Delivering Student Services to On-line Distance Learners

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The University of Texas San Antonio

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Much of Abraham Lincoln’s education was contained in a barrel of left-behind law books and bibles.

Now at higher education institutions, there are future leaders who get more mental exercise from similar texts. But given current trends the source of this content is different.

Now the wealth of several thousand libraries are within reach, just under the lid of the laptops that many of our students carry instead.

And as colleges and universities build better access, learning is no longer limited by time or space. Today’s classrooms can be wherever students and our faculties choose to gather in the name of learning...
Legend has it that when Wayne Gretsky was asked why he was so successful as a hockey player he responded by saying that he always tried to skate to where the puck was going to be, not to where it was.

The notion of a ‘digital puck’ as a metaphor for information technology in higher education seems appropriate: Sometimes the puck moves very fast, sometimes slow; and its movement is often erratic. Moreover, there are lots of people and institutions that always seem to be chasing the puck—sometimes going to where the puck was, sometimes trying to anticipate where the puck is going.”

—“Tracking the Digital Puck” Kenneth C. Green
So How Many Students are Learning Online?

**Background:** For the past several years, online enrollments have been growing substantially faster than overall higher education enrollments. The expectation of academic leaders has been that these enrollments would continue their substantial growth for at least another year. Do the measured enrollments match these lofty expectations?

The evidence: Online enrollments have continued to grow at rates far in excess of the total higher education student population, albeit at slower rates than for previous years.

*Allen and Seaman; “Making the Grade, Online Education in the United States 2006”*
So Why Online Learning?

- Because we can! But, should we?
- To offer more opportunities for students to stay in school and work toward graduation.
- To increase access to courses that may not otherwise be available.
- To provide opportunities for students for remediation and to recover credit.
- To provide small schools with a wider range of course offerings.
Why Online Learning (continued)?

- To more fully address differing student needs related to pace of learning, learning environment, language ability, and/or health or special needs.

- To accelerate student progress through collaboration between higher education and high schools.

- To prepare students for their future, as higher education and business become more reliant on virtual environments.
Pressures on Today’s Universities

- Adapt to the creation of knowledge-based economies operating globally, while providing;
  - Large scale or Mass Higher Education and wider access to education
  - Basic & Applied Research
  - Lifelong learning (especially continuing professional development)
  - Direct economic impact (especially locally)
  - Improving social inclusion in a climate of rising pressure from increasing (transnational) and global competition
Reasons cited by University Presidents for including online education in their strategic planning:

- Increase diversity of student body
- Grow continuing and professional education
- Reduce or contain costs
- Attract students from outside the traditional service area
- Increase strategic partnerships with other institutions
- Optimize physical plant and space utilization
- Enhance the value of college or university brand
- Improve student retention
- Augment faculty recruitment and retention
- Increase rate of degree completion

NASULGC-Sloan National Commission on Online Learning, 2007
Challenges and Opportunities

1. Making eLearning the **core** to University Teaching & Learning

2. Improving eLearning **collaboration and sharing** within Higher Education

3. Providing eLearning ‘**Frameworks**’ – Pedagogic, Instructional, Technological

4. Supporting student diversity and promoting **ease of access**

5. Researching and **improving educational quality** of the eLearning experience

6. Adopting Standards and **improving** interoperability

7. Addressing **eLearning Costs**
   - Resource requirements
   - Academic (Staff) Development and skills acquisition
Sloan Foundation Data

Data collected by the Sloan Foundation (Allen and Seaman 2005, 2006) clearly show that online learning continues to emerge in the mainstream of higher education in both size and breadth of course and program offerings.

More than 3.1 million U.S. students enrolled in at least one accredited online course in 2005, with enrollments increasing at a reported annual rate of approximately 35 percent a year.

NASULGC’s 215 member institutions currently enroll in 2007 approximately 3.6 million students.

62% of all Americans are part of a wireless, mobile population that participates in digital activities away from home or work. Not only are young people attuned to this kind of access, but they are more likely to use non-voice data applications on their cell phones.

Online Video: 57% of internet users have watched videos online and most of them share what they find with others.

