**Chat Functionality**

**SUPPORT SERVICES FOR ONLINE LEARNERS AT USFSP:  
SUMMARY OF KEY FINDINGS FROM INTERVIEWS, RESEARCH, AND PROTOTYPING FOR CHAT TECHNOLOGY IN AN ONLINE SUPPORT PORTAL FOR USFSP**

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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.

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. The full report, titled “[Support Services for Online Learners at USFSP](http://dspace.nelson.usf.edu/xmlui/handle/10806/14940)”, is available at the USFSP Digital Archives. This report is a follow-up to the initial report, with a focus on proposed portal chat technology.

In the course of the initial interviews, chat technology was repeatedly proposed as a solution to enabling personalized interaction with students. This report summarizes our findings from multiple sources, including interviews with USFSP Library faculty,(who have extensive experience using the Ask-A-Librarian chat widget), and selected staff and students with disabilities, or expertise on disabilities. (Chat technology on its own can be a barrier to those with disabilities. With customized configurations, however, it can actually reduce the physical demands of interaction on students with disabilities). We also did a self-review to ensure that we were in lock-step with USFSP’s Strategic Plan. For example, Strategic Goal #2, “Student Success and Culture” , item 2.3 states: “Diversify student body to reflect regional demographics and global diversity with special focus on attracting students who enroll, progress, and graduate from USFSP”. Regional demographics reflect a strong minority presence, and research shows that minorities depend on mobile technology more heavily, as often, they cannot afford broadband access at home. It is important to us to ensure that the portal was truly a mobile framework because it was the right thing to do to better reach minorities, among many other points. This is just one example of how we sought to dovetail to the USFSP Strategic plan; more points are outlined in the report.

Key points under consideration were the following:

1. How can we configure chat so that information is not opaque to students?
2. How can we configure chat so that information is not opaque to stakeholder?
3. How can we configure chat so that it is usable by those with disabilities?
4. How can we reach as many as possible, including minorities, with the technology?

**LIST OF STAKEHOLDERS INTERVIEWED (ALPHABETICAL ORDER)**

The following list includes those interviewed concerning the chat component of the project. The interviews all involved one or more stakeholders and at least one members of the project team.

1. Gary Austin, MLIS, Distance Learning Librarian, Nelson Poynter Memorial Library
2. Robert Beasey, Student
3. Virginia Champion, Head, Access Services
4. Deborah Henry, MLIS , Interim Director, USFSP Nelson Poynter Memorial Library
5. Kaya van Beynen, MLIS , Library Research and Instruction, Nelson Poynter Memorial Library
6. Karla Kmetz Morris, MEd, Manager of Instructional Design Services, Online Learning & Instructional Technology Services
7. Tina Neville, MLIS , Head, Public Services, Nelson Poynter Memorial Library
8. Patricia Pettijohn, MLIS , Head, Collection Development and Technical Services
9. Jim Shcnur, MLIS , Head, Special Collections and University Archives
10. Tony Stamatoplos, MLIS , Library Research and Instruction, Nelson Poynter Memorial Library

**CORE VALUES FROM THE INITIAL INTERVIEWS**

Ten values emerged as recurring themes from the original interviews from the Fall of 2015 and the Spring of 2016. They are presented here again for continuity. 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 INITIAL INTERVIEWS**

A common set of concerns also emerged from the initial interviews. They are presented here again, for continuity. It is important to note, however, that the integration of chat technology figures prominently in addressing the concerns.

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:

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| **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 CHAT FEATURES FOR THE PORTAL**

The following pages list each core value and show relevant chat components for the portal. 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.**

***“USFSP is a dynamic research university that offers world-class academics and personalized real-world experience in a culturally vibrant, urban, waterfront community”*** *- Distinctive Identity: Bold Goal #1*

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| **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 options.** | 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 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.**

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| **PROPOSED PORTAL FEATURES TO SUPPORT SAFETY AND WELL-BEING** | | |
| **PROPOSED FEATURE** | **RELEVANT ASPECT OF PORTAL CHAT** | **RATIONALE** |
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| **Mobile Framework** | Enables USFSP Public Safety to communicate with students | Allows integration with MoBull Messenger |
| **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. |
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**3. WE CELEBRATE STUDENT SUCCESS.**

