Distance Learning
Student Support
Scorecard Guide

Submitted by: Student Services Workgroup

January 2017
2025 Online Education Plan for the Florida State University System Steering Committee

In partnership with Student Services Members Council Access Committee of the Florida Virtual Campus Distance Learning
# Table of Contents

STUDENT SUPPORT SERVICES .................................................................................................................. 3
WORKGROUP MEMBERS ............................................................................................................................ 3
BACKGROUND ................................................................................................................................................ 4
FINANCIAL AID ............................................................................................................................................... 11
PREENROLLMENT ADVISING ..................................................................................................................... 13
VETERANS SERVICES ................................................................................................................................. 16
POSTENROLLMENT SERVICES .................................................................................................................... 22
LIBRARY ....................................................................................................................................................... 27
STUDENTS WITH DISABILITIES SUPPORT .............................................................................................. 29
REFERENCES ............................................................................................................................................... 32
APPENDIX A .................................................................................................................................................. 33
APPENDIX B .................................................................................................................................................. 34
Student Support Services
Workgroup Members

David Brodski
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

Special thanks to Gladys Arome for creating the first renditions of the scorecard.
Background

The Off-campus Student Support Scorecard is designed as an easy-to-use process for evaluating the support services at postsecondary institutions for students taking most or all of 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 the weaknesses of various services essential to the success of this subset of students. The scorecard has been tied to the Southern Association of College and Schools Commission of Colleges 2012 SACS-COC Edition of the Principles of Accreditation: Foundation for Quality Enhancement Core Requirements (SACS-COC, 2011). With the close association to the Core Requirements, the Off-campus Student Support Scorecard may be used as supporting documentation for SACS-COC visits.

The scorecard has 44 quality indicators within 11 different categories. Each of the indicators is worth 2 points. The 11 different categories include admissions, financial aid, preenrollment advising, veterans services, career counseling, orientation, postenrollment services, library, students with disability services, and technology support. Each category has a broad description of the activities.

Following the description are the quality indicators within that particular 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 on-campus students 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 students to participate anytime and anywhere without the need to visit the campus. Partial implementation indicates students 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 students 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 workday 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 the institutions across Florida as suggested practices that have assisted off-campus students. The institutions providing the examples are included to promote communication across the system regarding improvements in student support services for online.
CONNECTION WITH SACS-COC

The goal of the off-campus support services is to provide equivalent services to off-campus students to match those available to on-campus students. Distance learning, as defined by the SACS-COC in the Distance and Correspondence Education policy statement, is a “formal educational process in which the majority of the instruction (interaction between students and instructors and among students) within a course occurs when the students and instructors are not in the same place” (SACS-COC, 2014, 1). Principles of Accreditation (SACS-SOS, 2011) provide guidelines in meeting SACS-COC standards for institutions offering significant distance learning. Below are the items within the policy statement which institutions should be addressing in their reports to SACS-COC related to student services (SACS-COC, 2014).

SACS-COC Guidelines

Curriculum and Instruction

- The technology used is appropriate to the nature and objectives of the programs and courses and expectations concerning the use of the technology are clearly communicated to students.
- Academic support services are appropriate and specifically related to distance and correspondence education.

Institutional Effectiveness

- The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance or correspondence education students.

Student Services

- Students have adequate access to the range of services appropriate to support the programs offered through distance and correspondence education.
- Students in distance and correspondence programs have an adequate procedure for resolving their complaints, and the institution follows it policies and procedures.
- Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.
- Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations in the dissemination of results.
- Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology employed.

Facilities and Finances

- Appropriate equipment and technical expertise required for distance and correspondence education are available.
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

The centralized student service model is 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-plus years old with factors in their lives 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 them. 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 a result, they want to quickly find answers on their mobile devices, laptops, or computers. A web portal allows students to explore and to 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 should the students need it.

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 admissions process, off-campus students are able to access information about the degree program, admissions 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 admissions process.
2. The institution provides virtual campus tours during the admissions 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 admissions process and enrollment into the first semester of classes.
- The institution makes sure all documents required for the admissions process can be submitted online.
- At no point does the student need to visit the campus to be accepted at the institution.
- The 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 tracking systems that allows monitoring of students during the admissions process to reach out and notify those students who are 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
Penn State Global Campus: Created two advising teams. One team was for prospective students which are located in marketing, enrollment, and admissions offices. Second team was for current students.