NASULGC-Sloan National Commission on Online Learning, 2007
Sloan Foundation Research; Five Years of Growth and Adoption of Online Learning

<table>
<thead>
<tr>
<th>Barriers to Widespread Adoption of Online Learning - Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students Need More Discipline in Online Courses</td>
</tr>
<tr>
<td>Lack of Acceptance of Online Instruction by Faculty</td>
</tr>
<tr>
<td>Lower Retention Rates in Online Courses</td>
</tr>
<tr>
<td>Higher Costs to Develop Online Courses</td>
</tr>
<tr>
<td>Higher Costs to Deliver Online Courses</td>
</tr>
<tr>
<td>Lack of Acceptance of Online Degrees by Employers</td>
</tr>
</tbody>
</table>

- Not Important
- Somewhat Important
- Important
- Very Important

NASULGC-Sloan National Commission on Online Learning, 2007
What are the Prospects for Future Online Enrollment Growth?

The evidence: Approximately one-third of higher education institutions account for three-quarters of all online enrolments.

Future growth will come predominately from these and similar institutions as they add new programs and grow existing ones.

A large majority (69 percent) of academic leaders believe that student demand for online learning is still growing and that learning outcomes are equal to face-to-face.

Virtually all (83 percent) institutions with online offerings expect their online enrollments to increase over the coming year.

Future growth in online enrollments will most likely come from those institutions that are currently the most engaged; they enroll the most online learning students and have the highest expectations for growth.
Why do Institutions Provide Online Offerings?

**The evidence:** Improving student access is the most often cited objective for online courses and programs. Cost reduction is not seen as important.

All types of institutions cite **improved student access** as their top reason for offering online courses and programs.

Institutions that are the most engaged in online education cite increasing the **rate of degree completion** as a very important objective.

Online is **not seen as a way to lower costs**; reduced or contained costs are among the least-cited objectives for online education.

The appeal of **online instruction to non-traditional students** is indicated by the high number of institutions which cite growth in continuing and/or professional education as an objective for their online offerings.
Who are the students enrolled in Distance Education Courses?

<table>
<thead>
<tr>
<th>Selected student characteristics</th>
<th>Total</th>
<th>2-year public</th>
<th>Total</th>
<th>Public</th>
<th>Private not-for-profit</th>
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<tbody>
<tr>
<td>Total</td>
<td>7.6</td>
<td>9.0</td>
<td>6.6</td>
<td>6.9</td>
<td>6.1</td>
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<tr>
<td>Sex</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Male</td>
<td>6.6</td>
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<tr>
<td>Female</td>
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<td>10.4</td>
<td>7.1</td>
<td>7.5</td>
<td>6.0</td>
</tr>
<tr>
<td>Age</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24 or less</td>
<td>6.3</td>
<td>7.8</td>
<td>5.3</td>
<td>5.7</td>
<td>4.4</td>
</tr>
<tr>
<td>More than 24</td>
<td>10.2</td>
<td>10.2</td>
<td>10.3</td>
<td>10.3</td>
<td>10.2</td>
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<tr>
<td>Attendance status</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Full-time</td>
<td>6.9</td>
<td>9.8</td>
<td>5.6</td>
<td>6.0</td>
<td>5.0</td>
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<tr>
<td>Part-time</td>
<td>8.8</td>
<td>8.7</td>
<td>9.0</td>
<td>8.9</td>
<td>9.4</td>
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<tr>
<td>Student role</td>
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<tr>
<td>Students who do not work</td>
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<td>8.3</td>
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<td>3.8</td>
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<tr>
<td>Students who work</td>
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<td>9.4</td>
<td>6.3</td>
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<td>5.3</td>
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<tr>
<td>Employees who study</td>
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<td>9.2</td>
<td>10.3</td>
<td>10.2</td>
<td>10.4</td>
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<td>Hours per week worked</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 20</td>
<td>5.9</td>
<td>8.2</td>
<td>4.8</td>
<td>5.1</td>
<td>4.1</td>
</tr>
<tr>
<td>20 or more</td>
<td>8.8</td>
<td>9.3</td>
<td>8.2</td>
<td>8.2</td>
<td>8.2</td>
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<tr>
<td>Distance from home*</td>
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<td>30 miles or less</td>
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<td>5.2</td>
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<tr>
<td>More than 30 miles</td>
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<td>11.6</td>
<td>7.3</td>
<td>7.5</td>
<td>6.8</td>
</tr>
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</table>
Education is a service, and students are the prime focus of the institution. Education services constitute core and supporting services. Teaching and learning that occur in the class are examples of core services because they are critical to a successful learning experience.

