

2018

Online Learning Student Support Scorecard Guide



Table of Contents

BACKGROUND	3
ADMISSIONS	6
FINANCIAL AID	8
PRE-ENROLLMENT ADVISING	10
VETERAN SERVICES	13
ORIENTATION	17
POST-ENROLLMENT	19
LIBRARY	24
STUDENTS WITH DISABILITY SUPPORT	26
TECHNOLOGY SUPPORT	28
REFERENCES	29

Online Student Support Scorecard

Special thanks to the following groups for guidance, evaluation, and valuable contributions to the development and design of the Online Student Support Scorecard.

* The Student Services Work Group of the Online Education 2025 Strategic Plan for the Florida State University System

* The Florida Virtual Campus Student Services Committee of the Distance Learning and Student Services Membership Council

Additional thanks to Victoria Brown. Assistant Provost of eLearning at Florida Atlantic University, for her dedicated work on this Guide.

Student Support Services Workgroup Members

David Brodsi
Associate Director Online Learning
University of South Florida

Victoria Brown, Chair
Assistant Provost of eLearning
Florida Atlantic University

Michael Dieckmann
Chief IT Strategies
University of West Florida

Lynn Dress
Director, Enrollment Management Operations
State College of Florida, Manatee-Sarasota

Franzetta Fitz
Director of the Office of Instructional
Technology
Florida Agriculture and Mechanical
University

Geri Genovese
Director of Student Experience
Complete Florida

Drew Golburgh
Manager Academic Support Services/
Instructional Designer
Florida International University

Kris Klann
Associate Director in the Dean of Students
Office
University of Florida

Robert Reed
Associate Director of Center for
Distributed Learning
University of Central Florida

Javier Reyna
Director of IT Strategy
University of West Florida

Kendall St. Halaire
Director of Virtual Campus
Indian River State College

Josh Strigle
Director, E-Learning and Learning Support
College of Central Florida

Javier Reyna
Director of IT Strategy
University of West Florida

Kerry Welch
Associate Vice President, Student
Development
University of Central Florida

Liaisons:

Joyce Elam
Implementation Committee Chair
Florida International University

Nancy McKee
Board Liaison Chancellor's Office
Florida Board of Governors

Lynda Page
Board Liaison Chancellor's Office
Florida Board of Governors

BACKGROUND

The Online Student Support Scorecard is designed as an easy-to-use process for evaluating the support services at post-secondary institutions for students taking most or all their courses off-campus. The purpose of the scorecard is for an institution to evaluate whether the student services offered to off-campus students are comparable to the services available to on-campus students. Institutions can use the results of the scorecard to identify the strengths and weaknesses of various services essential to the success of this subset of students.

This scorecard may also serve as supporting documentation for accreditation visits, as its initial development was tied to the Southern Association of College and Schools Commission on Colleges 2012 Edition of the Principles of Accreditation: Foundation for Quality Enhancement Core Requirements.

The scorecard has 62 quality indicators within 11 different categories. Each of the indicators is worth 2 points. The 11 different categories include: admissions, financial aid, pre-enrollment advising, veteran's services, career counseling, orientation, post-enrollment services, library, students with disabilities services, technology support, and graduate student support. Each category has a broad description of the activities expected within each of the categories.

Following the description are the quality indicators within that category. The quality indicators serve as descriptors of the activities for off-campus students which should be occurring at an institution to replicate the services students on-campus receive. Each of the quality indicators in the rubric has a description of what would be considered full implementation of that quality indicator for 100% off-campus programs and classes. Full implementation allows the student to participate anytime and anywhere without the need to visit the campus. Partial implementation indicates the student can access many services without visiting the campus, but some services might require a visit to campus, or because access is limited to typical work hours. No service would indicate the student must come to campus for that particular service.

2 points: Exemplary Level of Service is the availability of the service in an off-campus format: on-campus, virtually, extended work day hours and weekends.

1 point: Service is Available as one or more options beyond on-campus or on-paper.

0 points: Limited or No Service is available in any mode.

Following the indicators and levels of implementation at the institution is a list of suggested practices. This section serves as guidance to the institution related to services or activities the institution can provide to support off-campus students. The suggested items provide guidance for items that are scored within the scorecard.

The last section is the example section. Examples have been gathered through research and provided by institutions across the United States as suggested practices that have assisted off-campus students. The institutions providing the examples are included to promote communication across the institutions regarding improvements in student support services for online.

OFF-CAMPUS STUDENT SUPPORT DELIVERY MODELS

To replicate the on-campus support for the off-campus students, institutions tend to follow three models in the delivery of those services. Variations occur across institutions as the models are adapted to the institutional mission, organizational structures, and culture. For example, programs with 100% off-campus degrees that are offered through an online college or campus, may elect to use a more centralized approach. Other institutions with degrees offered through the various departments and colleges on the campus, may select a more decentralized approach. To make the most efficient use of resources, institutions may use a web portal approach to providing information about processes and services available.

Centralized Student Services Model

In the centralized student service model, student support services are often provided as a one-stop shop. The staff in a centralized model work together in the same department within the institution's organizational structure. The staff specializes in assisting off-campus students. The off-campus students are able to connect with support services through a toll free number or online chat tools. The personnel understand the unique needs of the off-campus students; therefore, they are able to respond quickly to their inquiries and concerns. Off-campus students' needs are more complex than traditional students. They are usually 25 + years old with factors in their life which interfere with their ability to complete their degrees on-campus. These students may be employed in positions which do not allow for contact with the support services during the typical work hours making extended hours extremely important. Having one accessible contact point to receive answers quickly removes barriers in accessing the services offered by the institution.

Decentralized Student Services Model

The decentralized student services model expands upon the expertise within the institution's current student service units to support the needs of the off-campus student. In the decentralized model, students may still have access to a toll-free number and chat services allowing a single point of contact with the institution. The students reaching out are then channeled to the appropriate unit at the institution to address the issue or concern. Within the units, a staff member is trained in addressing the needs of the off-campus students and the communication tools required to support the off-campus students. For example, the specialist understands curriculum options and services available for off-campus-only students. Communication tools include the use of web conferencing tools and online chat tools so documents and technical demonstrations can occur. The staff is also available after typical business hours so that students with other responsibilities during the day can still receive support.

