aid personnel	**Item 8) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "financial aid personnel", "financial aid staff"
9) Handicapped facilities	**Item 9) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "handicapped facilities"
10) Names of accrediting entities	**Item 10) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "accrediting entities"
11) Academic standards	**Item 11) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "academic standards"
12) Graduation rates	**Item 12) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "graduation rates"
13) Loan deferral and cancellation terms	**Item 13) of Student Right to Know Public Law No.**	Map to keyword search "Public Law", "Right to

	110-542	Know", "110-542", "loan", "loan deferral", "cancellation terms"
14) Applicability of aid for study abroad.	**Item 14) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "study abroad"
15) Campus crime report.	**Item 15) of Student Right to Know Public Law No. 110-542**	Map to keyword search "Public Law", "Right to Know", "110-542", "campus crime"
Annually the University must distribute to all enrolled students a notice of availability of six items.	**Higher Education Opportunity Act of 2008 Public Law No. 110-315 34 C.F.R. 668.41-668.49: Six Items**	Map to "Higher Education Opportunity Act of 2008", "Public Law" "No. 110-315 34 C.F.R. 668.41-668.49"
1) Financial assistance available	**Item 1) of Higher Education Opportunity Act of 2008 Public Law No. 110-315 34 C.F.R. 668.41-668.49**	Map to "Higher Education Opportunity Act of 2008", "Public Law" "No. 110-315 34 C.F.R. 668.41-668.49", "Financial assistance"
2) institutional information (e.g. cost of attendance including tuition, room, board, books and transportation; refund policy; description of academic programs and facilities; withdrawal requirements, facilities for the disabled; names of accrediting or licensing entities	**Item 2) of Higher Education Opportunity Act of 2008 Public Law No. 110-315 34 C.F.R. 668.41-668.49**	Map to "Higher Education Opportunity Act of 2008", "Public Law" "No. 110-315 34 C.F.R. 668.41-668.49", "Financial assistance", "Cost of attendance", "tuition", "room", "board", "books", "transportation", "refund policy", "academic programs", " facilities", "withdrawal requirements", "disabled", "accrediting", or "licensing"
3) Completion, graduation, and transfer-out rates	**Item 3) of Higher Education Opportunity Act of 2008 Public Law No. 110-315 34 C.F.R. 668.41-668.49**	Map to "Higher Education Opportunity Act of 2008", "Public Law" "No. 110-315 34 C.F.R. 668.41-668.49", "completion", "graduation", "transfer-out"
4) Annual security report	**Item 4) of Higher**	Map to "Higher Education

	Education Opportunity Act of 2008 Public Law No. 110-315 34 C.F.R. 668.41-668.49	Opportunity Act of 2008", "Public Law" "No. 110-315 34 C.F.R. 668.41-668.49", "annual security report"
5) Report on athletic program participation rates and financial support data	**Item 5) of Higher Education Opportunity Act of 2008 Public Law No. 110-315 34 C.F.R. 668.41-668.49**	Map to "Higher Education Opportunity Act of 2008", "Public Law" "No. 110-315 34 C.F.R. 668.41-668.49", "athletic"
6) FERPA notice regarding how to obtain student information	**Item 6) of Higher Education Opportunity Act of 2008 Public Law No. 110-315 34 C.F.R. 668.41-668.49**	Map to "Higher Education Opportunity Act of 2008", "Public Law" "No. 110-315 34 C.F.R. 668.41-668.49", "FERPA"
Policies/sanctions for copyright infringement	**Sections 152 and 153 Public Law No. 110-315**	Map to Topic Search that maps to information concerning Sections 152 and 153 Public Law No. 110-315, "Copyright" "policies" "sanctions" "infringement"
Annual disclosure detailing federal copyright penalties.	**Sections 152 and 153 Public Law No. 110-315**	Map to Topic Search that maps to information concerning Sections 152 and 153 Public Law No. 110-315, "Copyright" "annual disclosure"
Internet course schedule used for preregistration and registration purposes	**Higher Education Opportunity Act: Section 112**	Course/Search. Map to Topic Search that maps to information concerning "Higher Education Opportunity Act Section 112 ", "internet course schedule"
The ISBN and retail price of required and recommended textbooks and supplemental materials for each course listed.	**Higher Education Opportunity Act: Section 112**	myUSFSP Bookstore link. Course/Search. Map to Topic Search that maps to information concerning "Higher Education Opportunity Act Section 112 ", "books"
Institutions are to provide each student, upon	**Higher Education Opportunity Act: Section**	Map to Topic Search that maps to information

enrollment, with a "separate, clear, and conspicuous written notice" that provides information on the penalties associated with drug-related offenses.	**488**	concerning "Higher Education Opportunity Act Section 488" , "drugs", "penalties", "drug-related offenses"
An institution must make available, upon request, to any enrolled or prospective student a copy of the documents describing the institution's accreditation and its state, federal or tribal approval or licensing.	**Higher Education Act 20 U.S.C. 1001, 1002**	Map to "Higher Education Act 20 U.S.C. 1001, 1002", "accredit", "accreditation"
The institution must provide students and prospective students with contact information for filing complaints with the institution's accreditor and with its state approval agency and any other relevant state official or agency.	**Higher Education Act 20 U.S.C. 1001, 1002**	Map to "Higher Education Act 20 U.S.C. 1001, 1002", "procedures", "file complaints"
Each school must make available to prospective and enrolled students: Names of associations, agencies, or governmental bodies that accredit, approve, or license the school and its programs.	**Higher Education Opportunity Act Section 496**	Map to "Higher Education Opportunity Act Section 496", "accredit", "accreditation"
Procedures for obtaining or reviewing documents describing accreditation, approval, or licensing.	**Higher Education Opportunity Act Section 496**	Map to "Higher Education Opportunity Act Section 496", "accredit", "accreditation", "procedures", "approval"
The University must provide students the right to inspect their education records	**FERPA**	Map to term "FERPA", "education records"
Policies/sanctions for copyright infringement; and.	**Higher Education Opportunity Act: Sections 152 and 153 of Public Law**	Map to terms "Higher Education Opportunity Act: Sections 152 and 153 of

	No. 110-315	Public Law No. 110-315" "copyright", "copyright infringement"
Annual disclosure detailing federal copyright penalties.	**Higher Education Opportunity Act: Sections 152 and 153 of Public Law No. 110-315**	Map to terms "Higher Education Opportunity Act: Sections 152 and 153 of Public Law No. 110-315" "copyright", "copyright penalties"

The following pages present lightly-edited notes that paraphrase the stakeholder interviews. Formatting and diction may not be consistent. We prioritized capturing the essence of interviewees' responses but did not record any of the conversations. All three team members contributed to the note-taking process.

Interview #1

Paraphrasing: When asked for one thing that could be changed regarding the online learning experience for him at USFSP, the interviewee replied the "not so personal interface". We went on to confirm that this specifically meant, student-to-student interaction, student-to-faculty interaction, student-to-staff interaction, interactions in general. This person highly favored a "video chat" type of interaction.

A brief side discussion immediately ensued, in that a video chat scenario with "scheduled" video chat times could dovetail well with the current manner in which students are given guidance in a face-to-face manner. A staff member, in her office, equipped with a camera, would have access to all of the resources available to her normally, but by using the face-to-face interaction of a video chat, would enable the student to have real-time interaction with a staff member while providing convenience and relief from the necessity to find transportation to a staff member's office. This last feature figures prominently for those with disabilities, who are reliant upon specialized van services to meet these appointments.

We may also want to explore Firefox "hello", a browser extension that may allow video chat. This would be an inexpensive way and very convenient to add video chat capability to extant computers already in staff offices. Put another way, the infrastructure already exists on campus for the technology.