The Online Student supporting services include real-time information about courses, student advising, online registration, orientation, student accounts, help-desk, complaint handling, and feedback in a friendly, trustworthy and timely manner. Students regularly come into contact with staff associated with these services during their stay at the institution. These services create added value for students and can determine the quality of their learning experience when they are enrolled in online courses.
Some Goals for Online Student Services

Recognize online learners' needs for student support services that are defined broadly, and vary in a variety of contexts.

Our knowledge of needs should guide the development of commercial or for "home-grown" Web-based products that can be adapted for online learners needs in variety of contexts.

Develop basic guidelines and Web templates if you are interested in creating a comprehensive Web-based array of student services for online learners.

Track the processes involved in "re-engineering" student services with partner institutions.

Disseminate what is learned and beyond those lessons, what software and website design added value to the online services provided.
Principle Drivers of Online Student Services

☐ A need to be student centered and focused
☐ Self Service where possible
☐ Personalized and Interactive
☐ Just in time
☐ Push and Pull
☐ Students as life long learners
☐ Course completion, retention, and graduation
Student Expectations of Online Services

- Student Services play an important role in student success and retention.

- Students expect their institutions to offer comparable if not better services that they experience in their personal lives for social, medical, commercial and other services.

- Expect online services to nurture a relationship between the student and the institution.
How it all fits together......online
And then; students and their portable devices to consider:

- Students generally carry at least one portable computing device at all times: the mobile phone. Many students are also equipped with a laptop computer, an MP3 player, or an IPOD. These devices provide onboard interfaces designed to function in their own right, but they are limited in the capabilities they provide and are, for the most part, designed around a single-user paradigm.

- Learning and work environments are evolving to embrace both portable devices and group gatherings by providing systems and interfaces that are available for users to access immediately on arrival.

- As the mobile experience continues to evolve, students will be wanting to connect to course content while they are in motion. Portable devices will become the personal component of these and extension of distance and online learning and communications with the instructor and others in the distance learning course.

Expectations-Tell me now

- Students will increasingly expect institutions to “push” reminders of relevant information and other services to them as appropriate. This type of communication has policy implications for how universities manage their communications.

- Students will also expect interactive pages that take them more quickly and more directly to the specific information they desire.

- Students will expect online services to be integrated and seamless.
And New Technologies make it possible to both collect and send information or service to students as needed.
The UT TeleCampus (UTTC), **consists of 15 UT System institutions** which build and deliver high-quality online courses, degree programs and support services for distance learners in its mission to expand the reach of the UT System. Since **launching in 1998**, UTTC has facilitated more than 40,000 enrollments. Fall and Spring semesters average more than 4,000 enrollments per semester.

UTTC **partners with the same faculty that teach on campus**, and provides a full spectrum of training and support services for both faculty and students. UTTC also provides grants to UT institutions to help fund course and program development, including faculty course release time, instructional design support, and course production.

UTTC is nationally recognized for its **inter-campus collaborative degree programs** and for the expansive **array of student services offered** in support of the distant student. Students apply to the campus offering the program they wish to take and graduate from that campus, but receive courses and support centrally via the UTTC.

The **same admissions criteria that apply to the on campus program** apply to its online equivalent. Courses are rigorous and interactive. UTTC offers more than **17 graduate and undergraduate programs with more than two dozen certificate and degree options**. Completion rates in UTTC-based academic programs range from 91 – 95 percent. Students range in age from 17 – 61+, but most are from 20 – 40 years old.
UT Telecampus Enrollments and Demographics and Growth 1999-2007

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Enrollments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 1999 - Summer 2000</td>
<td>788</td>
</tr>
<tr>
<td>Fall 2000 - Summer 2001</td>
<td>3,756</td>
</tr>
<tr>
<td>Fall 2001 - Summer 2002</td>
<td>5,688</td>
</tr>
<tr>
<td>Fall 2002 - Summer 2003</td>
<td>6,466</td>
</tr>
<tr>
<td>Fall 2003 - Summer 2004</td>
<td>8,345</td>
</tr>
<tr>
<td>Fall 2004 - Summer 2005</td>
<td>9,397</td>
</tr>
<tr>
<td>Fall 2005 - Summer 2006</td>
<td>10,813</td>
</tr>
<tr>
<td>Fall 2006 - Summer 2007</td>
<td>11,703</td>
</tr>
</tbody>
</table>

- 95% Texas residents*
- 36% Hispanic*
- 65% Women*

*Data is taken from number of students reporting

UT Telecampus Annual Report, 2007
Online education from UT System provides you with the flexibility to reach your educational and career goals.