Providing Web Resources as Best Practice

Many off-campus students are tech savvy. As result, they want to quickly find answers on their mobile devices, laptops, or computers. A web portal allows students to explore and locate the answers to questions at the time the information is required. The portal can also provide helpful information in improving success in taking off-campus classes at the institution.

Another good strategy to support off-campus students is an easily accessible frequently asked question (FAQ) section within a web portal. The FAQ section can provide students with specific

answers with step-by-step directions for services students need to access online. A good FAQ can substitute for contacting a real person. FAQs expand the options to students when a live person is not available or for those wanting quick access without contacting the institution.

The processes at institutions for admissions, enrollment into classes, and accessing standard services can be complex. Multiple ways of interacting with the material or instruction can enhance communication with students. Providing both textual directions and short videos that demonstrate processes can reach the students to ensure understanding of the message that needs to be communicated.

Finally, the web portals should be accessible by mobile devices and by those with disabilities. More students are using mobile devices with small screens to access the electronic resources around them. Designing the web portals for easy display is important for locating information on-the-go. Carefully designed web pages allow students to navigate web resources open to the public with screen readers and all videos must include captions.

ADMISSIONS

DESCRIPTION

During the admission process, off campus students are able to access information about the degree program, admission criteria, transcript evaluation, and application without going to campus. The institution provides access to recruitment specialists beyond typical business hours and weekends.

QUALITY INDICATORS

1. The institution responds to prospective student inquiries during the admission process.
2. The institution provides virtual campus tours during the admission process.
3. The institution has online applications.
4. The institution has the capability for documents to be submitted online.

SUGGESTED PRACTICES

- The institution provides a single recruiter for a student as a point of contact through the admission process and enrollment into the first semester of classes.
- The institution makes sure all documents required for the admission process can be submitted online.
- At no point does the student need to visit the campus to be accepted at the institution.
- Website should contain calendars with important dates based upon the enrollment process, checklists of items required for admissions, checklist of the processes involved in admissions, and FAQs that allow students to locate information independently.
- The institution has a tracking systems that allows monitoring of students during the admission process to reach out and notify those missing documents in order to complete a process.
- The institution has onboarding tools for students to use to guide them through the submissions of documents and processes required for admissions.
- A sample course is available for students to participate in at the institution to fully understand what is expected from an off-campus student.

EXAMPLES

Educational Advisory Board (EAB) Recommendation: Providing self-help tools online for when the staff struggle to meet all the needs of the students. Tools include a visual rubric to guide students through the admissions processes, online tutorials and demonstrations, calendar of deadlines, and online resource centers with detailed information about registering for classes or access to financial aid (EAB, 2016d).

State College of Florida, Manatee-Sarasota: The admissions department ensures that prospective students have access to online inquiry/interest forms 24/7. Students that inquire via the forms receive an email confirmation containing follow up information within 1-2 hours of submitting the inquiry. An applicant is able to apply to the college via an online application which allows the students to upload documentation to support Florida Resident for Tuition purposes. Applicants and admitted students are notified of their admissions decisions status as well as missing and received enrollment documents through a tailored and personalized email communication plan that is also supported by personal follow up calls to students by admissions staff.

RUBRIC

Admissions

	Fully Implemented	Partially Implemented	Service not Available
The institution responds to prospective student inquires during the admission process.	Students can easily locate multiple ways of making inquiry. In the event a live person is not available, students are automatically directed to self-service information.	Only one option, such as telephone service, is available or personnel who answer inquiries may have other duties that delay responding to students.	Responses to prospective student inquires occurs during standard business hours.
The institution provides virtual campus tours during the admission process.	The tour should be self-guided and cover all of the information a student needs. An institution may consider creating a separate tool for the completely off-campus student that covers the electronic campus and services, since that information is more relevant than the location of building on-campus.	Only limited information is available. Information may not be available in an organized tour or self-guided website experience. For example, a campus map is linked from one page and individual department websites contain listings of their locations and services, leaving it up to the student to find their way around the college site.	Students must attend on-campus orientation.
The institution has online applications.	The application can be accessed and submitted online. It can be started, saved and continued as needed. Contextual help in completing the application is available and "live" help is available as described in part a.	The application is available online with electronic submission. However, assistance with the application can only be obtained during standard business hours.	The application is available online but may require a trip to campus for assistance or to be printed and mailed.
The institution has the capability for documents required for the admission processes to be submitted online.	Transcripts, recommendation letters, shot records, and other admissions documents can be submitted online. Assistance is available after business hours.	Transcripts, recommendation letters, shot records, and other admissions documents can be submitted online. However, assistance with the application can only be obtained during standard business hours.	A student must visit campus to submit transcripts, recommendation letters, shot records, and other admissions documents.
The institution provides onboarding service support for online students.	The institution has a web based software program which walks the student through the application, admission, and enrollment processes step-by-step and provides the students notification as to which items are required next.	The institution provides a checklist on the website of the items required for the application, admission, and enrollment processes. The steps are also provided on the website.	The information for the application, admission, and enrollment processes are provided on the website; however, the student must search those answers across multiple web pages for each of the different departments.

FINANCIAL AID

DESCRIPTION

The student has access to the full range of financial services without visiting the campus. The financial aid office is part of the centralized one-stop shop for off-campus students or has financial aid specialists trained in the use of communication tools to share computer screens or to demonstrate how to access financial aid tutorials and resources.

QUALITY INDICATORS

1. Students have access to a financial counselor/advisor/coordinator.
2. Students have access to financial literacy assistance.

SUGGESTED PRACTICES

- Students are aware of what financial aid support they will be receiving as part of the enrollment process.
- A website is available that details the total cost of the off-campus degree.
- Students participate in online financial literacy training that walks through decisions related to student loans and use of credit cards to pay for their education. Upon completion, students understand the long-term consequences of their financial decisions.
- Students have access to online tutorials and explanations on how to complete the federal financial forms.
- The financial aid office is included on a team that monitors stop-outs to identify temporary crisis situations to provide financial resources to bridge the at-risk students through the crisis.
- Offer financial literacy online courses, seminars or videos to reduce loan default rates.

