

**UNIVERSITY OF SOUTH FLORIDA SARASOTA-MANATEE
UNIT ASSESSMENT PLAN
2015-16**

UNIT:	E-Learning Services (ELS) (Timi Hager)
MISSION:	E-Learning Services (ELS) 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.
2015-20 USFSM STRATEGIC PLAN GOALS:	<p>STRATEGIC GOAL 1 STUDENT SUCCESS: Ensure student retention, timely completion, employment success, and student satisfaction (Aligns with USF System Goal 1; State University System of Florida Goals 1, 2).</p> <p>Strategies</p> <p>(1.1) Offer the right mix of courses and expanded scheduling to facilitate timely completion.</p> <p>(1.3) Enhance student support services, such as early intervention, tutoring, career advising, and academic advising.</p> <p>STRATEGIC GOAL 3 INTENTIONAL ENROLLMENT MANAGEMENT: Strategically recruit and retain students by growing existing programs and creating new programs of strategic emphasis or demonstrated demand (Aligns with USF System Goal 1; State University System of Florida Goal 3).</p> <p>Strategies</p> <p>(3.1) Expand programs in areas of strategic emphasis (e.g., STEM).</p> <p>(3.7) Ensure website is optimized for use by perspective students and parents, while maintaining functionality for other audiences in conjunction with USF System.</p> <p>STRATEGIC GOAL 4 TEACHING AND LEARNING: Explore and implement innovative technologies and pedagogical methods that increase student engagement in the learning process and improve student learning outcomes (Aligns with USF System Goal 3; State University System of Florida Goal 1).</p> <p>Strategies</p> <p>(4.1) Establish an office for excellence in teaching, learning, and leadership to define, assess, and recognize excellence in teaching in all formats by leveraging system resources.</p> <p>(4.3) Develop and enhance the effective use of technology and collaboration space to enhance instructional delivery and increase student success.</p> <p>(4.5) Assure program quality through regional and program accreditations and reviews.</p> <p>STRATEGIC GOAL 7 RESOURCES: Preserve, grow, and diversify the human, physical, financial, private, and other resources, aligning them to support the strategic goals (Aligns with USF System Goals 3,5; State University System of Florida Goal 6).</p> <p>Strategies</p> <p>(7.1) Create models of efficiencies across functional areas to build units of excellence by utilizing functional experts in shared-service-type-arrangements (i.e., purchasing, travel, scheduling, human resources, and inventory).</p> <p>(7.5) Continue to pursue partnerships through leveraging system resources.</p> <p>(7.9) Update policies and procedures.</p>

OUTCOMES	Unit Goal	Means of Assessing Outcome	Assessment Data	Plan Resulting from Analysis of Assessment	Vice Chancellor's Response (Dr. Terry Osborn)
UNIT GOALS:					
<p>Outcome 1: 1a. Expanded collaboration with USFSM Colleges and faculty to provide quality online course design increasing student retention.</p> <p>1b. Successful completion of the Quality Matters Pilot.</p>	<p>2,3,4</p> <p>2,3,4</p>	<p>Create/build a Faculty learning community of 10-15 cross-disciplinary online faculty in conjunction with E-Learning Services staff to become certified in Quality Matters Applying the Rubric and Peer Review.</p> <p>Complete the Digital Maker and Collaboration Xpace for collaborating and creating online content.</p>	<p>30 people completed APPQMR. 10 additional people are registered to complete the workshop before June 30, 2016.</p> <p>4 people have completed the Peer Reviewer Course. 2 additional people are in the process of completing this course. Rosters available upon request.</p> <p>The Digital Maker and Collaboration space is in progress. Some technology has been ordered.</p>	<p>The APPQMR implementation has been successful. We will continue to offer the course two times per semester – once online and once face-to-face.</p> <p>As more people complete the APPQMR, the “pool” of people available to complete the Peer Reviewer course grows. We will continue to market the PRC course all who have completed the APPQMR in order to build our team of internal peer reviewers.</p> <p>The Digital Maker and Collaboration space will continue to be built as resources (space and construction team) are available. As dedicated space</p>	<p>Excellent work on the QM implementation. Continue building DMACS.</p>

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		<p>Complete 2 internal online course reviews using the QM standards.</p> <p>Complete 1 QM managed review of an online course for national recognition.</p>	<p>1 internal online course review using the QM standards is in progress. This course will be submitted for a QM managed review upon successful completion of the internal review.</p> <p>3 additional faculty are interested in submitting a course for an internal review. We will be able to accommodate these requests as the Peer Reviewer team is built.</p> <p>Faculty Senate voted to accept QM as the standard for quality in online course design at USFSM.</p>	<p>for equipment is limited, we initiated a system through which we can loan equipment to faculty for use in creating digital content.</p> <p>As the team of Peer Reviewers grows, we will work to complete 2 internal reviews and 1 QM review annually.</p> <p>The QM rubric will continue to be used as the standard for quality for our online courses.</p>	
<p>Outcome 2: 2a. Departmental student/faculty workshops and training designed, developed, and facilitated.</p>	<p>2,4</p>	<p>Expand existing professional development program for students/faculty in collaboration with Info Commons and Technology Services.</p>	<p>ELS Student Intern offered Proctorio training in the Information Commons.</p> <p>Collaborate with Fabio Monticone in Technology Services for lecture capture and</p>	<p>As new technology is available, we will continue to offer professional development to both staff and faculty and enhance collaboration with Information Commons and Technology</p>	<p>Engagement with new Office of Professional & Continuing Education will be important.</p>