Live and eLearn™
Registration

Credit courses | Professional development (non-credit)

Enrollment Steps for Credit Courses:

1. Admissions
2. Advising
3. Registration
4. Payment
5. Course Access

1. Admissions
Credit distance education courses can either be part of an online degree program or they can be non-program (stand-alone) courses. In order to enroll in credit courses, you must apply and be admitted to a UT System institution. (This will be your home campus.)

Degree or Certificate Seeking
If you plan to pursue a TeleCampus degree, you must select from the campuses participating in that particular online program. Information, procedures, deadlines and admission criteria will vary depending on the program and the UT campus. The UT TeleCampus does not determine admissions requirements or deadlines for degree programs. Program-specific admissions information is available through the participating university links in the Catalog area of the website. It is a good idea to begin the admissions process well ahead of your course's start date. (Six months ahead for a degree program is usually a good idea.) Proximity to the university should not be a factor in your decision because the online degrees offered via the UT TeleCampus do not require onsite visits.

Once you are admitted to this campus, it is designated as your “home” campus. Your academic advisor will be based from this home campus. If you are a degree-seeking student, upon successful completion of your studies, this university will also confer your diploma. A listing of program-specific advisors and more detailed information about the admissions process is available on the Catalog web pages.

Non-Degree or Certificate Seeking
If you are not seeking a TeleCampus degree and simply want to complete an online course to transfer to another institution (even a UT System institution), it is advised that you make application to the campus offering the course you wish to take. It is the student’s responsibility to ensure that credit earned through enrollment in a TeleCampus course meets degree plan requirements. General admission links to UT System institutions can be found on the Campus Liaisons page.
TIS Access

New to the TIS? Get started with login instructions.

Returning to the TIS? Login using your UTTC username and password.

What is the TeleCampus Information System?
The TIS is the central data hub for UT TeleCampus students. It facilitates the exchange of student information between campus administrators (advisors, registrars, financial aid officers) and TeleCampus staff.

The TIS allows a student to:

- submit online inter-institutional distance education admission and registration requests (formerly called IDEAR forms) for courses offered by campuses other than their home campus (when the registration period is open as indicated on the front page of the website)
- track the status of registration requests as they go through the approval process
- receive immediate feedback by email regarding the approval or rejection of the registration requests
- change their UTTC username or password for course access
- provide their email address to their faculty member

Don't forget to update your student information in the TIS if your email address or other personal information changes!

Having a problem or want more information? Enter the search terms, "TIS Login" in the Knowledge Center.
Book Lists

Select the book list for the campus offering your course. The required materials may be purchased from any trusted online provider or from the campus bookstore.

Book List for Spring 2008

<table>
<thead>
<tr>
<th>Campus Bookstores</th>
<th>Book List by Course (Excel file)</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Arlington Bookstore</td>
<td>UTA Book List</td>
</tr>
<tr>
<td>UT Austin Bookstore</td>
<td>No spring courses</td>
</tr>
<tr>
<td>UT Brownsville Bookstore</td>
<td>UTB Book List</td>
</tr>
<tr>
<td>UT Dallas Bookstore</td>
<td>UTD Book List</td>
</tr>
<tr>
<td>UT El Paso Bookstore</td>
<td>UTEP Book List</td>
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<tr>
<td>UT Pan American Bookstore</td>
<td>UTPA Book List</td>
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<tr>
<td>UT Permian Basin Bookstore</td>
<td>UTPB Book List</td>
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<tr>
<td>UT San Antonio Bookstore</td>
<td>UTSA Book List</td>
</tr>
<tr>
<td>UT Tyler Bookstore</td>
<td>UTT Book List</td>
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<tr>
<td>UTSWMC Bookstore</td>
<td>UTSWMC Book List</td>
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<tr>
<td>UTHSCH Bookstore or UTHSCH Dental Bookstore</td>
<td>UTHSCH Book List</td>
</tr>
<tr>
<td>UTHSCSA Bookstore</td>
<td>UTHSCSA Book List</td>
</tr>
<tr>
<td>UTMR Bookstore</td>
<td>UTMR Book List</td>
</tr>
</tbody>
</table>
Course Access

ACADEMIC COURSE LOGIN:

New to the UT TeleCampus and taking a course for academic credit? Click on Get started if:

- you have not previously taken a UT TeleCampus course, or
- you have not registered for a course through the TeleCampus Information System (TIS).