EXAMPLES

Xavier University: Created a three-phase system to address bursar holds. Phase one was a mass email reminder two week prior to registration for student with outstanding balances. Those students would receive an automated, notification email. Phase two occurred as registration opens. Weekly audits were performed. Students with holds were targeted for phone or in-person counseling. Phase three was providing students with micro-scholarships to students with urgent financial issues. Emergency funds were provided by alumni through small donations (EAB, 2015b).

BYU Idaho: Created an Online Support Center. Using student employees, the Center was able to resolve routine requests related to student records, billing, and financial aid from 7 am to 7 pm. More complex problems were escalated to the appropriate unit on-campus (EAB, 2015b).

University of California, Santa Barbara: Provides 14 short videos featuring screen shots and voice-over narration for just-in-time support in filling out the FAFSA (EAB, 2015b).

Financial Aid TV: This is a paid service which provides institutions engaging, self-service, web-based tutorials on a variety of financial topics including financial literacy, federal financial aid, and more. The service will develop custom landing pages and videos on institutional specific topics (EAB, 2015b).

RUBRIC

Financial Aid

	Fully Implemented	Partially Implemented	Service not Available
Students have access to a financial counselor/ advisor/ coordinator.	Students have the opportunity to interact with a financial aid professional electronically, via several methods, such as live chat, email and phone. Either the institution assigns a professional to the student or uses a CRM solution to ensure continuity of the process.	Students may have remote access to assistance but it may only be by phone, may be limited by hours or assistance may be disorganized and the student may have to speak to a different person each time they call.	Students must visit campus to receive assistance with their financial application or other information.
Students have access to financial literacy assistance.	The institution provides financial literacy to students that can be accessed remotely. It should also be available as both self-service and person to person so that students may choose how they want to seek assistance.	Some resources may be available but may be limited in scope or format. Assistance may only be available by phone or only through 3rd party web tools.	The institution provides on-campus seminars or workshops to learn about financial literacy.

PRE-ENROLLMENT ADVISING

DESCRIPTION

Understanding degree program requirements during the admissions process promotes a well-informed student. The best practice is for the pre-enrollment advisors to follow the students through the first semester. This allows advisors to make a connection with the students and serve as unofficial life coaches. Off-campus students often struggle with life pressures; having someone they can reach out to for ideas on how to handle the challenges in their life and accomplish the instructional goals are a valuable resource for them. Providing robust information on a website is also helpful allowing students' access to valuable information at their fingertips.

QUALITY INDICATORS

1. The institution provides advising for students to set academic goals for themselves.
2. Students have access to transcript evaluation/degree audits.
3. Students have access to enrollment planning, including career exploration and employment outlook resources.
4. Students have access to personal development strategies.
5. The institution provides placement testing, if needed.
6. The institution uses predictive analytics data; especially high school GPA/ SAT or ACT scores/class grades to match aptitude for success within a degree program during the advising process.

SUGGESTED PRACTICES

- Provide a readily accessible career interest/aptitude evaluation tool.
- Provide employment research/resources by meta-major or degree program.
- Use at least three-touch points first week of class as a predictor of student success within the courses and provides follow-up for those who are not achieving.
- Provide access to a career advisor to ensure they are selecting the degree program that is the best match for their academic performance and aspirations.
- Evaluate transcripts and inform students about courses which are required before admission.
- Provide online tools that allow a student to input previously taken courses to determine the possible time to graduate.
- Create personal connections with incoming students through pre-enrollment advisors which encourage the students in successfully completing the enrollment process and first courses.
- Provide a website for students with a suggested degree program plan so the student knows which classes should be taken first and when to take subsequent classes.
- Provide a degree planning solution as an interactive tool which demonstrates consequences for of changes in degree and/or dropping courses which is attached to a year round schedule or established program plan/pathway/flight plan.
- Use an advisor tracking system to monitor the availability of the advisors to the off-campus students and the quality of those interactions.

- Follow-up student surveys evaluate the student experiences, identify the barriers that students encounter, and suggestions for improvement from the students.
1. Make available a time management calculator that allows the student to enter their life activities (family, work, leisure) to calculator time for off-campus courses. Recommending number of courses to take.

EXAMPLES

- Franklin University has a MyTransferCredit App to assist applicants in determining how long it will take to complete degree and what actual cost is based upon the transfer credits (UB Business, 2016).
- Florida colleges and universities can take advantage of the FloridaShines state catalog systems which allows students to use the system degree audit system to assist in selecting a degree program appropriate for interests and aptitude.

RUBRIC

Pre-enrollment Advising

	Fully Implemented	Partially Implemented	Service not Available
The Institution provides advising for students to set academic goals.	Advisors are available in person and virtually to assist students in understanding academic pathways and how they relate to career goals.	Degree offerings may only be available via the institutions website. Advising help may be limited with students accessing the assistance during normal business hours.	Degree offerings may only be available via the institutions website. Advising help may be limited. Students must come to campus to obtain information.
Students have access to transcript evaluation/degree audits.	An institutional degree audit may also be available. These systems are available "on demand" so that students can obtain the information as they need it. Advising personnel are available to assist in "what if?" and substitution scenarios.	The institution's records system is integrated with FL SHINES, to provide degree audit capabilities. Advising personnel are available to assist in "what if?" and substitution scenarios during business hours.	Students may be required to come to campus for these processes or they may only be available via a formal request with some turnaround time.
Students have access to enrollment planning.	Off-campus degree pathways are available for the off-campus only students. If an off-campus course is not offered each term, students are aware of when the course will be available. Students are aware of their options if a course is cancelled for any reason.	Degree pathways are available for students. If an off-campus/on-campus course is not offered each term, students are aware of when the course will be available. Students are aware of their options if a course is cancelled for any reason.	Students may only have access to a list of degree requirements, such as is often found in an institution's catalog.