***“USFSP student success is at the heart of all we do”*** *- Student Success and Culture: Bold Goal #2*

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

**4. WE BELIEVE IN EMPOWERING STUDENTS.**

***"..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…” -*** *Key Stakeholder*

***“..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*

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| **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 links to sources of help of all kinds. |
| **Offer a USFSP-centric course search with a streamlined interface and advanced search options.** | Courses/Search | Allows independent course search, and a “favorite” selection to be downloaded before committing to the scheduler. Course Search in one place rather than across multiple web pages reduces the frustration for students. |
| **Provide a text-based chat platform that supports real-time communications with designated support staff.** | Talk/Chat | A specialized, custom-made chat enables students to ask for, and get, personal, one-on-one attention to solve their problems. The students themselves determine the subject matter of the conversation. The chat topic will not have to be restarted anew every time a student seeks help, as the history will be recorded. 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 | As in the case for chat, a specialized, custom-made knowledge base enables students themselves to determine the subject matter of the conversation Data collected supports Bold Goal #2: 2.2 Enact an evidence-based recruitment and retention plan that supports the entire enrollment-management life cycle. The student is empowered by actually creating his own database for help. 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*

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| **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 options.** | Courses/Search | Enables students to view courses, on their own time schedule before committing. |
| **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)*

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| **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.**

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| **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.**

***“Additional points concerning the orientation video is that it must address the cultural shock that some service members encounter when dealing with civilian resources”*** *- Key Stakeholder*

***“Roadblocks tend to be psychological...”*** *- Key Stakeholder*

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| **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 with designated support staff.** | Talk/Chat | Allows a personalized interface for students to talk to those who can help them. |
| **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.**

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| **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 turn-off near-real time messaging, allowing messages to be sent on demand.** | 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. Create a special toggle that displays a prompt to turn off messages, enabling control, and setting up a counter, so that students who choose to examine messages on their own time frame have an indicator of how many they have completed. |
| **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. The greatest asset will be that the students themselves are driving the topics, but the topics will also be mapped to general terms for disability, ADA, Section 508, etc., enabling supporters to help those with disabilities. In other words, the net effect is that we are supporting the supporters of those with disabilities. |

**10. WE ARE A RESEARCH INSTITUTION.**

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| **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 students, not our best guess about what they need to know.** | Knowledge/FAQs | Map to documents and tutorials on copyright, citation, research, library 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.**

***“Many …. 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”.*** *-- Key Stakeholder*

***“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”.*** *-- Key Stakeholder*

***“Getting Started module should be included within the portal”.*** *-- Key Stakeholder*

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| **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. |
| **Provide answers to questions submitted by real students, not our best guess about what they need to know.** | Knowledge/FAQs | Student-driven questions will create student-focused answers to the most common questions. Map to multiple sources that aid in orientation, such as orientation videos, tutorial videos, tutorial modules, how-to documents, authoritative personnel and offices for help, and more. |

**2. IT’S A CHALLENGE TO BALANCE STUDENT PRIVACY WITH THE TRANSPARENCY NEEDED TO PROMOTE STUDENTS SAFETY.**

***“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*

*“****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*

***“We have an online anxiety management program, that’s done via an online portal.”*** *- Key Stakeholder*

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| **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. |
| **Provide answers to questions submitted by real students, not our best guess about what they need to know.** | Knowledge/FAQs | USFSP Police and Wellness Center as menu items, map to multiple terms associated with getting help. Help topics matched to anonymous tip lines. Map to terms such as “safety”, private, and confidential. Map to social media. |

**3. STUDENTS ARE UNPREPARED FOR ONLINE LEARNING.**

**4. STUDENTS ARE UNPREPARED FOR COLLEGE.**

*Items Three and Four are closely related, but distinct problems. These problems are of course not unique to USFSP. However, these concerns were prominent 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 same portal features tend to address both solutions, so these two items are grouped together.*

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

***“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”*** *- Key Stakeholder*

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| **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 advanced search options.** | Courses/Search | Allows students to search online, at their own pace, without commitment. |
| **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***

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| **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:**, item 2.10 The institution provides support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. 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 | Menu item to feature Financial Aid to support Title IV. Topic search terms mapped to copyright. [**Ref #2:** item 4.7: The institution is in compliance with its program under Title IV of the most recent Higher Education Act as amended. [**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.**