Returning to the UT TeleCampus and taking a course for academic credit? Click on Login to your course if:

- you have previously taken a UT TeleCampus course, or
- you have used the TeleCampus Information System (TIS) to register for a course.

You will need to know your UTTC username and password to use this link. If you have forgotten your UTTC username or password, go to the TIS and click on “Forgot password?”

Remember to update your student information in the TeleCampus Information System (TIS) if your email address or other personal information changes! You can get to the TIS from the link at the top of this page.

Having a problem or want more information? Enter the search terms, “Course Login” in the Knowledge Center.

PROFESSIONAL DEVELOPMENT COURSE LOGIN:

Taking a professional development course? Login to your course using your Professional Development Online (PDO) username and password.

If you have forgotten your PDO username or password, go to PDO, click “Login” and follow the link to “Forgot your Username and/or Password?”

Having a problem or want more information? Read the PDO Login FAQs.
Campus Liaisons

The following liaisons have been established at each UT campus to assist students with admission, registration, billing/payment, financial aid, and veterans affairs issues. For non-credit contacts, please visit PDO - Professional Development Online.

Academic Institutions

- UT Arlington
- UT Austin
- UT Brownsville
- UT Dallas
- UT El Paso
- UT Pan American
- UT Permian Basin
- UT San Antonio
- UT Tyler

Health Institutions

- UT Health Science Center at Houston
- UT Health Science Center at San Antonio
- UT Medical Branch at Galveston
- UT Southwestern Medical Center at Dallas
Admissions:

Undergraduate Admissions
Jennifer B. Ehlers
Director of Admissions
Office of Admissions
UT San Antonio
One UTSA Circle
San Antonio, TX 78249-0616
Phone: (210) 458-4530
Fax: (210) 458-7716
Email: jennifer.ehlers@utsa.edu

Graduate Admissions
Monica Rodriguez
The Graduate School - MS 4.01.50
The University of Texas at San Antonio
One UTSA Circle
San Antonio, TX 78249
Phone: (210) 458-4549
Email: monica.rodriguez@utsa.edu

Jeffrey Hengel
UTSA Graduate School
The Graduate School - MS 4.01.50
The University of Texas at San Antonio
One UTSA Circle
San Antonio, Texas 78249
Phone: 210-458-458-4334
Fax: 210-458-4332
Email: jeffrey.hengel@utsa.edu

Registration:

Fred Hample
Executive Director Downtown Student Affairs Operations
Office of the Registrar
UT San Antonio
One UTSA Circle
San Antonio, TX 78249
Phone: (210) 458-3535
Fax: (210) 458-5959
Online course access begins on the **first class day** of the UT Campus offering the course (unless students are notified otherwise by the instructor). Students lose online course access when they are dropped or withdrawn from a course and when final grades are posted in the TeleCampus Information System. Students should refer to the host campus’s calendar for deadlines regarding fee bill payment, dropping/withdrawing, and refunds. Be sure to check out the getting started info before courses begin.

Students can find a list of **required course materials** before classes begin by visiting Book Lists. For help with registration, billing and payment, and financial aid, contact the Campus Liaisons.

### Spring 2008

<table>
<thead>
<tr>
<th>Campus</th>
<th>First Class Day</th>
<th>Last Day of Finals</th>
<th>Course Evaluations</th>
<th>Census Date</th>
<th>First day of campus registration</th>
<th>Last day of TIS registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>UT Arlington</td>
<td>January 14</td>
<td>May 9</td>
<td>April 24 - May 8</td>
<td>January 30</td>
<td>October 29</td>
<td>January 20</td>
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<tr>
<td>UT Brownsville</td>
<td>January 14</td>
<td>May 6</td>
<td>April 21 - May 5</td>
<td>January 30</td>
<td>November 12</td>
<td>January 11</td>
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<td>UT Dallas</td>
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<td>January 23</td>
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<td>January 30</td>
<td>October 22</td>
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<td>January 30</td>
<td>November 1</td>
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<td>UT San Antonio</td>
<td>January 14</td>
<td>May 9</td>
<td>April 24 - May 8</td>
<td>January 30</td>
<td>November 5</td>
<td>January 14</td>
</tr>
<tr>
<td>UT Tyler</td>
<td>January 14</td>
<td>May 10</td>
<td>April 24 - May 9</td>
<td>January 28</td>
<td>January 11</td>
<td>January 14</td>
</tr>
</tbody>
</table>
Learning Resources

Library - Online, full-text access to thousands of journals and ebooks, reference service and assistance for enrolled UTTC students, UT faculty and staff.