Further, virtual office hours for video chat conferencing could be enabled for all students very easily through the portal interface, thus reinforcing the capability of a robust web presence that would allow USFSP students to all aspects of their academic careers without needing to come to campus, as outlined in the original tasking of the portal.

As we explored ways to make the interface easy to use for those with disabilities, the interviewee brought up the subject of an audio "supplement" to speak text for those with

weak vision. This specifically was NOT a reference to voice recognition software, simply a way to "speak" an option when selected. (text-to-speech). Dr. Frechette expanded on the idea, asking if providing access to the information by phone would be helpful. This immediately felt like a great solution to many problems; it would allow mobile access, low-bandwidth, and almost built-in accessibility features for many students with mobility and/or speech challenges. Significantly, it could also be tied into a portal interface to allow notifications of deadlines or important events to the student, or tied into a synchronized calendar. He had heard of a company called "Twilio" that could perhaps offer relevant technology; we'll look into it a bit more to see what it's about.

The interviewee mentioned that he used shortcuts considerably to help him navigate through an interface; further prompting found that he tended to use Internet Explorer quite a bit, mainly because that is the OS commonly found in public institutions, so we want to explore a little more whether the shortcuts he is familiar with are specific to IE, or are more general. It did not appear that he was particularly familiar with any shortcuts in Canvas, nor are we. This is also something we need to explore further. If there are shortcuts available to students, how are they made known to the students?

Finally, the interviewee made specific recommendation/request to incorporate a video featuring a student with actual disabilities as a "visual" ADA statement that is incorporated into courses and learning management systems.

Interview #2

Mentality of taking online classes to work as much as possible. (applies to on campus work).
Example of a student taking four classes over the summer.
Our students work more than the national average, by a significant degree.
Importance of setting expectations for work required in an online class.
Lack of responses from teachers is a point of frustration.

What do you think USFSP students need to be successful with our online courses?

Different populations need different things
Addressing some needs will be offensive to some of the other populations
Points to the value of customization?

Modules on "How to Learn Online" could be valuable...
Could have Q&A about how to be successful online; searchable
Different tutorials, could come from professors in different disciplines.

How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

Student Success Center:
Acudemia has been used; its future use is uncertain. "Smart Thinking," two hours a semester -- live, one-on-one tutoring, in various subjects. Just last week added this to our site.

Having tutors, a system, ability to use WordPress have been necessary to move forward with online writing tutors, which has become a roadblock.

Some better system, where things can go to a queue, would be better.

Website has a page of resources, broken down by discipline...
Updated about once an academic year.
Stats and calculus are the biggest, chemistry, writing (science writing tutors).
Software that asks questions and also asks for confidence levels.
Test that measures online learning readiness.
Time management, study skills, expectations for the experience, ability to use technology

Possibility of providing virtual tutoring sessions

Setting up a Canvas Organization to handle submissions, for writing help.

Grammarly subscriptions, or something similar, could be very useful.
Turnitin -- (everything submitted is turned in, and never let go).
Pearson Grammar check
Self help tools could have a lot of value, helping students improve on their own.

Additional Notes from Sharon: During the interview, the issue that adult learners tend to flock to the computers at night, after work, for such programs as SPSS. Perhaps we could help these adult learners out by ensuring a prominently placed link to the USF virtual lab. There was also a reference to "Smart Thinking", a service provided by the university for free, online, 24/7 tutoring for a total of 2 hours. The "sense" is that it is something students would

use, but are generally unaware of. Perhaps a direct link to the service in the portal interface would be useful, but there would need to be some education as to the time limits of the service, and the need to come "prepared" to the tutoring service. Of special note, availability of such a service would be of great benefit to some of our students with disabilities. Video chat would enable them to bypass the normal keyboard interface that can be exceptionally challenging to use.

Interview #3

What do you think USFSP students need to be successful with our online courses?

From a general sense, contact is important. Not just an anonymous student taking a class. A sense of belonging. They need to know the university and people are behind what we do, not just an automated experience.

More than just a link that says "Nelson Poynter Library." We need something that provides understanding for the research that will be needed for most courses. We do have resources that you can use. Not just technical resources, but people resources.

Everything is available to fully online students, it's usually a matter of time. Physical resources can be shipped, and of course all online resources.

Students don't have an obvious tutorial about what resources are available and how to get into it? Much of this will be degree-specific.

Cultivating an information literacy frame of mind seems to be an important aspect of this.

Tutorials on how to find information could be very helpful:
- Identifying opportunities for research
- Finding information
- Knowing how to use information (and how to avoid misusing information)

Need to define appropriate citation, paraphrasing practices, because students are getting some bad information at the high school level.

This kind of resource could be built as a standalone resource that's linked to from both sites (Library site, Portal site).

We need to figure out what information / services need to be restricted (inside the portal) and which can be completely open.

Another problem is that many students go straight to the Tampa library website and don't come to ours and see all of our specific resources.

Berrie: We might talk to the OLITs group to make sure any template information that loads into a course includes links to the portal.

What do you see as the biggest roadblocks to student success online?

We need to find ways to guide online students through the process of accessing resources and services.

Portal needs a tutorial, introduction so students know what's in it and how it can be used.

We could ask questions that ask about research skills before getting started as a way to determine user ability.

Since the portal can find out certain info about the student, certain tutorials, tools can be provided.

Task-specific tutorials seem to have a lot of value. Something modular, that students can customize for themselves depending on their needs.

How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

Incorporating libguides and Ask-a-Librarian very important.
From a public standpoint, reference, access to resources, IIL.

What's the best way to integrate the content into the portal? (1. move it into the portal and remove it from where it's at now, 2. copy it into the portal because it needs to exist in both places, or 3. link from the portal to the content -- don't move it into the portal.

How often does this content change?

Modules/tutorials in some cases will need varying degrees of updates on a case-by-case basis.

Who's responsible for the changes?

Libguides are done by subject librarians. Tina's a good overall point of contact as the head of reference. Kaya did the current tutorial for basic research skills for comp 1 perhaps need a different model for the business students
Other Topics

Berrie: Students seem to have a higher expectation in the realm of doing library research vs. other areas. I wonder, from a portal standpoint, whether there will be concerns about privacy being eroded.

How much expectation is there … what about creating a terms of use?

Gary: Seems many students have just given up. But I personally think that it's best to not keep any information about anyone longer than necessary.

Please note that this portal connects you to many other points of service that have their own privacy policies and terms of use.

Berrie: Let's see if we do anything above and beyond or different from University policy guidelines.

Gary: We can also link to university policies on this.

We can look into the use of https://www.olark.com/ as a platform for managing an in-house chat Q/A system.

Interview #4

What do you think USFSP students need to be successful with our online courses?

Two types of students. I love online classes. I've done it a lot. I work full time. And I want more! When a classes isn't offered, it's a pain.

Other students are nervous about online classes, especially when they have multiple online classes. Some are older students. Some concerns come from lack of experience, others from bad previous experiences.

Younger students also sometimes feel like the online experience can be isolating.

One piece of advice is to connect with professors since they're here on campus.

Technical concerns make students nervous, in terms of submitting work. Advice is needed in terms of when to submit assignments.

A page dedicated to calming down nervous people's fears could be very valuable.

Transfer students must come to advising to register. They make an appointment and they see me through orientation. Phone appointments are possible.

Majority of students are still transfer students. But more state-funding comes from freshman.

Freshmen tend to be used to in-class experiences.

Online classes can reveal personal time management challenges.

Berrie: Good intro requirement could be watching a video about how to succeed in an online course.