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<p>2b. Continued professional development in the areas of online learning and information technology in education.</p>	<p>1,4</p>	<p>Use GEMS as the registration platform for workshops and training sessions.</p> <p>All ELS staff attend a professional development conference involving distance learning or educational technology in the next year.</p>	<p>video services.</p> <p>Professional Development offered to college staff. Individuals from Information Commons and Technology Services participated in sessions about Proctorio, Canvas Certification Course and APPQMR. Specific workshop dates and rosters available upon request.</p> <p>GEMS was used for registration in professional development sessions.</p> <p>Timi Hager attended Learning Solutions and Quality Matters Conferences. Anthony Spall attended InfoCom and InstructureCon. Heidi Schroeder attended Learning Solutions conference.</p>	<p>Services.</p> <p>Use of GEMS is beneficial for Human Resources but the registration process is cumbersome for faculty and staff. We plan to allow faculty to register through an internal Google Form to allow for smooth registration. We will submit rosters to Human Resources to be added into GEMS.</p> <p>As E-Learning and pedagogy continue to evolve, staff professional development is needed. We will continue to ensure that all E-Learning staff attend a professional development conference</p>	<p>Excellent work on in-house professional Development.</p>

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				involving distance learning or educational technology.	
Outcome 3: Updated E-Learning Services website in an effective timely manner.	2,4	Reorganize E-Learning Services web pages to ease navigation to student and faculty resources.	<p>All ELS web pages were reviewed and updated. Text content was updated for clarity and complexity was reduced. Actionable information was made more apparent through alterations in location and layout. Pages were made more appealing and information density was reduced through the addition of graphics. Hyperlinks were checked for accuracy and updated as necessary. New information was introduced where appropriate and in accordance with style conventions adopted on the USFSM website and on other ELS pages. Navigation was reviewed and revised in order to reduce the number of clicks needed to arrive at sought for resources.</p> <p>Viewing and registering for available professional development sessions was made easier by adding an embedded calendar and web registration form on the Professional Development page.</p>	Pages will continue to be updated and revised on an ongoing basis to ensure that information is accurate and up to date. As more information is added, layout and navigation will be reviewed to ensure that information density remains manageable for visitors. Staff will continue to review ways to make pages more visually appealing. Staff will investigate available options for creating an embedded document library for tutorials and related files made available for download. Such a library would allow for more sophisticated organization of materials currently made available through hyperlinked text on the Faculty Resources and Student Resources webpages.	Continue revision of web presence as necessary.

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<p>Outcome 4: Quality customer services and support provided to student, faculty and staff.</p>	<p>2</p>	<p>Monitor monthly reports to analyze patterns in support and areas that can be strengthened by determining the frequency of requests for services and support.</p> <p>Use satisfaction surveys to gauge and improve student, faculty, and staff services and support.</p>	<p>E-Learning Services Support Form was created to analyze support requests. This form also allows the department to categorize requests between instructional design, instructional technology and general technology support.</p> <p>Satisfaction surveys were administered following both face to face and online professional development sessions.</p>	<p>The ELS support form revealed trends that could be addressed through Professional Development sessions. Frequent, repeat questions were asked regarding specific functions in Canvas. The Canvas Certification course was developed in response. We will continue to analyze trends in the support form in order to develop professional development needed for our faculty and staff.</p> <p>Survey results show that attendees were satisfied overall with the resources shared, facilitator knowledge and structure of the session. Survey responses from Proctorio sessions showed that attendees appreciated the availability of multiple sessions throughout the day as coming at one specific time for training can be difficult. We have added a number of online professional development sessions in order to accommodate the busy and varied schedules of our faculty</p>	<p>Good survey results and plans from them.</p>

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				and staff.	
Outcome 5: Compliance with federal regulations and SACSCOC	1,3, 4	Track progress of steps taken towards continued compliance of Section 508 and SACSCOC online course expectations.	<p>To address the SACSCOC requirement for online faculty professional development, the Canvas Certification Course is now offered to all current and new faculty teaching online. This allows faculty to show competency in the Learning Management System.</p> <p>To address Section 508 compliance, we continue to work closely with student disability services to ensure that courses are accessible. A request for 3 Play Media has been submitted as a Technology Grant Proposal</p>	<p>We plan to continue to offer the Canvas Certification course to faculty teaching online as well as interested face to face instructors and staff. We are developing a "level 2" professional development option which will allow faculty to gain further skills in online pedagogy and advanced tools for teaching.</p> <p>As we develop courses with the framework of the QM rubric, we will continue to be in compliance of SACSCOC and</p>	Continue to monitor and advocate in this important area.

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			that would allow us to move forward to add closed captions to videos for online and blended courses.	Section 508 expectations and for our online courses.	

Chancellor's Response: (Dr. Stone)

It is critical that we stay up-to-date and have people appropriately trained to implement and support current instructional technology. Good job with increasing access for faculty development in this area and good job keeping on top of technology trends. Thank you for all your work. Continuing to stay current in e-learning technology and practices is going to be increasingly important with the growing demand for more online learning opportunities for both credit and non-credit courses and continued/increasing collaboration with other units will be essential for all to be successful. Looking forward to seeing the new DMAC space and hearing ore about all the new things you all are doing!