Writing Lab - Learn more about accessing and using UTTC's 24x7 online writing lab for enrolled UTTC students.

Tutoring - Learn more about accessing and using UTTC's online tutoring for enrolled UTTC students.

Other Resources - Learn more about accessing and using other UTTC support services for enrolled UTTC students.
Library

Library Resources | Ask a UT System Librarian | RefWorks | Host Campus Resources

First time User Drop-in

Articles

- List of Databases By Subject and Alphabetically
- Full-text Journal/Publication Titles

Electronic Books

- Nell Libran
- Humanities eBook Project (formerly History eBooks Project)

Other Resources

- RefWorks (Bibliographic/Research/Citation Management Software)
- Host Campus Resources
- Learning Resources Organization
- DDoc
- TexShare
- Ready Reference (Almanacs, Catalogs, Encyclopedias, Maps, etc.)
Writing Lab

How to Use SMARTTHINKING's Online Writing Lab (OWL)

SMARTTHINKING's Online Writing Lab (OWL) is a great resource for student writers at all levels and in many disciplines. You can use the OWL for essays for any class that has a written component. If you use the OWL regularly throughout the semester, your writing can improve by the end of term.

The OWL offers four basic types of service:

Essay Center: The Essay Center lets you send an essay draft to an e-structor for response.

- E-structors will provide you with specific responses to your writing, will probe your thinking with questions, and will offer some advice for strengthening your next draft.
- In addition to having access to general writing tutors, you can ask for help from specialists in business/technical writing, creative writing, and ESL.
- Your paper will be returned to your SMARTTHINKING homepage inbox generally within 24-32 hours and guaranteed within 72 hours. Also, the system will send an email letting you know that the paper is done.
- You can access the "Essay Center" from your SMARTTHINKING homepage by clicking on the "Submit Your Writing" icon. Fill in required course and assignment information, and select the kinds of help you want. Then, attach your paper to the submission form.

Live Writing Center: The Live Writing Center lets you work one-to-one in "real time" with e-structors.

- You can ask an e-structor for help in developing an idea, a thesis, content, and in organizing your ideas. You can also ask an e-structor for help with grammar issues such as punctuation, run-on or fragmented sentences, and phrasing.
- The e-structors will work with you on a "whiteboard," which resembles a chalkboard that both you and the tutor can see and use.
- You can access the "Live Writing Center" from your SMARTTHINKING homepage by selecting "Writing (all subjects)" from the pull-down menu below the "Connect With an E-structor Now" icon.

Submit a Question: The Submit a Question area lets you ask questions on the whiteboard and submit them to an e-structor for an offline response usually within 24 hours.

- E-structor responses offer probing questions and explanations to your questions.
- To ask a question, select "Writing (all subjects)" from the pull-down menu beneath the "Submit a Question" icon. You can ask a question by typing it on the whiteboard and then clicking "Submit" to send it. Later, you can find a response in your SMARTTHINKING homepage Inbox.
Tutoring

What is SMARTHINKING?

The UT TeleCampus provides academic students with free access to SMARTHINKING, an online tutorial service. All you need is Internet access; no special software or hardware is required. No additional computer system requirements are needed beyond what you use to access the UT TeleCampus. SMARTHINKING will keep track of your tutorial sessions and you will have a record of your work on your personal homepage.

Students can:

- Get real-time or asynchronous tutoring in writing, math, statistics, accounting, economics and psychology;
- Access a full range of study resources including sample problems, diagnostic tests, and study skills and writing manuals;
- Interact with a live tutor immediately (see hours of availability below);
- Submit a question or paper and get help within 24 hours;
- Schedule a session with a specific tutor;
- Access the Grammar Center for answering quick questions;
- Use the Brainstorming Center if you need help with paper topic ideas.