We use eScheduler to make appointments for advising. They call or email when they can't do it.

What do you see as the biggest roadblocks to student success online?

Some classes are very technical and end up overwhelming students.

Casey: Custom descriptions that accompany online classes to set expectations could be important.

How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

Students need information about the advising process. They need to know that they have two advisers -- general academic (and graduation certifier) and departmental adviser. The later can help with course-specific questions.

Don't forget about 2.5 GPA in concentration.

DegreeWorks is an online student audit system. But many only look at it when they're sitting in my office. There are exceptions, but they're few and far between.

I'd never try to pull only parts of DegreeWorks in. It could provide a false picture of what's required.

Better advising on Exit Course requirements would be useful. Three of these are needed to graduate, all are upper level, and a C or better is required. Six (6) hours credit in Major Works and Major Issues. Three (3) hours credit in Literature and Writing.

Would be very helpful to pull a list of outside major elective requirements.

We also have a Registration Error Form that we use to funnel questions about trouble getting into courses.

What's the best way to integrate the content into the portal? (1. move it into the portal and remove it from where it's at now, 2. copy it into the portal because it needs to exist in both places, or 3. link from the portal to the content -- don't move it into the portal.

Some links and some content can be imported.

How often does this content change?

Not very. But Cindy Collins updates the website.

How do you see the addition of an online support portal impacting the services your department offers to our online students?

Something I can refer them to.

What about linking to career information?

I get a lot of requests about taking courses in Tampa, but there are often restrictions that need to be understood (because they haven't met the admission requirements).

Low completion ratios can also lead to restrictions.
Capacity restrictions also apply.

How much interaction would you expect, or can we hope to expect, via the portal. Chat? Phone number? Email? Discussion board / Q&A?

Is there any state legislation that affects the services you provide?

Degree audits are required. Warnings to check catalogs is important, as the requirements change year to year. Most, but not all, are catalog driven. Link to DegreeWorks (with active, current information)
Warning about excess credit hours is important.

Perhaps there's a way to keep key catalog information front and center within the portal. Links to relevant PDFs would also be useful.

Always be sure to consult financial aid. Students need to do this, because there's a firewall between academic advising and financial aid.

Additional Notes from Sharon: It may be worth looking at how well the military, or their children, are able to complete the process of registration. We weren't able to cover this fully in the interview. Military could have a home of record in St. Petersburg, Florida, but be physically located halfway around the world. There's a possibility that we could make things smoother for the military and/or their children seeking to go to school, particularly if they are declared residents of St. Petersburg or Pinellas County.

Interview #5

What do you think USFSP students need to be successful with our online courses?

One of the things I've seen is that there are a lot of students who don't understand the technology and don't have the technical competencies. I provide detailed steps, but students get stuck and want to come in in person. I'm teaching Information in Organizations in fall, and I'm working on a new Business Intelligence and Data Analytics course.

We're playing around with Office 365 to see if we can bring that in for College of Business students to use.

Device compatibility is a big issue. Some want to take the whole class on a phone. Some on a Mac. Often, instructions are written specifically for Windows PC.

Canvas is in pretty good shape, but the issue comes in when other third party software becomes part of the course experience.

No remedial courses here on computer usage.

I think the portal needs to be integrated rather than built on a new platform or additional place that students need to go.

What do you see as the biggest roadblocks to student success online?

Getting approval from Tampa and campus security to move the project forward.

"017" Form. Talk with NetID group. This is needed for new applications, for both onsite and hosted products. Things over a certain threshold also need to go through our group.

How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

Help Desk, how to contact us, how to submit support requests.
 For the new portal, how will support requests be handled? will they go into the general queue.

What's the best way to integrate the content into the portal? (1. move it into the portal and remove it from where it's at now, 2. copy it into the portal because it needs to exist in both places, or 3. link from the portal to the content -- don't move it into the portal.

I would stay away from duplicating information, as we're constantly updating things and they can fall out of date.

How often does this content change?

Frequently.

How do you see the addition of an online support portal impacting the services your department offers to our online students?

There will likely be login troubles. In terms of general difficulties, we often get calls about a lot of different issues, and we're good about routing.

How much interaction would you expect, or can we hope to expect, via the portal. Chat? Phone number? Email? Discussion board / Q&A?

There will likely be login troubles. In terms of general difficulties, we often get calls about a lot of different issues, and we're good about routing.

Is there any state legislation that affects the services you provide?

Make sure you're in compliance with all USF system regulations.

Would be good to talk to Jeff about State Legislation.

FERPA. Make sure @mail.usf.edu addresses are used for communication.

Be aware of what's needed to get access to different systems.
- Oasis...Class schedule search is open.
- Canvas - available without VPN but requires .
- Any links to the virtual computer lab would need to state VPN requirements.
- Banner...

Class hold information would be very useful to show online students...this information may come from Banner. At the very least, if we can say there's a hold, with a prompt to contact the relevant department.

I would offer live chat if I could, but we don't have the manpower right now. Though I know this is something that some students are interested in.

Tampa has a chat feature built into the ServiceNow ticket system that they use.

A news feed could possibly be helpful to spread information about new initiatives.

Patrick is looking at creating an intranet for the campus. He wants to take off the information for faculty and staff and treat the website as purely a marketing tool for students.

But one site with additional content after logging in may be the best solution.
April 17, 2015, 11 a.m. to noon

Interview #6

What do you think USFSP students need to be successful with our online courses?

Hard to think outside of our internal box. And that's the challenge I have with helping with the process. We try to design courses so that everything needed is housed inside the course.

Online library support, tutoring support, advising.

Everything else should be maintained inside the course.

One thing to bear in mind is that we don't support students directly, but rather support faculty.

In Tampa, learning objective / instructional design support isn't really provided. The focus is on media production. Multimedia developers instead of instructional designers.

What do you see as the biggest roadblocks to student success online?

Not really sure of any, at least from the standpoint of our department.

One issue is faculty that bypass our department in building our courses. They don't pick up our getting started information, which provides critical support to help students be successful.

How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

Getting Started module should be included within the portal.

ID Card support, information. This can be done remotely, and it's processed through Tampa. Our website has the link to get there and complete the process.

Getting into Oasis and getting all the courses currently offered online. If you do a regular filter for online classes, you may only find 10 responses, when there are usually over a hundred online courses per semester.

Some classes have a face-to-face component (for exams, for example), and this results in different coding in Oasis.

What's the best way to integrate the content into the portal? (1. move it into the portal and remove it from where it's at now, 2. copy it into the portal because it needs to exist in both places, or 3. link from the portal to the content -- don't move it into the portal.

Pulling content may be best. This way, everything is updated in one spot and kept in sync.

How often does this content change?

It does change with some frequency. We can update our template, but what about updating modules?

How do you see the addition of an online support portal impacting the services your department offers to our online students?

Instead of putting up a module, we might provide a link to the portal or a section of the portal. Could be specific to the subsection in the guide, for example, on ADA. In this way, the portal is feeding the content in other places.

How much interaction would you expect, or can we hope to expect, via the portal. Chat? Phone number? Email? Discussion board / Q&A?

Having chat or video chat for students could be useful, especially since calls and emails don't always lead to immediate responses.

Is there any state legislation that affects the services you provide?

Interview #7

What do you think USFSP students need to be successful with our online courses?

Knowing how to take online courses. Current generation probably has more familiarity. They may have experience with other kinds of online activities (social media), but not learning online.

Showing students how it's different than face to face classes.

What do you see as the biggest roadblocks to student success online?

Along with not knowing how best to navigate an online course, there are different learning styles that could be easier to handle in the classroom. Probably harder to tailor this online. Might be hard to see what those differences are in an online forum.