<p>Students have access to personal development opportunities.</p>	<p>Students can participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on-campus students.</p>	<p>Students have some opportunities to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on-campus students.</p>	<p>Students have no opportunity to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on-campus students.</p>
<p>The institution provides placement testing, if needed.</p>	<p>The institution has partnerships with other institutions to provide testing sites outside of the immediate region and provides a coordinator who works with the student to identify alternative testing locations for those who may live farther away.</p>	<p>The institution provides recommendations on the web to identify alternative testing sites for placement testing or provides a coordinator who works with the student to identify alternative testing locations.</p>	<p>The institution does not provide recommendations for alternative testing sites for placement testing.</p>
<p>Students are able to contact the student disability office during the pre-enrollment process to services are in place for the first classes.</p>	<p>During the onboarding process is a step to contact the disabilities office for notification of a disability before classes begin.</p>	<p>As a checklist item in the enrollment process is a link to the student's disability office which contains information to notify the office of a disability.</p>	<p>The student must search the website for the appropriate office and contact information of the student disability office.</p>

VETERAN SERVICES

DESCRIPTION

Veterans often continue their careers as contractors with private companies supporting the military. Those positions require veterans to continue with employment opportunities outside of the United States or to move to alternate locations within the United States. As a result, veterans continue to need the flexibility in accessing their courses. The veteran services at the institution allows veterans to remain connected with the institution and to successfully complete their degree programs. Maintaining after hour services for this group of students is important to accomplishing their educational goals.

QUALITY INDICATORS

1. Students have access to support for personal/financial VA processes.
2. Students have access to Veteran's specific support services.

SUGGESTED PRACTICES

- Veterans are aware of the processes and procedures to inform instructors and professors of their unique employment situations that may result in loss of internet connections due to travel or missing streamed courses.
- Separate financial advisors are available that understand the Veteran's Administrations processes and how to apply for financial assistance through that organization. The advisors are available after typical office hours for out-of-country deployments and weekend hours.
- The off-campus veteran students have access to an online support community using web conferencing tools.
- The online support community connects with alumni to assist in sharing their strategies for successfully completing, graduating, and promoting connections to future employment opportunities.
- Access to the same services as all students as well as supplemental veterans supports.

EXAMPLE

- Veterans are aware of the processes and procedures to inform instructors and professors of their unique employment situations that may result in loss of internet connections due to travel or missing streamed courses.

RUBRIC

Veteran Services

	Fully Implemented	Partially Implemented	Service not Available
Students have access to support for personal/ financial VA processes.	Staff at the institution's veterans' support office are aware of the unique needs of distance learners. They are available to provide services at a distance.	Staff at the institution's veterans' support office are aware of the unique needs of distance learners. They are available to provide services during standard business hours.	Services for veterans may only be available on-campus. Staff may only have time to handle in-person workload.
Students have access to transition support services.	The support group and counseling services to assist veterans in transitioning to an educational environment is available using web collaboration software at times that off-campus veterans are available.	The support group and counseling services to assist veterans in transitioning to an educational environment is available using web collaboration software at times during business hours.	The support group and counseling services to assist veterans in transitioning to a campus environment is only available on-campus.

CAREER COUNSELING

DESCRIPTION

The goal of a post-secondary education is advancing a career or beginning a different one. Providing guidance to students in achieving this goal increases the value of their educational experiences. Career counseling begins during the enrollment process as the students explore potential career options in relationship to their previous academic performance. Service should then extend to the training that typical on-campus students can receive, such as, practice interviews. In today's world, students should know how to present themselves well using web conferencing tools or telephone. Talking to an online audience teaches the students how to present their strengths and prepares them for online interviews and in their future jobs.

QUALITY INDICATORS

1. Students can explore career assessments during counseling
2. Students have access to job placement services.
3. Students have access to internships resources and/or services.
4. Students have access to resume writing workshops.
5. Students have access to interview preparation workshops.

SUGGESTED PRACTICES

- The online support community connects with alumni to assist in sharing their strategies for successfully connecting to future employment opportunities, including but not limited to virtual job fairs.
- During the admission process, a career advising tool allows students to match their interests to specific degree programs. The results can include mapping the students to various jobs which displays the possibility of obtaining positions in that field and the potential earnings.
- The institution offers internships at locations where off-campus students are located or provide the ability to attend the internship opportunities virtually.
- The institution provides a way for students to create a profile, upload resumes and work samples through career portfolios to share with future employers. The tool also allows the students to search job postings and connect with alumni in their chosen fields.
- Counselors are available to practice interview skills for both live and virtual interview situations.
- Virtual job fairs provide students an opportunity to connect with potential employers.
- Digitalized tutorials are available for writing resumes and cover letters, preparing online profiles, searching job databases, and compiling online portfolios. Information is provided how to evaluate content posted on personal social media.

EXAMPLES

LDS Business College: Implemented a Mock Interview Week in which college staff and administrators conducted interviews to assist students in making a great impression. The sessions taught job readiness skills and could be done virtually (UB Business, 2016).

Florida Atlantic University: The Career Center designed an inventory that maps the students' career interest into FAU degree programs with descriptions of the various occupations.

State College of Florida, Manatee-Sarasota: The College designed an area of interests on a webpage that incorporates career interest inventory with associated regional employment information, as well as, program offerings that align with those interests.

RUBRIC

Career Counseling

	Fully Implemented	Partially Implemented	Service not Available
Students can explore career assessments during counseling.	Career assessments can be completed online and the results discussed by a career counselor or coach who is available to the student without coming to campus; availability includes after hours' support.	Career assessments can be completed online and the results discussed by a career counselor or coach who is available to the student without coming to campus during business hours only.	Career assessments must be completed on-campus and the results discussed by a career counselor or coach who is available on-campus only.
Students have access to job placement services.	Job placement services are available to the student without coming to campus; availability includes after hours' support.	Job placement services are available to the student without coming to campus during business hours only.	Job placement services are available to the student only on-campus.
Students have access to internships resources and/or services.	Internship resources and services are available without coming to campus and internships are available where the student is located or virtually.	Internship resources and services are available to the student without coming to campus during business hours only.	Internship resources and services are available to the student only on-campus.
Students have access to resume writing workshops.	Workshops and one-on-one sessions for resume writing are available to the student without coming to campus; availability includes after hours' support.	Workshops and one-on-one sessions for resume writing are available to the student without coming to campus during business hours only.	Workshops and one-on-one sessions for resume writing are available to the student only on-campus.
Students have access to interview preparation workshops.	Workshops and one-on-one sessions for interview preparation are available to the student without coming to campus; availability includes after hours' support.	Workshops and one-on-one sessions for interview preparation are available to the student without coming to campus during business hours only.	Workshops and one-on-one sessions for interview preparation are available to the student only on-campus.