How to Access SMARTHINKING
Live, Online Tutoring
Online Writing Lab
Bridge2CollegeSM
Essay Grading Assistance for Writing
Custom Academic Support Programs
Hosted Virtual Learning Center Technology
Support for EGL Students

Staffed with professional online writing tutors, SMARTHINKING’s Online Writing Lab helps students at secondary, post-secondary, and graduate levels become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, report, personal statement, cover letter, resume, or creative story. Students may choose a 30-minute review or a 60-minute review for longer essays. (sample).

Students can also receive a detailed critique of their practice SAT essay. The critique identifies an essay’s strengths, notes its weaknesses, and provides a sample score. (sample). Students can submit writing 24 hours a day, seven days a week during the academic year.
Other Resources

These additional resources are available free to aid in your learning experience:

- Learning Resources Organization
- RefWorks (Bibliographic/Research/Citation Management Software)
- Knowledge Center

These resources may be assigned or required by your instructor. Carefully read your syllabus to see if you need to use these services:

- Test Proctoring (fee charged to student by proctor)
- FTP Web Publishing (no fee for students assigned to use this service)

At the start of each semester, you will receive a postcard during the weeks preceding the first day of classes encouraging you to visit our Getting Started page. By reviewing this page each semester, you will be better prepared to begin your learning experience.
Knowledge Center

The UT TeleCampus Knowledge Center is the place to go when you need the right answer—an informative and interactive resource designed for newly-enrolled and returning students. You can do a keyword search to find information, frequently asked questions, or subscribe to updates on topics of interest. Review catalog information, enrollment and library services, technical support, Blackboard, and more.

Questions regarding the Knowledge Center? Call or email the Student and Faculty Services at telecampus@utsystem.edu or 1-888-TEXAS-16, Monday - Friday, 8am to 5pm Central time.
Search Registration Requests

Keywords: [ ]

Include: 
- Course Code
- Course Description

Student:

Home Campus: [Select...]

Campus ID:

Requested After: [Select...]

Requested Before: [Select...]

UTTC Semester: [All]

Host Campus: [All]

Status: [All]

Choose any search restrictions above before clicking "Search".
### Search Class Rosters

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Choose any search restrictions above before clicking "Search".
Home Campus Transcript

UTTC Session

Fall 2001
Fall 2002
Fall 2003
Fall 2004
Fall 2005
Fall 2006
Fall 2007
Spring 2002

Date: Thursday, March 20, 2008
Time: 12:58:11 PM
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<td>Spring 2002</td>
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Summary UT Telecampus Student and Faculty Services

- Online Enrollment Services
- Online Class Schedule and Calendar
- Online Communications Email
- 24x7 help desk
- Digital library services
- Live online tutoring
- Plagiarism detection software
- Course development training
- Training in copyright and intellectual property
- Telecampus Student Information System; to manage enrollment, and provide on demand reporting
Summary Program Profile and UT Telecampus Organization

- Fully online degree programs
- Multi-campus collaborative programs
- Centralized resources contribute to System-wide savings
- Nationally benchmarked quality oversight and support services
- Current year enrollments: 11,500
- More than 20 degree or certificate options
So what is the future of on-line student services? Future direction...

- Technology enhanced online and off line relationships
- Intelligence, University community, student services blending together
- Should be aware of parents who want to be informed
- Community built by
  - Blogs
  - E-portfolios
  - Discussion forums
  - Online email exchange
  - A need to learn about the user
- Services access that is
  - Adaptive
  - Predictive
  - Highly Interactive
Personalized eLearning

**Learner Motivation**
- One size doesn’t fit all!!
- Different curricula, learner objectives, preferences, access devices & connectivity, etc....
- Improve quality, Relevancy & Retention, Reduced cognitive overload, reduced learning time
- Empower user/learner

**Organizational Motivation**
- Digital Content & services expensive to develop => need to ensure re-use
- Need to automate ‘transformation’ process of digital content - to ensure greater usability

**OVERALL GOAL**
“to provide e-learning content, activities and collaboration, adapted to the specific needs and influenced by specific preferences and context of the student, based on sound pedagogic strategies”
Personalized eStudent Services

- In the era of computers, generic services may be obsolete. Students want and expect to be recognized as individuals.

- Today’s college and university populations are even more diverse than ever before and one size does not fit all. Students will expect institutions to deliver services that are appropriate for their specific needs or interests. Managing these relationships could become the key differentiator among institutions in a more competitive environment.

- Students want to choose formats, views, and preferred services for easy access at their convenience.
College and University that offer online programs; a sample.