So, how are different styles accommodated online?

Need to be prepared for students who need to take an online course in order to graduate.

There may not be a lot of self-awareness of learning styles and study habits / challenges.

Online courses also seem to have a different take on the nature of student to student interactions.

How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

We get referrals from faculty, staff. We're embedded in the orientation process

We have online resources and a website. And we have resources to health and mental health issues.

Website outlines services offered as well.

Online mental health screenings that can be completed.

Links to events are also posted here. Resources to faculty and staff and students.

Video tour of the office is posted as well.

In-person services offered:
- Individual counseling
- Group counseling
- Biofeedback program
- Anxiety management (hybrid program)
- Psychiatry services
- Nutritional services
- Medical services

What's the best way to integrate the content into the portal? (1. move it into the portal and remove it from where it's at now, 2. copy it into the portal because it needs to exist in both places, or 3. link from the portal to the content -- don't move it into the portal.

A link to the website. The health educator (Victoria) maintains the content on the site.

How often does this content change?

Some not often, others with a good deal of frequency.

How do you see the addition of an online support portal impacting the services your department offers to our online students?

We have to see students in person to provide care. A few exceptions: We have an online anxiety management program, that's done via an online portal. It's psycho-educational, much like a class. Students must come in twice and also participate in video conferencing.

Another aspect of access is our after hours setup -- between 5 p.m. and 8 a.m., along with weekends, we have three different services:

- Victim advocate, for students who have experienced a crime of some sort. They can call this person and get concerns addressed.
- We have an after-hours nurse advice line.
- We have a mental health after hours line.

How much interaction would you expect, or can we hope to expect, via the portal. Chat? Phone number? Email? Discussion board / Q&A?

Casey: Is there a possibility of virtual events?

We want to educate students about sexual assault across campus, and we will create some digital materials for this that could also be part of an online resource.

Is there any state legislation that affects the services you provide?

We all have medical state licensure which includes professional, ethical boards.

Additional notes from Sharon: Links and resources representing the Wellness Center are a special case, and may require additional legal review because of the sensitive nature of the communications. Also, in terms of technology, this may be an instance where an embedded video makes sense. Videos in general are problematic, not the least because they are not an "agile" technology that is easy to keep current. However, videos from the wellness center aimed at providing guidance and assistance to troubled students may be appropriate, as the anonymity and privacy offered by an online interface may actually be an asset to view a sensitive video quietly, and in one's own space.

Interview #8

What do you think USFSP students need to be successful with our online courses?

One of our advising positions was going to work specifically with online students. *(Need to double check on the name.)*

Would be helpful if there were a way to get live interaction while working through the portal, for example, getting academic advising. This could help students navigate through the process.

Information on financial aid, working with the cashier's office.

Using USF email, since that's where official communication goes.

Calendar-based presentation of deadlines, events, etc.

What do you see as the biggest roadblocks to student success online?

Emphasizing differences between our campus and Tampa may be important.

OASIS is one example, where Tampa resources can be accessed. How to use OASIS to find a course would be a really helpful aspect of the portal.

An instructional module on this could be a great help.

DegreeWorks is another way to search for courses. This is a great program. It provides a way to plan a schedule. Specific courses can be inputted, and then a search can be run to see when the course is available. But no way to filter by campus.

For the college, we go into Banner to build courses, and we set all the properties. I work with Jason Morris, and we set up the courses.

I give a template to the chairs based on what rolls into Oasis. There's a long lead time on the deadlines.

Oasis pulls data from Banner. Banner can generate unofficial transcripts. It includes a catalog of what students have taken.

Development of a single repository for forms could be extremely valuable campus wide.

The structure of forms also varies widely. Word documents, PDFs, web pages. There's a lack of guidelines for designing, creating, storing, etc.

Tampa has a great online site for program/course vetting.

How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

Forms, final exam schedules (important to check for conflicts), academic regulations (and petitions).

What's the best way to integrate the content into the portal? (1. move it into the portal and remove it from where it's at now, 2. copy it into the portal because it needs to exist in both places, or 3. link from the portal to the content -- don't move it into the portal.

Important to contact people in charge of managing pages to make sure forms linked to are accurate and up-to-date. COAS website may be the least up to date since no one person has been able to take the time to manage it. Program assistants cover each program, and we're asking them to clean up our resources.

Casey P. has been asked to help begin to audit the COAS website.

One example is the ARC petition, which involves, for example, making a request for an excused leave from school.

Sometimes students pick up forms from Tampa, not realizing we're a separate institution.

How often does this content change?

Not often enough.

How do you see the addition of an online support portal impacting the services your department offers to our online students?

How much interaction would you expect, or can we hope to expect, via the portal. Chat? Phone number? Email? Discussion board / Q&A?

Is there any state legislation that affects the services you provide?

Additional Notes from Sharon: It was mentioned during the interview that sometimes, those searching for forms find "a" form, but it is not the "correct" form. Consequently, erroneous forms may be filled out, or the correct forms may be sent to the wrong location. We had a similar problem at an aerospace manufacturing plant I had worked at, and solved the problem by first centralizing the location of the documents, and then adding "expiration for review" dates on the documents. The documents were required to be reviewed on a periodic

basis to ensure currency, as well as to ensure that they were being sent to the proper location. Another recommendation was to add a "phone" point of contact for ARC petitions. The special consideration for ARC petitions lies in the fact that these petitions may be used by students under stress or duress, and in the case of those under physical duress, or with special physical challenges such as those with motor disabilities, the advantage of a "phone" point of contact would be greatly appreciated. Forms are a particularly challenging interface to use, I have seen some official forms in which those using assistive technology cannot access the form, and on more than one occasion I have seen forms accidently sent to the wrong place, or not received at all, due to the technology. Students in duress could really use a "phone" point of contact to be on the lookout for an incoming form.

Interview #9

What do you think USFSP students need to be successful with our online courses?

Important not to take too much for granted. Students aren't always prepared to do online work. They get messages about the scheduling flexibility, but they don't understand what the requirements are, or what the added demands are in terms of schedule management.

Even after taking several classes online, there's a sense that it's still an adjusting and learning process, in terms of understanding what the expectations of the student are.

Many students feel the discussion board is obsolete in current form. There's not the level of interaction that would be desired. They're making a comparison to a face-to-face class, and seeing a gap.

They also see a lost opportunity for the kind of "incidental" learning that can happen in the classroom.

Teachers get some responses, but student-to-student interaction in particular is a struggle.

Seems to be hard to spark genuine interaction, wherein students are really taking in and responding to one another's work.

The convenience factor does seem to be a big plus for many.

The hybrid approach seems to be one solution that offers the best of both. Students seem interested in this, even though there's the added fee to contend with.

Online with some synchronous sessions could help to address the interaction component. (But there are technical considerations with this approach, too, and it doesn't always work.)

Many students claim to want an online tutorial on taking online courses. This applies especially to student fresh out of highschool who may not have a lot of experience.

With our grad students, many are not as computer savvy as the undergrads are. There's a lack of comfort level for these students.

No time during the year to talk about what wasn't working online.

Concerns are more in delivery / hosting than powerpoint.

Student success courses are being developed, and on is being offered by this College. In some case, it may

What do you see as the biggest roadblocks to student success online?

Many students feel that exams are done in a less than above-board fashion. So, the students think there's dishonesty happening, and that has a negative effect on the experience.

There are also cases where students are taking tests and get booted out of the course. They feel it's unfair as they have to work back to where they were as the clock continues to tick.