ORIENTATION

DESCRIPTION

The ability to simply ask fellow classmates how to access services or for support is difficult for off-campus only students. Online orientations bridge the gap. Online orientations should be carefully designed to meet the specific needs of the off-campus students.

QUALITY INDICATORS

1. The institution provides parent support services for First Time in College (FTIC) students.
2. The institution provides onboarding service support for off-campus students.
3. The institution provides first year advising for FTIC students.
4. The institution provides orientation for transfer students.
5. The institution provides orientation for incoming graduate students.
6. During the registration period, students have access to course catalog/information.
7. Students can make payments for courses/application/deposit fees and tuition.

SUGGESTED PRACTICES

- Orientations that use the learning management system provide a great opportunity to learn how to navigate through the system before classes begin.
- Orientations can promote study strategies for successfully completing off-campus classes that require skills in organization and self-starting. Some students may benefit from tips on how to prepare study spaces at home.
- Orientations that are designed to meet different group populations such as off-campus only, first time in college, transfer and graduate students promotes targeted messages that are applicable for that student population.
- Orientation for off-campus students should include a description of the minimal technology requirements for taking off-campus courses. The technology section should also include tutorials on how to use the collaboration tools available at the institution and other required technology that may be unique to a degree program.
- Making the resources discussed in the orientation available after completion. Providing just-in time resources for the student to refer back to when the need arises.

EXAMPLES

To increase the success rates of potential high dropout students within first time enrolled courses, a video orientation was embedded into courses on the following topics: getting started, navigating the course, posting to discussion threads, submitting assignments, checking grades, and checking for instructor feedback. The videos remained available throughout the course as a “just-in-time” assets for the students (Taylor, Dunn, & Winn, 2015).

Five elements were recommended for an orientation at the beginning of an off-campus course. Those elements included description of off-campus learning, how to use the LMS, technical requirements, identification of learning skills, and motivation required for completion (Cho, 2012).

RUBRIC

Orientation

	Fully Implemented	Partially Implemented	Service not Available
The institution provides first year advising for FTIC students.	The institution has specialist advisors for FTIC, first-year students. Required advising contacts are clearly laid out and enforced through a mechanism such as registration holds. Those advisors are available in both online and in traditional formats. Additional electronic resources, tailored to FTIC students, are available online.	Advising services may not be specialized for FTIC students. Advising contacts may be optional. The institutional web presence may lack self-help materials for FTIC students.	Online advising services may not be specialized for FTIC students. Advising contacts may be optional. The institutional web presence lacks self-help materials for FTIC students.
The institution provides orientation for transfer students.	An orientation tailored to the specific needs of online transfer students. The orientation includes specific information on the processes in place for handling awarding of credit/credentials etc.	Orientation materials may be minimal (not sufficient to cover all of the needed information) or the institution may require the online transfer student to complete a one-size-fits-all orientation.	Orientation for the online transfer students is only available on-campus.
The institution provides orientation for graduate students.	An orientation tailored to the specific needs of graduate students is available online or virtually. The orientation includes specific information on research, thesis and other topics pertinent to graduate students.	Orientation materials may be minimal (not sufficient to cover all of the needed information) or the institution may require the graduate student to complete a one-size-fits-all orientation.	Orientation for online graduate students is only available on-campus.
During the registration period, students have access to course catalog/information.	The course catalog is available in an ADA accessible/mobile-friendly/searchable format online.	The catalog may be available, but not in a user-friendly environment. Perhaps it is not linked from the course registration search or some other factor complicates its use.	The catalog is only available in book form.
Students can make payments for courses/applications/deposit fees.	A user-friendly-secure payment system is available in both web accessible and mobile friendly formats.	A user-friendly-secure payment system is available on the web.	Online payments are not available.

POST-ENROLLMENT

DESCRIPTION

Post-secondary institutions offer expansive student services to assist in retention, graduation, and employment. Offering the full range of services equivalent to those that are offered to the on-ground students should be a goal of any institution offering off-campus degree programs. Computer-based technology available today allows students to be connected to their institutions in ways never before available. As such, an off-campus student's educational experience can be engaging with many non-educational opportunities.

QUALITY INDICATORS

1. The institution offers academic advising for students.
2. The institution has early alert notifications and follow through contact with students.
3. Students have access to success/academic coaching.
4. Students have access to counseling and health services.
5. Students have access to personal development opportunities.
6. Students have access to tutoring services.
7. The institution offers students access to academic proctoring
8. Students have the choice to participate in student/campus organizations.

SUGGESTED PRACTICES

- The learning management system data can identify students at-risk of not completing course. The addition of three data points at the beginning of the course can predict the likelihood of a student success in a course. If students are not engaging in the first week of class, academic success coaches or advisors can begin an immediate outreach program to engage the students in the courses and provide support as needed.
- Access to tutorial support is also important to students. Student progress can be monitored through gradebook and participation data that is mined from the learning management system. Academic coaches or advisors can use the data to identify and then contact the students at the first sign of failure and reinforce the use of support services.
- Although online counseling and health services may not be as robust as the face-to-face, resources for how to handle depression and other mental health issues can be made available. Students can still access hotline numbers, virtually meet with counselors and health care providers, and attend webinars on health topics. Guides on how to access community health services and links to health information can be made available to students.
- Opportunities for the development of leadership skills and engagement in special interest groups can be designed to enhance the off-campus student's education. For example, the ability to represent off-campus students in student government or to be a part of content specific clubs are great opportunities for the student to become connected to the larger community on-campus.
- Virtual proctoring services to support academic integrity in course work are available for 100% off-campus courses with alternative proctoring options for those requiring legal protection.
- If online proctoring services are not appropriate for the course, the student has a campus contact who will assist in the location of a proctoring center to take exams. This can be done through a network of collaborative institutions or using for-profit testing centers.