- UMass Online
- University of Illinois Online
- University of North Carolina Online
- Michigan State
- Penn State
- Harvard Extension
- Stanford
- MIT Open Courseware

.. and all provide an online student service interface for their programs
Welcome to UMassOnline

UMassOnline is UMass

Earn your accredited online degree or certificate from one of the nation’s top-ranked universities, the University of Massachusetts. UMassOnline allows you to attend the same high-quality programs and learn from the same world-class faculty as students at the University of Massachusetts’ Amherst, Boston, Dartmouth, Lowell or Worcester campuses.

Whether you are a busy professional, balancing work and family, or just interested in learning without the constraints of a campus-based program, UMassOnline enables you to earn a high-quality accredited degree online.

As Seen in Inc., BusinessWeek and USA Today

You may have seen us in recent issues of Business Week, Inc. Fortune, Entrepreneur, USA Today, Money magazine, and many others. If you missed the article, want to read more about UMassOnline and online learning check out our press room. Click to read more ...

It’s Your Degree ... Jump In
Welcome to U of I Online, your central source for information regarding the online degree programs, online courses and public service activities offered by the three campuses of the University of Illinois. All of the online courses and online degrees listed in our catalog are conducted mostly or completely over the Internet, which means you "attend" lectures and complete your assignments whenever and wherever it’s most convenient for you.

Sign up for the U of I Online newsletter to stay informed about online education offerings and news at the University of Illinois.
Welcome to The University of North Carolina Online!

Welcome to The University of North Carolina Online, your gateway to the online courses and degree programs offered by the sixteen campuses of the University of North Carolina. UNC's campuses offer a diverse and growing array of high-quality courses and programs online, all designed and taught by the same instructors who teach our classes on campus. How can we help you?

Click on the link that applies to you.

I want to find an appropriate online program.

I want more information about a specific online program.

I want to find an online course.

I am a community college student.

I am stationed at a military base in North Carolina.

I am a high school student.

I want to know more about online learning.

I want to know more about UNC's sixteen campuses.

I am not a North Carolina resident.
Programs

Online Programs
Select degree programs, specializations and certificates are offered via the Internet.

Off-campus Programs
Select degree programs, specializations and certificates are offered at various locations throughout Michigan and abroad.

Courses

Online Courses
Over 100 graduate and undergraduate courses are available over the Internet.

Off-campus Courses
Over 300 graduate and undergraduate courses are available throughout Michigan and abroad.

Current News

Related MSU Websites
- Admissions - Office of Admissions.
- Evening College - Personal enrichment.
- MSU Global Online Connection - Professional custom education and training solutions.
- Spartan Youth Programs - Pre-College
Harvard Extension School

About the Extension School

Continuing Education at Harvard

There are numerous paths to personal enrichment and professional development at Harvard Extension School.

Our open-enrollment courses and academic programs offer nontraditional students a challenging academic experience at tuition rates that rank among the lowest in Boston.

Our Courses and Programs

Explore a subject that interests you. Build skills to advance your career. Enroll in a degree or certificate program. With 620 courses, the Extension School offers a range of possibility.

- 100 online courses, including 23 Harvard College courses
- Vital subject areas such as environmental management, information technology, and biotechnology
- Liberal arts degrees
- Professional graduate certificate and degree programs
- English as a second language through the Institute for English Language Programs
- Career and study skills workshops

Our Faculty

Whether you study biology or music, you learn from experts.

SEE ALSO
- Campus Map and Directions
- Harvard Extension Student Association (HESA)
- Extension Website Archives
Online Classroom

Welcome to the Online Classroom. Here, students view videos and resources for courses available through SCPD. They are created and maintained by Stanford Online.

Software and login are required for viewing videos.

Academic Courses

View Academic Courses for the current quarter.

Online Seminars

Learn about cutting edge topics from industry leaders with our Free Seminars. These are currently available to the general public at no cost.

Free Previews

We also offer free previews, so you can see the quality and depth of our offerings before you enroll.

For More Information
Unlocking Knowledge, Empowering Minds.

MIT is committed to advancing education and discovery through knowledge open to everyone.

OCW shares free lecture notes, exams, and other resources from more than 1800 courses spanning MIT's entire curriculum.

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- Student, Mexico

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OCW OpenCourseWare

OCW launches Highlights for High School

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Read the announcement

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fred.hample@utsa.edu