Students want to be asked what would make the experience better (perhaps as part of the evaluation). They aren't sure that the evaluation is appropriate as it's designed (and better-suited) for face-to-face instruction. The ratings may be lower than deserved due to a mismatch between an online format vs an issue with the format.

Meanwhile, professors say the participation rate is too low to make it meaningful.

Some students feel online courses are oversubscribed and setup only as a cash cow.

Some students feel that those taking only online courses shouldn't live on campus.

Students may be missing out on a big part of the interpersonal aspects of being a college student.

Content suffers; not enough content is there, or it isn't fully used.

How should the college of eduction be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

There's some content on the college website.

What's the best way to integrate the content into the portal? (1. move it into the portal and remove it from where it's at now, 2. copy it into the portal because it needs to exist in both places, or 3. link from the portal to the content -- don't move it into the portal.

Content can be in both places ideally.

How often does this content change?

How do you see the addition of an online support portal impacting the services your department offers to our online students?

How much interaction would you expect, or can we hope to expect, via the portal. Chat? Phone number? Email? Discussion board / Q&A?

Is there any state legislation that affects the services you provide?

Terry Rhodes Gordon Rule course. Capped at 25 students. Education and Ethics course (Gen. Ed. possibly).

Giving students calls when they're in a fully online class seems to be a good way to build connections and interactions.

Interview #10

Essentials / Required Classes ... Cameron works with them at this point
If you're accepted a couple months before summer, you may do a lot before you get your first orientation

25% totally online ~
25% on campus
50% mix

Carol: Baseline: They're looking, seeing some information, but they're.

Carol: Some students have never taken online classes.

Carol: Students have very high expectations in terms of quality, support, communications
Some compare what we're doing to other experiences, for example, Nova University

Speed of access in Canvas is a theme that comes up a lot -- technical issues.
Setting expectations around this important, if not directly addressing the loading problems...

CAMERON: Students don't know their textbooks. They don't know what the structure, pacing is going to be. They don't have access to syllabi.

Expectations for course publishing -- nothing is established across the board.

When is syllabus due by faculty?

Orientation videos by college?
Not sure what the content is but might be worth seeing what's inside it.

Test/template course in Canvas might be of some value?
A video that shows how things are structured, where things are located, could also be of value.

Use of dates within syllabi is also a consideration -- this can be a problem in terms of keeping syllabi up-to-date.

For fully-online students, knowing what to expect is the biggest consideration.
Having access to the right equipment is a big concern, including computers themselves.

Certain software is required. Students don't always know.

New accounting masters program ... not online, but it's a possibility.

Cameron:

VIRTUAL ORIENTATION

Rolling admissions, could happen any time.

Identify and Assign Essentials ... 1-8.

A student could have no exposure to website. They go straight to application site, filled that out and then three weeks later, they have an acceptance letter. They may have never seen Canvas, etc.

Set up a NetID

Go into OASIS, make a payment of some amount.

They send Cameron an email, and he sends physical material.

Explaining student GMail and other parts of My.USF.edu interface.
Students may not realize that they need to login to this account to get access to correspondence.

OPEN QUESTION: What happens when NetIDs are created, exactly? Who is notified? There's a lot of ambiguity around this.

Cameron: I tell them to go to the address, and it usually happens immediately.

After the initial Essentials conversation, look at financial aid.
Then, class schedule search. (I show how to navigate, what filters to use, etc.)

Application Gateway (Online Software) apps.usf.edu
Atomic Learning (Software Tutorials)

Blackboard Collaborate. Can take up to 20 minutes to get everything -- plugin, mic, camera, etc.

Library Resources (integrated into orientation as a section)

Carol: As far as library resources go, nice to highlight what's available locally, and what's not...

General computer setup -- what's a good setup?
Two-screen recommendation
Mic, camera, may need to buy...

Would be nice to have video introductions from all students...

General advising video -- not 100% up-to-date, but it's there.

= College-specific steps.

Carol willing to follow up with programs and will see about having them create short advising videos.

Communicate to students that there are groups, Facebook pages, etc., that they will want to join. Some will be general, others program or college-specific.

Highlight internship, study abroad, and other opportunities.

Home page of portal may need to list all online programs, each of which would have its own landing page.
This landing page is where

Student checklist, individual version, plus a dashboard that admins can see of all students.

Interview #11

The interview surfaced points on the possible use of course components to be open and available for review to the public, archiving syllabi in the digital media, and connecting with students who were seeking help.

A belief that the ability to publish to the world, the first part of a Canvas Course, along with syllabi and course descriptions, would provide a great way to allow visitors to see the nature of the course before signing up for class. This would encourage exploration of USFSP and its offerings, and would follow a model that tends to be becoming more and more popular; a

"try-before-you-buy" model. There was also a recommendation that the syllabi archived publicly, strongly recommending the use of the USFSP Digital Archive to do so. (Note: Berrie rightly cautioned that a strong versioning system be in place if we do this). Also, there was brief discussion of the advantages of putting a current, active syllabus online through a standardized piecemeal process by faculty submitting content into standardized form fields, and the advantages that would bring. (The two concepts are very complementary ideas; current syllabus content embedded live in the courses, material from past courses to be archived in the digital archive). Further, if course descriptions could be put in a digital format, they could also be indexed and searched both internally and externally much more easily. These ideas squared well with results from the student survey, in which 85.2% said that it was very important or extremely important to be able to browse and enroll in all online classes.

The conversation then turned to the "Schedule Planner". Dr. Durand explained its benefits, and according to him, was strongly welcomed and loved by students from other universities which implemented the scheduler. As he described it, the advisor would input recommended courses into the student's individual planner; the student, in term, would input the available or preferred times he would be able to take the courses, as well as look to see if his friends were taking the same courses. (That data was provided by a "sanitized" version of Banner) The students loved this, and actually spoke to one of the results from the student survey, in that they expected or wanted to be able to get help from fellow students (59.2% thought it was very important or extremely important, 93.3% thought it was important, very important, or extremely important to be able to getting support answers from fellow students). However, there was much needed by the student population that the Schedule Planner did not provide; feedback to the students. To that end, we felt that the portal would be able to provide necessary services that the Schedule Planner did not or could not, particularly for students who needed additional assistance on some level.

This is partly because the Schedule Planner was based on Banner, but so many important events in a student's life affects other administrative offices and other databases. No one database source can provide for all the distinct needs of a student, and to that point, we came to understand just how much good the portal could do. For example, cross-notification between student and instructor on Canvas was suggested, as well as direct links to Financial Aid, or notification to faculty and/or the advisors if a student simply does not show up in class. We all felt that a "Help Me" button would be appropriate embedded in the portal interface; the problem is not a lack of capability of providing one, but that the

"roadmap" for who to notify whom has not yet been firmly outlined. Once that's in place, a "Help Me" button could be embedded in the interface with links to advisors, SOCAT, Financial Aid, etc.

Such personalized information would be available in the second phase of the portal, in which students used their NetID to check on course progress and work with all things academic through this interface. The first phase of the portal would not do that, but would be a great place to integrate the course descriptions, syllabi, and sample lesson. This would not only allow students to have a more gentle introduction to life in (? a virtual?) classroom, but would provide a marketing tool available to the world.

Finally, the interviewee recommended that we connect with Kathleen Moore, a SACS liaison that would be in place twice a week at USFSP.

Interview #12

Donna graciously provided an invaluable insight into the nuts and bolts of working with graduate students, and from that, we discovered the very "individualized" aspect of interaction with the students, in order to enable their success. For example, she was reluctant to use "canned" responses and form emails because she felt that it was important to reach out personally to the graduate students. There is real power in this, but it also brought up the contextual nature of working with the graduate students; much of the path a graduate student took was determined on a case-by-case basis. An example would be whether a course previously taken by the graduate student should be accepted for credit into the program. There is not a straight-forward, hard-and-fast rule as to whether a course should be accepted--it is a decision by faculty, and others. Consequently, it would be difficult to simply generate a list of required courses that definitively would apply to the graduate student's degree.