Educational Advisory Board (EAB) Recommendation: Provided self-help tools online for when the staff struggled to meet all the needs of the students. Tools included 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, 2016).

State College of Florida, Manatee-Sarasota: The admissions department ensures that prospective students have access to online inquiry/interest forms 24/7. Students who 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, allowing the students to upload documentation to support Florida Resident for Tuition purposes. Applicants and admitted students are notified of the status 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**

<table>
<thead>
<tr>
<th>The institution responds to prospective student inquiries during the admissions process.</th>
<th>Students can easily locate multiple ways of making inquiries. In the event a live person is not available, students are automatically directed to self-service information.</th>
<th>Only one option, such as telephone service, is available or personnel who answer inquiries may have other duties that delay responding to students.</th>
<th>Responses to prospective student inquiries occur during standard business hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution provides virtual campus tours during the admissions process.</td>
<td>Tours should be self-guided and cover all of the information students need. 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 buildings on-campus.</td>
<td>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 students to find their way around the college site.</td>
<td>Students must attend on-campus orientation.</td>
</tr>
<tr>
<td>The institution has online applications.</td>
<td>The applications can be accessed and submitted online. It can be started, saved, and continued as needed. Contextual help in completing the applications is available and live help is available.</td>
<td>The applications are available online with electronic submission. However, assistance with applications can only be obtained during standard business hours.</td>
<td>The applications are available online but may require a trip to campus for assistance with it and cannot be printed and mailed to the admissions office.</td>
</tr>
<tr>
<td>The institution has the capability for documents required for the admissions to be submitted online.</td>
<td>Transcripts, recommendation letters, shot records, and other admissions documents can be submitted online. Assistance is available after business hours.</td>
<td>Transcripts, recommendation letters, shot records, and other admissions documents can be submitted online. However, assistance with the applications can only be obtained during standard business hours.</td>
<td>Students must visit campus to submit transcripts, recommendation letters, shot records, and other admissions documents.</td>
</tr>
<tr>
<td>The institution provides onboarding service support for all types of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The institution has a web-based software program which walks students through the application, admissions, and enrollment processes step-by-step and provides students with notification as to which items are required next.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The institution provides a checklist on the website of the items required for the application, admissions, and enrollment processes. The steps are also provided on the website.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The information for the application, admissions, and enrollment processes are provided on the website; however, the students must search those answers across multiple web pages for each of the different departments.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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/adviser/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 1 was a mass email reminder 2 weeks prior to registration for students with outstanding balances. Those students would receive an automated, notification email. Phase 2 occurred as registration opened. Weekly audits were performed. Students with holds were targeted for phone or in-person counseling. Phase 3 was provided microscholarships 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 a.m. to 7 p.m. More complex problems were escalated to the appropriate unit on campus (EAB, 2015b).

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

Financial Aid TV: A paid service which provided institutions with engaging, self-service, web-based tutorials on a variety of financial topics, including financial literacy, federal financial aid, and more. The service developed custom landing pages and videos on institutional specific topics (EAB, 2015b).
## RUBRIC

### Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students have access to a financial</strong></td>
<td>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.</td>
<td>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 students may have to speak to a different person each time they call.</td>
<td>Students must visit campus to receive assistance with their financial application or other information.</td>
</tr>
<tr>
<td><strong>counselor/adviser/coordinator.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Students have access to financial</strong></td>
<td>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.</td>
<td>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 students may have to speak to a different person each time they call.</td>
<td>Students must visit campus to receive assistance with their financial application or other information.</td>
</tr>
<tr>
<td><strong>literacy assistance.</strong></td>
<td>The institution provided students with financial literacy that can be accessed remotely and available as both self-service and personal assistance so that students may choose how they want to seek assistance.</td>
<td>Some resources may be available but may be limited in scope or format. Assistance may only be available by phone or only through third-party web tools.</td>
<td>The institution provided on-campus seminars or workshops to learn about financial literacy.</td>
</tr>
</tbody>
</table>
PREENROLLMENT ADVISING