- Offering a toll-free number for students to call provides a quick reference point of contact that will connect the students to the other services on-campus. Online chat systems and call centers are other quick access points to online support services.
- Tutorial support services via web conferencing software can facilitate after-hours live tutors to guide students in how to study for exams and complete homework. Teacher assistants or student coaches can be imbedded in difficult courses to arrange study groups sessions which can be live through various technology then recorded for review or others who were unable to attend.

EXAMPLES

Indiana University Southeast: FYRST program was designed to support students in the murky middle, who were not being retained into the second year. Students were often leaving because they could no longer afford to stay due to the loss of crucial financial aid. These students needed guidance in managing their time and money. Incentives were offered to students to make-up course credits over the summer to ensure they were able to keep their financial aid (UB Business, 2016).

University of Nebraska-Lincoln: Academic Probation Recovery Program is designed for students who are on probation. Students are not allowed to register for future classes until they meet plan requirements and talk with academic recovery coaches. The plans are developed with an academic advisor and entered into an advising system. Other tools are used to track the student's participation in workshops and tutoring sessions. (UB Business, 2016).

Middle Tennessee State University: REBOUND program sends a letter to the students, who have lower than a 2.0 grade point, inviting them to attend a two-day REBOUND event. During the workshops, students learn about financial aid, study skills, time management, tutoring, and personal accountability (UB Business, 2016).

University of Florida and Florida State University: Publish all degree plans in a common format hosted on the registrar's website. The documents prescribe course progressions which can be used by departments to standardize advising, research opportunities, careers, and other pertinent major information (EAB, 2013).

Saint Leo University: Assigned a full-time, program specific online advisor to serve as the primary institutional point of contact through graduation. The online advisors typically have a master's-level experience in education or social work allowing them to be coaches if needed. These advisors work evenings and summers to provide support when students are focused on their coursework. The advisers call 30 to 40 students a day. Students receive a welcome call and a check-in call two weeks into the term. They also monitor LMS activity and grades for early alert signs that indicate the need for intervention (EAB, 2015a).

SUNY Empire State College: Create a trained, volunteer student monitoring program for students on academic warning. The volunteer mentors called assigned students weekly during the course of the term. Between calls, the mentors also send emails. The mentors addressed financial, personal, and other risk factors during the calls. The mentors connect the student to other resources on the campus (EAB, 2015a).

SUNY Empire State College: Built in tutorial support in the LMS created easy access to student success tools. The faculty member can refer the students to specific tutorials based on assignments, observations, or conversations. The referrals to the tutorials are monitored. If the same tutorial was flagged by multiple instructors for the same student or if an instructor refers a specific student to several tutorials, an advisor contacts the flagged student for further intervention (EAB, 2015c).

Rio Salado College: Identified four, easy to track, highly-predictive variables to flag for instructors' attention in the LMS. The variables are LMS log-in activity, participation activity, and course load. A score is created based on the variable which is displayed in the LMS. As instructors hover over the students' name, the score is displayed. The instructors can decide the best intervention based upon the score and knowledge of the student (EAB, 2015c).

UF Online University of Florida: Provides an online community called UF Plaza through Salesforce. Students enrolled into UF Online automatically become members of the community. The community is password protected for students who may feel uncomfortable in participating in a more open system such as FaceBook. Through the online community the student support staff can communicate with the online students and create online activities for the students to participate in. For example, the students participated in online tailgate party for homecoming. Additional communities were added based upon degree program allowing the student to share common experiences with each other. Future plans include development of geolocation communities so student could meet other UF Online students where they live.

Florida Atlantic University: Appreciative Advising is a six phase model for advising that provides nonlinear scaffolding to intentionally use positive, active, and attentive listening and questioning strategies to promote student success. The approach has been expanded beyond the advisors to include other student services support areas (Bloom, Hutson, & He, 2008).

Proactive Advising: Concepts were first presented by Earl in 1988 as intrusive advising revised into proactive advising. This method is a deliberate, structured student intervention method used at the first indication of academic difficulty. The strategies are designed to motivate students to seek assistance. The technique combines prescriptive advising with developmental advising (Varney, 2012).

Florida Atlantic University: The Center for Learning and Student Success (CLASS) offers extensive tutorial services for both the on-campus and off-campus students. In addition, student supported instruction, peer lead learning groups, were available through interactive video conferencing system into a live session and was also recorded for the off-campus students, who may not able to attend in person. A coordinator works with individual students to provide individualized tutoring and assistance with technical issues. Tutors were also embedded into classes with high DFW rates.

RUBRIC

Post Enrollment Services

	Fully Implemented	Partially Implemented	Service not Available
The institution offers academic advising to students.	Advisors remain available to students throughout their time at the institution. Advising is available both virtually, after hours and on-site.	Advisors remain available to students throughout their time at the institution. Advising is available both virtually, during standard business hours and on-site.	Advisors remain available to students throughout their time at the institution. Advising is available on-site.
The institution has early alert notifications and follow through contact with students.	An early alert system helps keep students from deviations detrimental to their educational path and to ensure active engagement in courses. The institution is proactive in reaching out to students through automatic messaging systems and person contact.	May or may not have early alert system to keep students from deviations detrimental to their educational path and to ensure active engagement in courses. The institution is proactive in reaching out to students through automatic messaging systems.	Does not have an early alert system to keep students from deviations detrimental to their educational path and to ensure active engagement in courses. The institution does not reach out to students.
Students have access to success/academic coaching.	Success coaches are available at a distance. Coaches understand the unique challenges faced by distance learners. The institution may assign certain coaches to work exclusively with distance learners. Coaching is available in a flexible time schedule that allows distance learners some level of convenience.	Success coaches are available at a distance. Coaches understand the unique challenges faced by distance learners. The institution may assign certain coaches to work exclusively with distance learners. Coaching is available during typical business hours.	Success coaches may concentrate on on-campus students or may not be specialized in the needs of distance learners. They may not be available on a schedule that allows distance learners to access the service.
Students have access to counseling and health services.	The institution provides services to assist students with health/mental/ psychological issues that they may encounter. The services are available both in-person and virtually. Providers are aware of the different challenges that e-learners and traditional students face and the differences in their interactions and the groups they may impact.	The institution provides services to assist students with health/mental/ psychological issues that they may encounter. The services are available in-person.	Services are not available for off-campus students.
Students have access to personal development opportunities.	Students have the opportunity to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on-campus students.	Students have some opportunities to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on-campus students.	Students have no opportunity to participate in service clubs, leadership opportunities, mentoring programs, research projects, or other activities that are available to on-campus students.