In the spirit of ensuring personalized interaction with the students, Donna felt that an online chat service would be a very good idea. She also felt that New Student Orientation would be a welcome presence online, and specifically, totally online, as that would help the many working students, and very specifically the military, who are stationed overseas. She suggested including a slideshow as part of the New Student Orientation. She also welcomed the idea of faculty office hours online, perhaps by chat or video.

In discussions about searching for courses, Donna pointed us to an invaluable resource --
the Search-A-Bull database; per Donna, this was based on the "BDMS" database system.
http://ugs.usf.edu/course-inventory/
(Further research after the interview showed this to be a version of Banner, "Banner
DataBase Management System).

Donna had several concerns that she felt should be addressed in the Portal. First, she was
concerned about FERPA requirements and privacy. We wondered if the protection of a NetID
was sufficient to address FERPA concerns. Next, she addressed concerns of Title 9, training,
and federal requirements.

She felt too, that there should be links to the appropriate course catalog, as that is
considered a binding contract; link to the student's advisor, as well as the office hours of
availability,

A major recommendation was to generate a "one-stop" location for all forms needed for
graduation, especially for Thesis, as well as a checklist (or checklists) to be available, possibly
on the form itself.

Finally, she made a specific recommendation that we meet with Milton White, of the USFSP
Veterans affairs. There is much that may be done for them through online resources.

Interview #13

A very important piece of information that came out of our meeting with Holly is that there
is a correlation between students coming to campus for Orientation, and their subsequent
enrollment to USFSP.

Anything that helps fuller enrollment numbers is welcome.

We try to celebrate the brand that is USFSP.

Hobson's pulls into OASIS.

http://www.hobsons.com/

40 days to completion (of registration).

OASIS -> NetID -> Sunflower connects all.

Banner -> looking at Starfish as a possibility
Starfish is a retention software

Starfish by Hobsons
http://www.starfishsolutions.com/

http://www.starfishsolutions.com/home/technical-specifications-for-the-starfish-enterprise-success-platform/

Eluican

http://www.ellucian.com/

Interview #14

This afternoon, Dr. Frechette, Berrie Watson, and Sharon Austin met with the Department of Online Learning and Instructional Technology Services, to seek advice on how to best conduct beta-testing of an important component of the USFSP Online student portal, the component which allows students to search for classes applicable to their degree.

Dr. Frechette presented the prototype, pointing out key features: On a top-level tier were buttons for campus selection, semester selection, and format selection. The second-level tier had filter options for courses, departments, and colleges. The top level had options that were pre-set to a default for the USFSP campus, a dynamically rotating semester option, and an online or offline format.

An immediate concern, brought up by Mr. Brodosi, was the definition of "Online", as some hybrid and tele-courses were considered to be online courses by some, but face-to-face courses by others. He recommended that we align the definition by the one provided by the state, which is to say if 80% of the course or more was online, then it was considered to be an "online" course. (We strongly agreed, of course, but we may want to look at making available a definition or explanation of what it means to be an online course, and that one "may" be expected to come to campus at some point, even if it falls under the definition of online).

Many of the OLITS group noted the confusion about the use of codes in OASIS. The College of Education, for example, tended to use the three-letter prefixes tagged as "SUBJ" rather than the three-letter code tagged as "DPT" in OASIS to identify their courses. (e.g., for the course titled, "Selected Topics University Success" the department code is COE, but the subject code is EDG.) In general, students have learned to search for a course on the SUBJ code rather than the DPT code. This lead Dr. Frechette to question the presence of the Department tab in the portal, and stated an intent to possibly re-purpose the tab to a search more closely aligned with typical use.

Also related to the above issue on codes, Otis noted that in the Psychology department, that a student had to choose among two different "menus" of courses that had different code prefixes. This contributed to the frustration of searching for courses that were applicable to his degree, because in effect, one had to search twice, once for each prefix. Dr. Frechette noted that a search could be developed whereby both course title and prefix could be entered in the same search box, generating a targeted result.

The question was raised whether the search could be "soft" and accommodate mis-spellings -- not yet, but it's planned to incorporate the soft search into the capability.

Stephanie recommended a search by major; almost immediately everyone saw the common sense good in doing something like this. The problem is that the majors are tied to the four-year plan, and these are not consistently available on a public basis yet. However, this made so much sense by all that we are going to look for ways to do this.

Another great suggestion from OLITS was to incorporate keyword searches -- for example, "child" to search for Psychology courses that deal with child psychology, etc.

Rich recommended an ability to "save" favorite information when selecting options from the portal. This was actually in the early plans of the portal, but was dropped when it was discovered that there was a strong resistance against the need for more passwords. To that end, we revisited the issue, and will be exploring ways to save favorite information without needing a password. Dr. Frechette suggested a method by which a number could be saved, and then entered again when revisiting the site; a "shopping cart" of selections. Also, there is some new HTML5 technology that we could explore for this.

We asked for how to best obtain student testers for the portal, and came to find that each department has its own student workers; to that end, we'll ask for permission from the departments individually. Currently, Robert Beasey, a student with disabilities, helps with design of the portal by coming in weekly, and offering many great insights as to the problems a student faces when trying to register for courses. He is simply invaluable, and has already impacted the design of the portal. However, he is also becoming familiar with it, so we want to supplement his insights with the insights from other students with disabilities who are not familiar with the project. Karla said she would be able to find some students with disabilities to help test. We'll coordinate with her on that.

Rich also recommended a "visual" presentation of the information where possible. His recommendation dovetails neatly with plans to present an interface with multiple visual components in it.

Some concerns were with how the portal would integrate with the "Scheduler" software that is soon to be implemented at USFSP. Although it is still early yet, it appears that the design of the portal would dovetail beautifully with the Scheduler software. The portal would allow a student to "shop" for classes knowledgeably, and on his own terms, on his own time, before working with the advisor (the advisor is the one who plugs the courses into the scheduler). Allowing students to explore a bit at a time, and "saving" their favorites, should help make their limited time with their advisor much more productive.

Interview #15

The largest concern for Chief Hendry is the incorporation of Orientation materials into the portal; there are federal and state mandates that must be covered, and these are covered in the Orientation process. The University Police Department (UPD) provides several documents that must be provided by law or statute, such as documents that provide for injunctions against abusers.

Title IX and the CLERY Act requirements figured prominently in student Orientation, as well as providing ready access to the Wellness Center (Mental Health) and SOCAT. Most of what needed to be covered at Orientation had its grounds in Federal, State, and Local Requirements; if students were to receive their Orientation through an online process only, they must receive this information. Also mandated was that the Annual Security Report be

made available online, as it is now. Key to the Chief was the ability to help 24 hours a day, seven days a week, through phone, email, chat, or other.

The Chief outlined his responsibilities to students, parents, faculty-staff and the community. This is a scope that is broader than what we've been dealing with previously; heretofore, we had been focusing on students and FERPA requirements. The scope of audience expands greatly here, as authority is based on jurisdiction. This applies to the online world as well. The Chief made more than one reference to concerns of online bullying and/or harassment, and reporting it. It's not uncommon for someone to "report" harassment via social media.