DESCRIPTION

Understanding degree program requirements during the admissions process promotes well-informed students. The best practice is for the preenrollment advisers to follow the students through the first semester. This allows advisers to make a connection with the students and to 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 lives and to accomplish the instructional goals are a valuable resource for them. Providing robust information on a website and is 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 and 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 or aptitude evaluation tool.
- Provide employment research and resources by meta-major or degree program.
- Use at least three touch points 1st 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 adviser to ensure that 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 admissions.
- Provide online tools that allow students to input previously taken courses to determine the possible time to graduate.
- Create personal connections with incoming students through preenrollment advisers 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 students know 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 changes in degree or dropping courses which are attached to a year-round schedule or established program pathway or flight plan.
- Use an adviser tracking system to monitor the availability of the advisers 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 provide suggestions for improvement from the students.
- Make available a time management calculator that allows students to enter their life activities (family, work, leisure) to calculate available time in the students’ schedules for off-campus courses.

**EXAMPLES**

- Franklin University had a MyTransferCredit App to assist applicants in determining how long it will take to complete their 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 allowed students to use the degree audit system to assist in selecting degree programs appropriate for interests and aptitudes.

**RUBRIC**

### Preenrollment Advising

<table>
<thead>
<tr>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisers are available in person and virtually to assist students in understanding academic pathways and how they relate to career goals.</td>
<td>Degree offerings may only be available via the institutions’ website. Advising help may be limited with students accessing the assistance during normal business hours.</td>
<td>Degree offerings may only be available via the institutions’ website. Advising help may be limited. Students must come to campus to obtain information.</td>
</tr>
<tr>
<td>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.</td>
<td>The institution's records system is integrated with Florida Shines to provide degree audit capabilities. Advising personnel are available to assist in what-if? and substitution scenarios during business hours.</td>
<td>Students are required to come to campus for transcript evaluations/degree audits.</td>
</tr>
<tr>
<td>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 canceled for any reason.</td>
<td>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</td>
<td>Students may only have access to a list of degree requirements such as is often found in an institution's catalog.</td>
</tr>
</tbody>
</table>

<p>| The institution provides advising for students to set academic goals. | Students have access to transcript evaluation/degree audits. | Students have access to enrollment planning. |</p>
<table>
<thead>
<tr>
<th>Students have access to personal development opportunities.</th>
<th>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.</th>
<th>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.</th>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution provides placement testing, if needed.</td>
<td>The institution has partnerships with other institutions to provide testing sites outside the immediate region and provides coordinators who work with the students to identify alternative testing locations for those who may live farther away.</td>
<td>The institution provides recommendations on the web to identify alternative testing sites for placement testing or provides coordinators who work with the student to identify alternative testing locations.</td>
<td>The institution does not provide recommendations for alternative testing sites for placement testing.</td>
</tr>
<tr>
<td>Students are able to contact the student disability office during the preenrollment process to services are in place for the first classes.</td>
<td>During the onboarding process is a step to contact the disabilities office for notification of a disability before classes begin.</td>
<td>As a checklist item in the enrollment process is a link to the student disability office which has information to notify the office of a disability.</td>
<td>The students must search the website for the appropriate office and contact information of the student disability office.</td>
</tr>
</tbody>
</table>
VETERANS 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 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 veterans’ services at the institution allows veterans to remain connected with the institution and to successfully complete their degree programs. Maintaining afterhour services for this group of students is important in accomplishing their educational goals.

QUALITY INDICATORS

1. Students have access to support for personal/financial Veterans Administration’s 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 advisers are available that understand the Veterans Administration’s processes and how to apply for financial assistance through that organization. The advisers 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.
### Veterans Services

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

DESCRIPTION

The ultimate goal of a postsecondary 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 actually 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 for 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 internship resources 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 admissions 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 display 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 and to upload resumes and work samples through career portfolios to share with future employers. The tool also allows the students to search job postings and to 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 on 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 interests into FAU degree programs with descriptions of the various occupations.