***“Technical concerns make students nervous, in terms of submitting work. Advice is needed in terms of when to submit assignments” . -*** *Key Stakeholder*

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| **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. At least some of the links will not require NetID logins, so that students blocked by login problems may still be able to receive help on a timely basis. |
| **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. Enable a chat that requires no login. 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.**

***“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.”***  *- Key Stakeholder*

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| **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 text-based chat platform that supports real-time communications with designated support staff.** | Talk/Chat | Allows chat that does not require a login if 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*

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

***“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.”*** *- Key Stakeholder*

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| **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.**

***“Chat sessions could be very helpful...Skyping, or video, could also be a possibility.***

***Text chat…”*** *- Key Stakeholder*

***“If classes are taken on devices, accessibility demands change.” -*** *Key Stakeholder*

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| **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 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.** | Talk/Chat | Dedicated chat channel to Disability office. Include a channel that does not require a 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.). Special toggle created to allow students with disabilities to turn off messages, and receive a message count to allow them to read the messages at their own pace. |
| **Provide answers to questions submitted by real students, not our best guess about what they need to know.** | Knowledge/FAQs | Map to syllabi on the web, as well as syllabi archived elsewhere. Making material accessible on the web requires a different toolset/skill set than making word documents or pdf files accessible (Syllabi are often on word documents, or generated as pdf files). 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.***

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| **RECOMMENDED INFORMATION TO INCLUDE** | | |
| **INFORMATION** | **SOURCE** | **MAP/LINK/EMBED** |
| **Title IX** | **Title IX of the Education Amendments of 1972, Title 20 U.S.C. Sections 1681-1688** | 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. 110-542** | Map to keyword search “Public Law”, “Right to 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**](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6)**: Six Items** | Map to “Higher Education Opportunity Act of 2008”, “Public Law” “No. 110-315  [34 C.F.R. 668.41-668.49](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6)” |
| 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**](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6) | Map to “Higher Education Opportunity Act of 2008”, “Public Law” “No. 110-315  [34 C.F.R. 668.41-668.49](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6)”, “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**](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6) | Map to “Higher Education Opportunity Act of 2008”, “Public Law” “No. 110-315  [34 C.F.R. 668.41-668.49](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6)”, “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**](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6) | Map to “Higher Education Opportunity Act of 2008”, “Public Law” “No. 110-315  [34 C.F.R. 668.41-668.49](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6)”, “completion”, “graduation”, “transfer-out” |
| 4) Annual security report | **Item 4) of Higher Education Opportunity Act of 2008 Public Law No. 110-315**  [**34 C.F.R. 668.41-668.49**](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6) | Map to “Higher Education Opportunity Act of 2008”, “Public Law” “No. 110-315  [34 C.F.R. 668.41-668.49](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6)”, “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**](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6) | Map to “Higher Education Opportunity Act of 2008”, “Public Law” “No. 110-315  [34 C.F.R. 668.41-668.49](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6)”, “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**](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6) | Map to “Higher Education Opportunity Act of 2008”, “Public Law” “No. 110-315  [34 C.F.R. 668.41-668.49](http://www.ecfr.gov/cgi-bin/text-idx?SID=9cecbd715b06a0d481a0f0a3d82a9033&node=34:3.1.3.1.34.4&rgn=div6)”, “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 enrollment, with a "separate, clear, and conspicuous written notice" that provides information on the penalties associated with drug-related offenses. | **Higher Education Opportunity Act: Section 488** | Map to Topic Search that maps to information 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 No. 110-315** | Map to terms “Higher Education Opportunity Act: Sections 152 and 153 of 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” |
| Missing Student Notification Policy Sections 485(a) and (f) Missing Student Notification Policy and Procedures: Any institution participating in a Title IV federal student financial aid program that maintains on campus housing facilities must establish a missing student notification policy and related procedures for those students who live in on campus housing and who have been missing for 24 hours. | **Higher Education Opportunity Act: Public Law No. 110-315 20 U.S.C. 1092(j)** | Map to Annual Security Report. In addition, map to terms “Higher Education Opportunity Act: Sections 152 and 153 of Public Law No. 110-315” “Annual Security Report”, “student housing facilities”, “on-campus student housing” |

**INTERVIEW SUMMARIES (CHRONOLOGICALLY)**

*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**

Current use of Ask-A-Librarian Chat is

**Interview #3**

**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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