The Chief's main concern was that someone receiving a personal threat via social media would not know how or where to report it, so he wanted to see a highly visible, easily-found path to the University Police Department (UPD). By easily found, he means in two clicks or less online. In an acknowledgement that those who have been abused are hesitant to report abuse, the Chief had set up several links and opportunities to report anonymously (the links are included at the end of this report). He also alluded to the fact that those suffering abuse will sometimes only tell faculty members, as students are concerned that their grades are suffering due to the neglect of their studies. To that end, he recognizes the robust role that faculty must play in alerting authorities about abuse, and has some concerns as to how adjunct faculty may or may not receive training on this matter.

As a visual aid to finding help fast online, he recommended the word "Safety" for a button to push, where it would lead to multiple resources: The Police, The Wellness Center, SOCAT team, and more.

We talked about chat technology; his office is actively looking into a particular chat technology to be incorporated into the police pages. He asked about the robustness of the portal in times of emergency; I responded that the intent is to make the portal fully mobile, so that students could use the portal on their phones. That fact alone aligns the portal with a goal of being robust in times of emergency; SMS messaging requires the least bandwidth for the technology commonly used by students, and has a history of being used successfully in emergencies, such as during the earthquakes in Haiti. (Please note: making the portal mobile in and of itself is not enough -- other features must be built in, but of all the technologies used in emergencies, mobile technology has figured prominently). The Chief made mention of the Mo-Bull SMS system that currently is only one-way messaging; a good future would be one in which communication could be two-way through texting.

He also made reference to some online forms used by the UPD; we should make a point to make sure they are included in the central form repository. When asked who maintains the web presence, he listed several offices, that work through the webmaster. The offices included the Police, the Wellness Center, SOCAT, among others, so there is no one person responsible.

Here are the important links provided by the Chief:
police@usfsp.edu here is our generic email

http://www.usfsp.edu/university-police-department/ UPD webpage

here is SOCAT

here is the anonymous reporting
http://www.usfsp.edu/university-police-department/silent-witness/

replicate orientation material

you will need MoBull http://www.mobull.usf.edu/

know Clery information from orientation materials, including the Annual Security Report
http://www.usfsp.edu/university-police-department/annual-security-fire-safety-reports/

here is our orientation materials from UPD
http://www.usfsp.edu/university-police-department/files/2014/06/USFSP-Police-Student-Orientation-2014-v6.8.pdf?file=2014/06/USFSP-Police-Student-Orientation-2014-v6.8.pdf

here is the Wellness http://www.usfsp.edu/wellness/

Interview #16

Accessibility issues are disability specific, and that makes it very hard to generalize.
All online registration is probably the best for access.
There is, however, a confidentiality factor. Program that does this would have to be through Disability Services.

We do a lot in person that might be better in terms of doing test taking and other interactive features.
- Application for accommodation, services
- Test, Exam Scheduling is done online via program called / based on Clockwork.
- Switching home campus means hand off of documentation from one campus to another.
- Pasco education online students register through Barry's office for accommodations.
(Though not sure if these need to be proctored).

If classes are taken on devices, accessibility demands change.

Could be valuable to provide advice on what kind of devices to use, and what the inherent pros and cons of those devices might be.

Remote interpretation possible.

Roadblocks tend to be psychological in terms of thinking more can be done than what they're capable of.

Audio could remove the for a need an interpreter. But audio accessibility is a roadblock.

An FAQ page is underdevelopment, student and teacher

~

SDS on a portal site could have:

The kinds of online services that Tampa uses.
Forms are available on the site, or have been, and then can be emailed, mailed, or brought in.

Often, this material is presently faxed.

Note taking service requests part of first option

We send an accommodation letter out via PDF attachment to email.

Other service requests (interpreter)
Changes don't happen often but, when they do, they can be significant.

~

Most issues arise in a class setting when proper accommodation steps aren't taken.

Chat sessions could be very helpful...Skyping, or video, could also be a possibility.
Text chat...

~

USFSP Security Downloads has some software that students can get.

Empire State (New York, online school)
California State system

Additional references :

http://www.gatfl.org/favorite-search.php
http://www.augsburg.edu/class/groves/assistive-technology/everyone

Interview #17

Research, of course, is critical to the success of any serious academic endeavor. It so happens that USFSP and USF Tampa use lib guides as a way to access the databases, but it should also be noted that lib guides are used almost as a kind of "standard" in academic libraries.

A primary point of focus in our conversation was "how" students would get to library databases in order to do research, particularly with respect to initial stages of the portal, which do not require a login. A contract is written so that if a student is on campus and comes into the library, that the databases will be accessible. Otherwise, a student must have a NetID and login to the databases if off-campus. For the initial phase of the portal, no login would be required, but if the portal were to provide links to a centralized location for library services, it would easily dovetail with existing interactions with the library presence online; some assets require logins, some don't.

Chat figured prominently in our discussion, as it seems to have in our conversations with many, if not most, of the other stakeholders we've interviewed. From a historical perspective, when chat was visible, it was used heavily; once the chat feature was removed from a prominent position in the web pages, use went down. To that end, in the re-development of a new front-facing page for research, the intent is to put chat in a highly visible position, thus making it readily available for students. Chat was used heavily when it was visible, and it is the intention to re-introduce it to a prominent position if at all possible.

Online content changes regularly; the library has many sources of online content. In the case of the libguides it is maintained and updated by the librarians. There is current work on a beta version, 2.0, that would enable mobile access. This should be ready soon. Of note is that the user interface of the new version happens to use many of the same icons that the USFSP Online Student Portal and the Campus Scheduler use; this "unified" use of the same or similar icons should help ease the cognitive load that a student faces as they move between the different components of online work. Other online content is maintained through the USFSP Nelson Poynter Memorial Library website; this is coordinated through the web committee and maintained by Berrie. Additional online content is found the Tutorial Modules; these are actually used heavily by faculty, and developed and maintained jointly by the Library and Online Learning. Currently, these are accessed through the libguides. Finally, and last but not least, there is the USFSP Digital Archive; a link to this is also found on both the USFSP Nelson Poynter Memorial Library website, and the libguides. Content is maintained by library staff.

Tina thought that a "one-stop-shop" should help students greatly; students have the overwhelming task of having to find a different web page for each facet of their responsibilities on campus. This alone is time-consuming, and a cause for frustration. Putting major links into a "one-stop-shop" should really help students, in her opinion (and ours!)

Tina suggested that a link to the writing center (or at least the Student Success Center) be placed prominently on the interface, as students come into the library looking for help on using citations and writing in general.

Tina asked for a definition of "online" and how "completely" a student would be able to accomplish all facets of registration through an online process -- I told her that we were currently working with a definition used by the State of Florida, "80%" or more ...but this

may not align with the definition a student may have. Tina made mention of a form, the "immunization" form, that a student must fill out before enrolling, and asked whether a totally online student would still need to complete the form. This is a good question, and we hope to speak with the office of the Registrar soon to answer these kinds of questions.

We also briefly discussed other online assets that are typically associated with libraries; e-books, and Browzine. No one is certain why, but Browzine does not seem to be used heavily, except by certain faculty. As far as e-books are concerned, Tampa is only buying e-books, but it is too early to tell how well received this is.

I asked Tina about potential confusion of a USFSP student trying to access library resources from USF Tampa; she replied that libraries actually favor, and market, the close relationship between Tampa and USFSP. More databases are available, and fewer confusing logins for the student. The close relationship between Tampa and USFSP, as it relates to accessing library resources, is of benefit to students.

When asked about potential legislation that may apply, FERPA came up of course, but really the privacy and other issues that typically come up are handled by the database vendors and Information Technology. As a check, we visited the link at http://www.higheredcompliance.org/, but did not find any surprises.