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

**RUBRIC**

### Career Counseling

<table>
<thead>
<tr>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can explore career assessments during counseling.</strong></td>
<td>Career assessments can be completed online and the results discussed by career counselors or coached who are available to the students without coming to campus; availability includes afterhours support.</td>
<td>Career assessments must be completed on campus and the results discussed by career counselors or coached who are available on campus only.</td>
</tr>
<tr>
<td><strong>Students have access to job placement services.</strong></td>
<td>Job placement services are available to students without coming to campus; availability includes afterhours support.</td>
<td>Job placement services are available to the students only on-campus.</td>
</tr>
<tr>
<td><strong>Students have access to internship resources and/or services.</strong></td>
<td>Internship resources and services are available without the students coming to campus and internships are available where students are located or virtually.</td>
<td>Internship resources and services are available to the students only on-campus.</td>
</tr>
<tr>
<td><strong>Students have access to resume writing workshops.</strong></td>
<td>Workshops and one-on-one sessions for resume writing are available to the students without coming to campus and availability includes afterhours support.</td>
<td>Workshops and one-on-one sessions for resume writing are available to the students only on-campus.</td>
</tr>
<tr>
<td><strong>Students have access to interview preparation workshops.</strong></td>
<td>Workshops and one-on-one sessions for interview preparation are available to the students without coming to campus; availability includes after hours support.</td>
<td>Workshops and one-on-one sessions for interview preparation are available to student only on-campus.</td>
</tr>
</tbody>
</table>
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 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, FTIC, transfer and graduate students, promote 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 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).
### Orientation

<table>
<thead>
<tr>
<th>RUBRIC</th>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Implemented</th>
</tr>
</thead>
<tbody>
<tr>
<td>The institution provides first year advising for FTIC students.</td>
<td>The institution has specialist advisers for FTIC, first-year students. Required advising contacts are clearly laid out and enforced through a mechanism such as registration holds. Those advisers are available in both online and traditional formats. Additional electronic resources tailored to FTIC students are available online.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>The institution provides orientation for transfer students.</td>
<td>The orientation is tailored to the specific needs of online transfer students. The orientation includes specific information on the processes in place for handling the awarding of credit/credentials etc.</td>
<td>Orientation materials may be minimal (not sufficient to cover all the needed information) or the institution may require online transfer students to complete a one-size-fits-all orientation.</td>
<td>Orientation for the online transfer students is only available on campus.</td>
</tr>
<tr>
<td>The institution provides orientation for graduate students.</td>
<td>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.</td>
<td>Orientation materials may be minimal (not sufficient to cover all the needed information) the institution may graduate students to complete a one-size-fits-all orientation.</td>
<td>Orientation for online graduate students is only available on-campus.</td>
</tr>
<tr>
<td>During the registration period, students have access to course catalog/information.</td>
<td>The course catalog is available in an ADA accessible/mobile-friendly/searchable format online.</td>
<td>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.</td>
<td>The catalog is only available in book form.</td>
</tr>
<tr>
<td>Students can make payments for courses/applications/deposit fees.</td>
<td>A user-friendly secure payment system is available in both web-accessible and mobile-friendly formats.</td>
<td>A user-friendly secure payment system is available on the web.</td>
<td>Online payments are not available.</td>
</tr>
</tbody>
</table>
POSTENROLLMENT SERVICES

DESCRIPTION

Postsecondary 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, off-campus students’ educational experiences 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 a 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 advisers 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 the gradebook and participation data that is mined from the learning management system. Academic coaches or advisers can use the data to identify and then contact the students at the first sign of failure and can reinforce the use of support services.

• Although online counseling and health services may not be as robust as the face-to-face counseling, 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 off-campus students’ 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 student to become connected to the larger community on campus.

• Virtual proctoring services to support academic integrity in coursework are available for 100% of off-campus courses with alternative proctoring options for those requiring legal protection.
If online proctoring services are not appropriate for the course, the students have 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 by 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 afterhours live tutors to guide students in how to study for exams and to complete homework. Teacher assistants or student coaches can be imbedded in difficult courses to arrange study groups sessions which can be live through various technologies and then recorded for review or for 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 take 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 was designed for students who were on probation. Students were not allowed to register for future classes until they met plan requirements and talked with academic recovery coaches. The plans were developed with an academic adviser and were entered into an advising system. Other tools were used to track students’ participation in workshops and tutoring sessions (UB Business, 2016).

