

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE  
UNIT ASSESSMENT PLAN  
2014-15**

<b>UNIT:</b>	<b>E-Learning</b>
<b>MISSION:</b>	E-Learning at USF Sarasota-Manatee is committed to providing the support infrastructure needed to assist and encourage quality online instruction through technological and course design assistance and the delivery of faculty professional development workshops that promote innovative teaching and online best practices; to building an environment of success that fosters excellence in teaching for all online and blended education by meeting the needs of today's learners.
<b>2012-16 USFSM STRATEGIC PLAN GOALS:</b>	<p><b>GOAL 1 ACCESS:</b> Expand access to a University education that benefits students and the local, national, and global community. (Aligns with USF System Goals 1,2,3,4,5; State University System of Florida Goals 2,3)</p> <p><b>Teaching &amp; Learning</b></p> <p>(1a.) Expand academic programs in distinctive areas related to the Suncoast's needs and strengths and across disciplines, when feasible, including the ability for students to complete the full four-year bachelor's degree.</p> <p><b>Scholarship, Research, and Innovation</b></p> <p>(1b.) Promote innovative scholarship and community-engaged research.</p> <p>(1c.) Seek external funding from public grants, private foundations, and individual donors.</p> <p><b>Public Service &amp; Community Engagement</b></p> <p>(1d.) Partner with a variety of organizations and stakeholders, including the USF System.</p> <p>(1e.) Build a University living and learning community, including residence halls, academic buildings, and student life facilities.</p> <p><b>GOAL 2 SUCCESS:</b> Enhance success of student outcomes, faculty productivity, and community impact (Aligns with USF System Goals 1,2,4,5; State University System of Florida Goals 1,2).</p> <p><b>Teaching &amp; Learning</b></p> <p>(2a.) Produce continuous improvement in student outcome measures, including retention and graduation rates and student career results.</p> <p>(2b.) Earn professional accreditation and recognition, including AACSB and NCATE.</p> <p><b>Scholarship, Research, and Innovation</b></p> <p>(2c.) Track and promote faculty-developed measures of scholarship.</p> <p>(2d.) Identify student success predictors.</p> <p><b>Public Service &amp; Community Engagement</b></p> <p>(2e.) Earn recognition as a Carnegie Community-Engaged University.</p> <p>(2f.) Track and share the value of the University's and graduates' economic and societal contributions.</p>

OUTCOMES	Unit Goal	Means of Assessing Outcome	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
<b>UNIT GOALS:</b>					
Outcome 1: Engage faculty and students in online trainings and resources.	1, 2, 3, 4	Create and deliver training and online resources throughout the 2014-15 academic year. Track page views.	<p>Training/professional development and online resources increased throughout the 2014-2015 academic year. Training was delivered both online and in face-to-face sessions, ranging on a variety of topics from online pedagogy to online technology. 23 workshops were offered, 60 faculty/staff/students have attended. See Faculty Development Session Schedule and Rosters.</p> <p>Online resources for students and faculty were reorganized and increased.</p> <p>Faculty Resource page:  <a href="http://usfsm.edu/e-learning-services/faculty-resources/">http://usfsm.edu/e-learning-services/faculty-resources/</a></p> <p>Total page views:</p> <p>Student Resource page:  <a href="http://usfsm.edu/e-learning-services/student-resources/">http://usfsm.edu/e-learning-services/student-resources/</a></p>	<p>Continue to increase the number and variety of training sessions for faculty and students. Record the number of participants and implement a post-session survey for feedback to improve future professional development.</p> <p>Continue to track E-Learning Services, Faculty Resources, and Student Resources web statistics to improve content organization and online resources.</p> <p>Create a Professional Development Handbook.</p>	Excellent plan to bring rigor and strategic vision to the area.

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			Total page views: E-Learning Services page: <a href="http://usfsm.edu/e-learning-services/">http://usfsm.edu/e-learning-services/</a>  Total page views:		
Outcome 2: Increase interdepartmental/system collaboration to determine course design needs to increase online course quality	2, 4	Development of a proposal for faculty and administrative consideration to enhance online course design	A pilot implementation of Quality Matters was recommended by a faculty/E-Learning Services task force. 18 faculty/staff have received Quality Matters Applying the Rubric to Online Courses certification. See USFSM Quality Matters Implementation Plan and QM Task Force Minutes. USFSM Quality Matters: <a href="http://usfsm.edu/e-learning-services/quality-matters/">http://usfsm.edu/e-learning-services/quality-matters/</a>	Continue Quality Matters implementation, create internal capacity to conduct faculty-driven peer reviews of online course design. Achieve the 2015-16 benchmarks of QM Implementation Plan.  Create a Canvas Getting Started Module based on QM Rubric best practices for use in online courses. Getting Started module will be available to all USFSM faculty.	Successful implementation of the pilot.
Outcome 3: Work towards compliance with federal regulations and SACS-COC	2, 3, 4	Track progress of steps taken towards compliance of Section 508 and SACS-COC online course expectations	Steps taken for Section 508 and SACS-COC compliance during the 2014-15 academic year were in a number of areas; such as the Quality Matters Implementation, development of E-Learning Services Guidelines, processes, and best practices. A SharePoint document library was created to maintain a digital library of	Continue to track compliance of Section 508 and SACS-COC online course expectations. E-Learning Services Assistant Director will attend the 2015 SACSCOC Institute on Quality Enhancement and Accreditation to increase internal knowledge of compliance and regulations.	Continue to monitor.

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			resources. See Faculty Development Scheduling example. Joint professional development sessions for E-Learning Services and Student Disability Services staff on ADA compliance and closed captioning for online videos. Anthony Spall, E-Learning Services Instructional Technologist, became a member of the system-wide ADA online workgroup.		
Outcome 4: Develop long-term plan for administrative and academic infra-structure systems and processes	3	Develop organizational positioning of e-learning within the broader structures of academic and student affairs	A reorganization of E-Learning Services was conducted. Assistant Director and Instructional/Multimedia Developer positions were created and filled.	Create a Teaching and Learning Task Force to strengthen support and resources for faculty and students.	This approach should ensure buy-in and success.

**Chancellor's Response:** Much progress has been made in this area during the year and all involved are to be commended for their work. We need to continue to increase both quantity and quality of online instruction to better meet the needs of our students, especially in regard to scheduling concerns. The new re-organization of this area should improve synergies among the areas being combined and further move the University forward in e-learning.