Tina also provided a great link for the Portal team to review, so that we may ensure critical paths to resources are in place when the Portal goes live. Excerpt follows:

"Here is a link to a LibGuide that we feel incorporates essential library information into a one stop location for students. Most of this does not require a login.

http://guides.nelson.usf.edu/StudentPortal

This should give your users something to access and comment upon. Please note that it is not yet mobile-friendly. The chat widget colors need work as well but those changes should come with the switch to the 2.0 version which will happen soon. As we mentioned, because we are asking for a link to a LibGuide, it is with the understanding that the library staff will keep the news current and make any tweaks that we need down the road."

Interview #18

Dr. Frechette provided a brief introduction on the nature and work done to date on the portal; afterwards, addressed multiple facets of serving students online. An overarching theme of the conversation was that any services provided to students face-to-face, must also be provided to students online.

When asked what USFSP students needed to be successful with online courses, the responded that students needed an initial orientation online, and that online paths of support need to be provided for these students.

We briefly discussed some of the misconceptions surrounding online learning generally, for example, that it is easier to pass a course online than it is face-to-face. We should make clear in the online orientation process that there are many challenges to online learning, but simultaneously, point them to, or have readily available, paths/links to support them when they run into trouble. Specifically, not just academic help, but all the support functions that help ensure student success at a university. Furthermore, these points of aid should be standardized in the sense that services across the spectrum are similar in strength and reach. Of course, the person or office at the other end will offer assistance in a manner that reflects the speciality of their office; but the paths and links getting to that help should be equally robust, and should be able to help all diverse student populations equally.

Regarding logistics; a phased approach may be best for implementation. Also, it should be noted, that the university should support the supporters -- faculty should be given training and support to ensure their presence online is robust, and able to address the needs of students seeking help.

A recommendation was that not only should a video be provided for Orientation, but different "Orientation" videos for different offices. For example, a "general" welcoming video to USFSP, with references to (online) places by which one may find more help or information, as well as other "Orientation" videos by department or program, for example.

We talked about military students, and some of the special cases of administrative challenges involved with these students. A robust online presence of the University's office for veterans would enable the best possible support for our veteran students.
At the end of the interview, we were provided with some valuable SACS guidelines we could use to help evaluate the interface as it is developed.

Interview #19

When asked what USFSP students needed to be successful with online courses, Matt thought that a way to direct students to the proper resource associated with their school would be very helpful. Doing so is complicated by the nuts-and-bolts reality that the students are not all from USFSP; students need to be directed to the proper online resource that belongs to their "home" campus in the USF System, whether it be USF St. Petersburg, USF Tampa, or USF Sarasota-Manatee.

The biggest roadblock to student success is a general misconception that online classes are easier to complete than face-to-face classes. One actually needs more personal discipline, not less, in order to complete classes online, and this is not something generally recognized by newer students. He recommended a video for orientation to kindly alert the students to the upcoming challenges of studying online.

His office has a tremendous asset in a software application known as ORGSYNC (http://www.orgsync.com/); the version that USFSP has is called, "PETESYNC". To have access to it, one needs a NetID. It houses the various campus activities, and the ability to sign up and obtain "PetePoints." This is something wildly popular with the students. There's no public interface for this, because it is tied to a system that tallies personal points earned, as well as to prizes that have real financial value to them. The PETESYNC interface is automatically made available to the students when they receive their NetID, and becomes available to them in one of the drop-downs available in the myUSF login page.

We talked a little about chat and videoconferencing technology; for his particular organization, it has not had a record of being used much. That said, his office has been actively exploring ways to bring services to students who are fully online, such as considering making available yoga videos to those who are unable to come to campus. In that manner, even fully online students would be able to take advantage of yoga classes! But the discussions are still ongoing as to how to best support the fully online student.

Currently, the online web presence is maintained by USC, in coordination with the USFSP webmaster. How often the content changes varies by office. Most of the heavily used online presence for his office is really through the PETESYNC interface rather than the web pages, however. PETESYNC is probably the most important feature of Student Life and Engagement to be highlighted on the portal.

Interview #20

Veteran's most need to know how to get their benefits as it applies to education. Highlighted on the home page for USFSP's veterans http://www.usfsp.edu/military-and-veterans-success-center/ is a link that provides instructions on how to apply for benefits.
http://www.usfsp.edu/military-and-veterans-success-center/apply-for-benefits/
This page breaks down the benefits by chapter.

There are many benefits that only apply to veterans AFTER they have registered for classes; one link that deserves prominence after students have registered is CLOCKWORKS.
http://vetclock.forest.usf.edu/ClockWork/custom/misc/home.aspx

As so many others before him, the interviewee recommended that an orientation video be produced for new veteran students. He mentioned a text file transcript be added to the video. Although the captions in a captioned video assist cognition in many cases, the recommendation is that an actual text file be added, not just captions to a video. The issue is that for many areas overseas, the veterans are working in areas with poor Internet connections. To that end, the veteran is forced to work with technology that is low-bandwidth; consequently, a video may not be able to be loaded and/or downloaded. The text file is important in allowing a service member to obtain the information with technology that is low-bandwidth -- and -- has the added advantage of being more easily "restarted" in event of disruption or distraction.

Additional points concerning the orientation video is that it must address the cultural shock that some service members encounter when dealing with civilian resources. Discipline is not so much a problem for military members as it is for other segments of society, but hard deadlines are an issue. They need to know where to go for adjustments when service calls them away from school. They need to know what exceptions may be made for their hardship, in the way that those students with disabilities need to know the accommodations that are available to them.

As far as a web presence, the interviewee said that he coordinates with the USFSP webmaster to create and update his pages. Of note, he is currently working with Patrick to

provide a FAQ page, that would also include links to where to go for help when a student falls behind. To the point of ensuring robust communications with veterans, Mr. White readily welcomed the idea of chat or Skype technology; this would fit well into the outreach effort to those overseas, trying to go to school.

Finally, the USFSP Veteran Success center is very new, and more resources are being added constantly. We'll make a point to keep in touch to see what we can do to keep our veterans connected, and taken care of!

Interview #21

Patrick shared with us several initiatives happening at the campus and system level that could have major implications on our work. Most notable is the move toward a two-pronged approach to our web presence -- an external internet site and internal intranet site.

USFSP will deploy its internet site on WordPress as it now does. However, a good deal of the content presently accessible through this site will be removed and put into the forthcoming intranet site. The different campuses will manage their internet presences separately but use a shared tool for the intranet site.

The project is being managed by Chris Akin in Tampa. Patrick believes that the online student portal should be integrated into this system and serve as a model for other other units or areas of emphasis might also be represented.

The project has a two-year timetable, and it's about six months in at the moment.

Another development that we should be aware of is the change to the "For Faculty/Staff" and "For Student" sections of the website. There's also this page:
http://www.usfsp.edu/future-students/

Patrick also shared his experiences at PARK, where there is a tutorial system that is available publically.

http://www.park.edu/future-students/undergraduate-online.html

INTERVIEW QUESTIONS

1. What do you think USFSP students need to be successful with our online courses?

2. What do you see as the biggest roadblocks to student success online?

3. How should your department or area be represented in the portal? What key information should students have access to? Does this content now exist and, if so, where?

4. What's the best way to integrate the content into the portal? (1. move it into the portal and remove it from where it's at now, 2. copy it into the portal because it needs to exist in both places, or 3. link from the portal to the content -- don't move it into the portal.

5. How often does this content change?

6. Who's responsible for the changes?

7. How do you see the addition of an online support portal impacting the services your department offers to our online students?

8. How much interaction would you expect, or can we hope to expect, via the portal. Chat? Phone number? Email? Discussion board / Q&A?

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