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

**University of Florida and Florida State University:** The institutions published all degree plans in a common format hosted on the registrar’s website. The documents prescribed course progressions which could 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 adviser to serve as the primary institutional point of contact through graduation. The online advisers typically had a master’s-level experience in education or social work allowing them to be coaches if needed. These advisers worked evenings and summers to provide support when students were focused on their coursework. The advisers called 30 to 40 students a day. Students received a welcome call and a check-in call two weeks into the term. They also monitored learning management system activity and grades for early alert signs that indicated the need for intervention (EAB, 2015a).

**SUNY Empire State College:** Created 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 sent emails. The mentors addressed financial, personal, and other risk
factors during the calls. The mentors connected the students 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 members referred students to specific tutorials based on assignments, observations, or conversations. The referrals to the tutorials were monitored. If the same tutorial was flagged by multiple instructors for the same student or if an instructor referred specific students to several tutorials, an adviser contacted 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 were LMS log-in activity, participation activity, and courseload. A score was created based on the variable which was displayed in the LMS. As instructors hoovered over the students’ name, the score was displayed. The instructors decided the best intervention based upon the score and knowledge of the students (EAB, 2015c).

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

**Florida Atlantic University:** Appreciative Advising is a six phase model for advising that provided nonlinear scaffolding to intentionally use positive, active, and attentive listening and questioning strategies to promote student success. The approach expanded beyond the advisers 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 was a deliberate, structured student intervention method used at the first indication of academic difficulty. The strategies were designed to motivate students to seek assistance. The technique combined prescriptive advising with developmental advising (Varney, 2012).

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

<table>
<thead>
<tr>
<th>The institution offers academic advising to students.</th>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisers remain available to throughout the students’ time at the institution. Advising is available virtually, after hours and on-site.</td>
<td>Advisers remain available to throughout the students’ time at the institution. Advising is available virtually, during standard business hours and on-site.</td>
<td>Advisers remain available to throughout the students’ time at the institution. Advising is available on-site.</td>
<td></td>
</tr>
</tbody>
</table>

| The institution has early alert notifications and follow through contact with students. | An early alert system helps to keep students from deviations detrimental to their educational paths 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 paths 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. |

<p>| 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>
<table>
<thead>
<tr>
<th><strong>Students have access to tutoring services.</strong></th>
<th>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.</th>
<th>Students may visit the campus for tutoring. Their access to online tutoring help may be very limited as to time of day or duration.</th>
<th>Students must go to campus for tutoring.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The institution offers students access to academic proctoring.</strong></td>
<td>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.</td>
<td>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 in completing the coursework.</td>
<td>Online proctoring is not available. The students must take exams on campus.</td>
</tr>
<tr>
<td><strong>Students have the choice to participate in student/campus organizations.</strong></td>
<td>The institutions provided methods for students to engage in campus organizations at a distance. Technologies are used when possible, to 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.</td>
<td>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.</td>
<td>Off-campus students do not have opportunities to participate in student/campus organizations.</td>
</tr>
</tbody>
</table>
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 to 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 skills.

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 access to workshops similar to campus courses.
- LibGuides are developed upon the request of instructors to provide quick links to digital content for particular topics.
## RUBRIC