<p>Students have access to tutoring services.</p>	<p>Tutoring services are available to off-campus and traditional students. The institution leverages the appropriate technologies to accommodate the delivery of academic support at a distance. The range of subjects offered for tutoring is the same between traditional and e-delivery.</p>	<p>Students may visit the campus for tutoring. Their access to online tutoring help may be very limited as to time of day or duration.</p>	<p>Students must go to campus for tutoring.</p>
<p>The institution offers students access to academic proctoring.</p>	<p>The institution offers proctoring for both traditional and off-campus students. Off-campus students have a choice between utilizing online-proctoring services, coming to a campus location or choosing an approved third-party physical location. The preferred method would be to use virtual proctoring in 100% off-campus courses.</p>	<p>Students choice in proctoring is limited by location, modality or time of day, in such a way that it may cause a hardship for them completing the coursework.</p>	<p>Online proctoring is not available. The student must take exams on-campus.</p>
<p>Student have the choice to participate in student/campus organizations.</p>	<p>Institution provides methods for students to engage in campus organizations at a distance. Technologies are used to, when possible, replicate the on-campus experience. When there is no commonly available technology to facilitate an interaction, off-campus students are provided with an alternate means of engagement and participation in the student body.</p>	<p>Off-campus students may be limited in engagement opportunities to those which they can attend in-person. If events are offered virtually, they may be limited to a one-way delivery, with no real interaction or involvement.</p>	<p>Off-campus students do not have opportunities to participate in student/campus organizations.</p>

LIBRARY

DESCRIPTION

Libraries have moved away from the collection of print products to extensive collections of digital resources. Gradually, libraries have developed tutorial and other assistance tools to support students in learning how to access those digital resources and develop appropriate research skills.

QUALITY INDICATORS

1. Students have access to library support personnel.
2. Students have access to library materials and databases.
3. Students have access to library workshops and tutorial library
4. The library has an app to improve the accessibility of library resources*.

SUGGESTED PRACTICES

- 24/7 help desk support services or "Ask a Librarian" chat gives students access to live support that will guide the students through research strategies and availability of digital resources to answer research questions. Libraries often form collaborative agreements to extend the on-campus support to online and beyond the typical operating hours.
- The library participates in agreements and partnerships that allow bulk purchasing or sharing of resources.
- Students have access to online tutorials or guides on how to navigate the resources available at the library and topics that libraries often provide workshops for the campus courses.
- LibGuides are developed upon the request of instructors to provide quick links to digital content for particular topics

*Special Note: Librarians specifically asked that criterion 4 use the term "app". Responsive websites may not be display appropriately on a mobile device. The librarians noted challenges with the responsive websites displays in accessing databases. Creating a specific app for those databases creates a clearer interface. Concerns expressed by the librarians that using responsive websites for this criterion would not assist them in changing the interfaces to the databases or the library resources. If an institution uses responsive websites as a substitute for the app, make sure the resources are accessible from mobile devices.

RUBRIC

Library

	Fully Implemented	Partially Implemented	Service not Available
Students have access to library support personnel.	Library support personnel function seamlessly between traditional services and online. Students may seek one-on-one assistance virtually including after-hours.	Librarians may be limited to on-campus availability or choose not to promote their services to distance learners.	Library support personnel are available on-campus only.
Students have access to library materials & databases.	The library has sufficient resources to support off-campus classes in completing assignments and research.	The library has some resources to support off-campus classes in completing assignments and research.	The library has limited resources to support off-campus classes in completing assignments and research.
Students have access to library workshops and tutorial library skills.	Students may seek one-on-one assistance or participate in an in-person or online workshop covering research skills, citations styles, database use and other topics.	Workshops for off-campus students may be limited to pre-recorded sessions or text-based instructions.	Students must come to on-campus workshops and other library services.
The library has developed an app to improve the accessibility of the library's resources.	The library has an app that can be used on any mobile devices that provides access to library support personnel, the electronic materials, and tutorial supports.	The library has an app that provides access to library support personnel, the electronic materials, and tutorial support for at least one platform.	The library does not have its own app.

STUDENTS WITH DISABILITY SUPPORT

DESCRIPTION

Evaluate the extent of support and accommodation provided to students with special disability-related needs and whether it is equally supported in-person on-campus and virtually at a distance.

QUALITY INDICATORS

1. Students can request academic accommodations.
2. The institution offers new student intake appointments.
3. The institution provides academic accommodations.
4. The institution provides assistive technology access.

SUGGESTED PRACTICES

- All students are fully informed of services and accommodations provided by the school.
- Intake processes are convenient and respectful of student disabilities and sensitivities.
- Standards and policies focus on the information and communication needs of users with disabilities rather than on specific technological or performance issues.
- Accessible design practices are established, monitored and enforced for all instructional materials, documents and LMS course design. This is to include:
 - Providing extra time or attempts in quizzing or related assessments.
 - Implementing Universal Design for Learning (UDL) principles.
<http://www.udlcenter.org/aboutudl/udlguidelines>
 - Using text in pdf documents.
 - Captioning or transcriptions of all audio and video materials.
 - Using Microsoft's Accessibility Checker to check for accessibility issues in Word, Excel, and PowerPoint.
- Software and hardware assistive technologies should be provided to students. This is to include:
 - Screen readers
 - Voice to text software
 - Alternate screen navigation tools
 - Notational interpretation software
 - Augmentative and alternative communication devices

State College of Florida, Manatee-Sarasota: The Disability Resource Center implemented a web-based technology solution that allows students to initiate the academic accommodation request/intake process, upload relevant documentation, and access approved accommodation memos.

RUBRIC

Students with Disability Services

	Fully Implemented	Partially Implemented	Service not Available
Students can request academic accommodations.	The institution provides a seamless process for students to register for services, both on and off-campus.	Not applicable	Student must be on-campus to register for services.
The institution offers new student intake appointments.	They have a choice of whether or not to participate in an intake appointment with office staff. The appointment and the process to request accommodations is available both in-person and virtually.	Not applicable	They have a choice of whether or not to participate in an intake appointment with office staff. The appointment and the process to request accommodations is available in-person.
The institution provides academic accommodations.	Accommodations are provided without bias toward traditional or off-campus students. The off-campus courses are developed meeting ADA standards.	Accommodations are available; however, may not be fully available to distance learners. For instance, a student may have to come to campus to take advantage of an accommodation, such as additional testing time.	Student may have to come to campus to take advantage of an accommodation, such as additional testing time. Off-campus classes are not developed to meet ADA standards requiring accommodations to be made as the class is taught.
The institution provides assistive technology access.	The institution provides appropriate access to assistive technology to both traditional and off-campus students.	The institution provides appropriate access to assistive technology to both traditional and off-campus students in most incidences. Students may need to visit campus for some accommodations.	Technologies may only be available on-campus or may not be sufficient to provide access to the course materials that are provided (i.e. an online faculty member requires interaction with content that cannot be read by the institution-provided screen reader.)

TECHNOLOGY SUPPORT

DESCRIPTION

The most prevalent reason for taking an off-campus course is the flexibility the technology provides in engaging in learning experiences at any time of the day using a multiple of different devices to access the instructional material. Students are using standalone computers, tablets, and smartphones to access the instructor learning activities, instructional material, and in some cases assessments.

QUALITY INDICATORS

1. Students have access to help desk support for technical support.
2. Students have access to information about the minimal software and computer requirements for taking off-campus classes at the institution.
3. Students have access to information about the specific minimal software required for an off-campus course.

SUGGESTED PRACTICES

- As students register for courses, the technology and/or software requirements are readily available before enrolling into a course.
- On a website portal for off-campus students the list of minimal technology requirements for participation in the typical off-campus courses are clearly posted. Included on the site are student requirements for broadband access and computer systems required for student engagement and successful completion of coursework.
- A toll-free number is available to a call center that can provide 24/7 assistance with most computer access issues and troubleshooting for the learning management system for turning in assignments and participation in learning activities.

RUBRIC

Technology Support

	Fully Implemented	Partially Implemented	Service not Available
Students have access to help desk support for technical support.	Help desk support is offered through email, chat, or telephone 24 hours a day with response time to technical issues in 24 hours or less.	Help desk support is offered through at least one method such as email, chat, or telephone with some after hours and response time to technical issues in 24 hours or less.	Help desk support is offered by telephone during the day.
Students have access to information about the minimal software and computer requirements for taking online classes at the institution.	Information about the minimal software and computer requirements is available in the online catalog and on a website that is easily accessible.	Information about the minimal software and computer requirements is available either in the online catalog and on a website that is easily accessible.	Information about the minimal software and computer requirements is not available.
Students have access to information about the specific minimal software required for an online course.	Information about the minimal software requirements is available and is easy for students to see when registering for class.	Information about the minimal software requirements is available but may not be easily accessible when registering for classes.	Information about the minimal software requirements is not available.

REFERENCES

- Bloom, J. L., Hutson, B. L., & He, Y. (2008). *The appreciative advising revolution*. Champaign, IL: Stipes Publishing.
- Cho, M-H. (2012). Online student orientation in higher education: A developmental study. *Educational Technology Research & Development*, 60(6), 1051-1069. Doi: 10.1007/s11423-012-9271-4.
- EAB. (2013). *Hardwiring student success: Building disciplines for retention and timely graduation*. The Advisory Board Company.
- EAB. (2015a). *New urgency in 'nontraditional' student success*. The Advisory Board Company.
- EAB. (2015b). *Monitor financial stop-out risk: Can I afford it*. The Advisory Board Company.
- EAB. (2015c). *Monitor financial stop-out risk: Can I make the grade?* The Advisory Board Company.
- EAB. (2016). *Pre-admission advising: Structure, staffing, and assessment of advising for undergraduate degree-seeking students in online programs*. Research Brief. The Advisory Board Company.
- Lorenzo, G. (2012). A research review about online learning: Are students satisfied? Why do some succeed and others fail? What contributes to higher retention rates and positive learning outcomes? *Internet Learning*, 1(1). Retrieved from <http://digitalcommons.apus.edu/cgi/viewcontent.cgi?article=1004&context=internetlearning>
- SACS-COC. (2014). *Distance and correspondence education policy statement*. Retrieved from <http://www.sacscoc.org/pdf/DistanceCorrespondenceEducation.pdf> .
- Siemens, G. (2002). *Lessons learned teaching online*. *Elearnspace*. Retrieved September 19, 2005, from <http://www.elearnpace.org/Articles/lessonslearnedteaching.htm>
- Taylor, J. M., Dunn, M., & Winn, S. K. (2015). Innovation orientation leads to improved success in online courses. *Online Learning*, 19(4), 112-120.
- UB Business. (2016). *Introducing models of excellence*. Professional Media Group. Retrieved from <http://www.universitybusiness.com/mox> .
- Varney, J. (2016). *Proactive (Intrusive) Advising*. *Academic Advising Today: Voice of the Global Community* [http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-\(Intrusive\)-Advising!.aspx](http://www.nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Proactive-(Intrusive)-Advising!.aspx)