### Library

<table>
<thead>
<tr>
<th>Students have access to library support personnel.</th>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library support personnel function seamlessly between traditional services and online. Students may seek one-on-one assistance virtually including afterhours.</td>
<td>Librarians may be limited to on-campus availability or may not promote their services to distance learners.</td>
<td>Library support personnel are available on campus only.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students have access to library materials &amp; databases.</th>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library has sufficient resources to support off-campus classes in completing assignments and research.</td>
<td>The library has some resources to support off-campus classes in completing assignments and research.</td>
<td>The library has limited resources to support off-campus classes in completing assignments and research.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students have access to library workshops and tutorial library skills.</th>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may seek one-on-one assistance or may participate in an in-person or online workshop covering research skills, citation styles, database use and other topics.</td>
<td>Workshops for off-campus students may be limited to pre-recorded sessions or text-based instructions.</td>
<td>Students must come to on-campus workshops and other library services.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The library has developed an app to improve the accessibility of the library's resources.</th>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library has an app that can be used on any mobile devices that provides access to library support personnel, electronic materials, and tutorial supports.</td>
<td>The library has an app that provides access to library support personnel, electronic materials, and tutorial support for at least one platform.</td>
<td>The library does not have its own app.</td>
<td></td>
</tr>
</tbody>
</table>
STUDENTS WITH DISABILITIES 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 and virtually at a distance.

QUALITY INDICATORS
1. Students can request academic accommodations.
2. The institution offers new students 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 designs. This is to include:
  o Providing extra time or attempts in quizzing or related assessments.
  o Implementing Universal Design for Learning (UDL) principles. http://www.udlcenter.org/aboutudl/udlguidelines
  o Using text in pdf documents.
  o Captioning or transcriptions of all audio and video materials.
  o 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:
  o Screen readers
  o Voice-to-text software
  o Alternate screen navigation tools
  o Notational interpretation software
  o Augmentative and alternative communication devices

EXAMPLE
State College of Florida, Manatee-Sarasota: The Disability Resource Center implemented a web-based technology solution that allowed students to initiate the academic accommodation request/intake processes, upload relevant documentation, and access approved accommodation memos.
## Students with Disabilities Services

<table>
<thead>
<tr>
<th>Service Provided</th>
<th>Fully Implemented</th>
<th>Partially Implemented</th>
<th>Service not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students can request academic accommodations.</strong></td>
<td>The institution provides a seamless process for students to register for services, both on and off campus.</td>
<td>Not applicable.</td>
<td>Students must be on campus to register for services.</td>
</tr>
<tr>
<td><strong>The institution offers new student intake appointments.</strong></td>
<td>Students 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.</td>
<td>Not applicable.</td>
<td>Students 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.</td>
</tr>
<tr>
<td><strong>The institution provides academic accommodations.</strong></td>
<td>Accommodations are provided without bias toward traditional or off-campus students. The off-campus courses are developed meeting ADA standards.</td>
<td>Accommodations are available; however, may not be fully available to distance learners. For instance, students may have to come to campus to take advantage of an accommodation, such as additional testing time.</td>
<td>Students 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.</td>
</tr>
<tr>
<td><strong>The institution provides assistive technology access.</strong></td>
<td>The institution provides appropriate access to assistive technology to both traditional and off-campus students.</td>
<td>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.</td>
<td>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).</td>
</tr>
</tbody>
</table>
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 multitude 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 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 LMS for turning in assignments and participation in learning activities.

RUBRIC

Technology Support

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


APPENDIX A

SACS-COC STANDARDS RELATED TO DISTANCE LEARNING

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and series are sufficient to support all of its educational, research, and public service programs. (Learning resources and services)

2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (Student support services)

3.4.3 The institution publishes admissions policies that are consistent with its mission.

3.4.4 The institution publishes policies that include criteria for evaluation, awarding and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates that are consistent with its mission and ensure that coursework and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of the coursework or credit recorded on the institution’s transcript. (See Commission policy “Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.”) (Acceptance of academic credit)

3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (Academic policies)

3.4.9 The institution provides appropriate academic support services. (Academic support services)

3.8.1 The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and services mission.

3.8.2 The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources. (Instruction of library use)

3.8.3 The institution provides a sufficient number of qualified staff—without appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. (Qualified staff)

4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution’s compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U.S. Department of Education.) (Title IV program responsibilities)
APPENDIX B
ONLINE LEARNING CONSORTIUM SCORECARD CRITERIA

➢ Students are provided noninstructional support services such as admissions, financial assistance, registration or enrollment.

➢ Before starting an online program, students receive (or have access to) information about the program, including admissions requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services.

➢ Students have access to effective academic, personal, and career counseling.

➢ Policies, processes, and resources are in place to support students with disabilities.

➢ Tutoring is available as a learning resource.