# Online Student Support (OLSS) Framework

## Figure 1 – Framework for Online Student Support Services
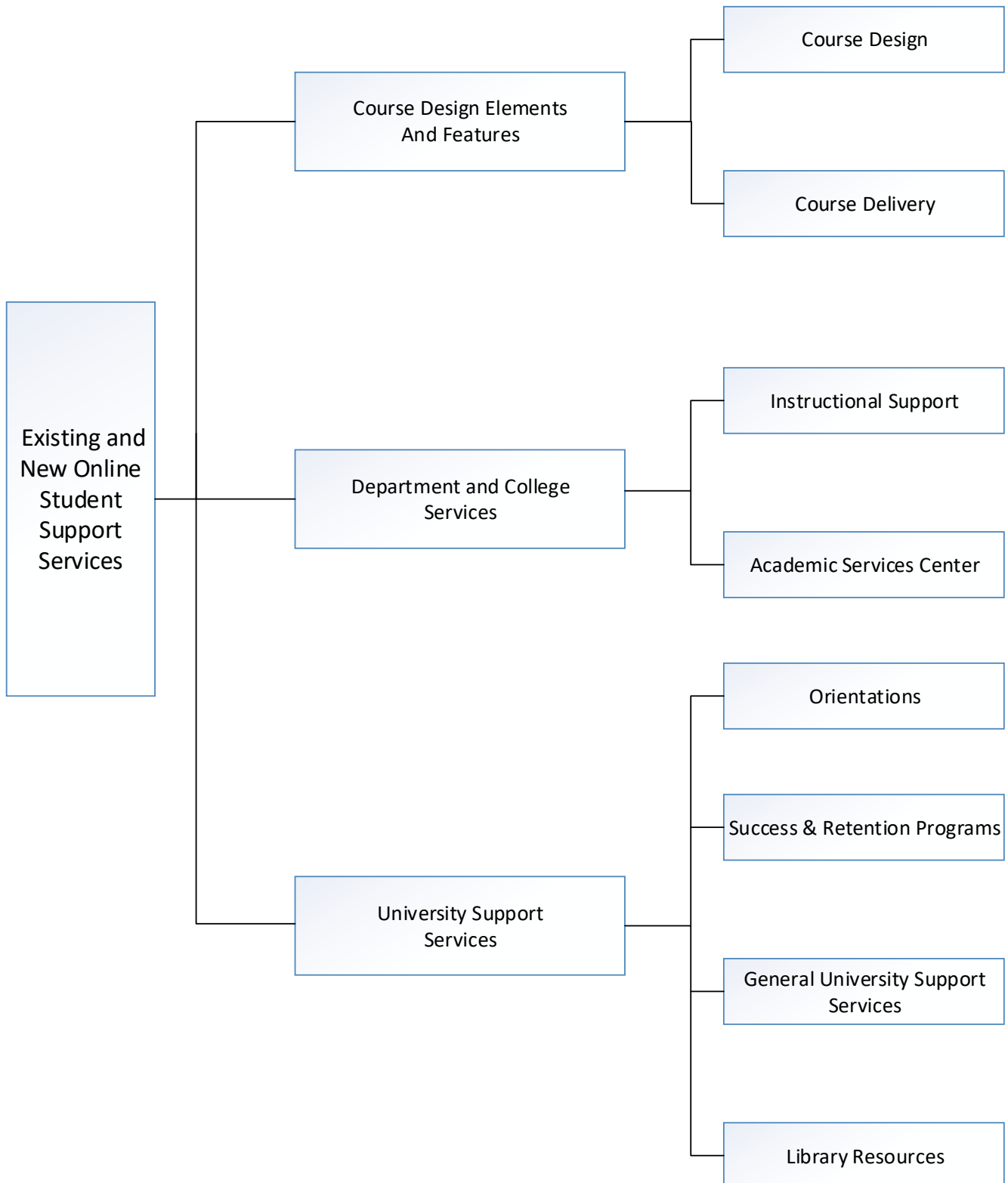
```
                                                        ┌─────────────────────┐
                                                        │    Course Design    │
                                  ┌──────────────────┐  └─────────────────────┘
                                  │ Course Design    │
                                  │ Elements         │
                                  │ And Features     │  ┌─────────────────────┐
                                  └──────────────────┘  │   Course Delivery   │
                                                        └─────────────────────┘

                                                        ┌─────────────────────┐
                                                        │ Instructional       │
┌──────────────┐                                        │ Support             │
│ Existing and │                ┌──────────────────┐   └─────────────────────┘
│ New Online   │                │ Department and   │
│ Student      │────────────────│ College Services │   ┌─────────────────────┐
│ Support      │                └──────────────────┘   │ Academic Services   │
│ Services     │                                        │ Center              │
└──────────────┘                                        └─────────────────────┘

                                                        ┌─────────────────────┐
                                                        │    Orientations     │
                                                        └─────────────────────┘

                                                        ┌─────────────────────┐
                                                        │ Success & Retention │
                                                        │ Programs            │
                                  ┌──────────────────┐  └─────────────────────┘
                                  │ University       │
                                  │ Support Services │   ┌─────────────────────┐
                                  └──────────────────┘   │ General University  │
                                                        │ Support Services    │
                                                        └─────────────────────┘

                                                        ┌─────────────────────┐
                                                        │  Library Resources  │
                                                        └─────────────────────┘
```

# Table 1 – Framework for Online Student Support Services

| Category | Category Description | Specific Category Elements |
|---|---|---|
| Category 1 | Course design | a) systematic implementation of learning management system - LMS (Moodle)<br>b) student information system that are easy to access, easy to navigate and easy to use without technical difficulty. Clear course instructions which facilitate easy access to course components, navigation within course sites,<br>c) course orientation materials and syllabus - provide students with a clear understanding of course objectives, learning outcomes, content, contacts, texts and materials, technical requirements, policies and procedures, learning and assessment rubrics, grading, help, calendars, resources and course features<br>d) use of technical specialist to support development of courses in a consistent format within the learning management system (familiar course environment freed students to focus on content rather than operational system) (e) instructional design support staff members provide training to the faculty in the use of course software and online communication tools available within and outside LMS. Recent course graduates can also provide feedback to course design teams for continuous improvement |
| Category 2 | Course delivery | a) course content organization within the online delivery format,<br>b) content modules developed to facilitate delivery of content and break the material in approachable units (each module setup so that students could easily access module objectives, learning outcomes, content outlines and terms, content presentations in PowerPoint, streamed video, module assignments, module assessments including enrichment links) |
| Category 3 | Instructional Support Services | a) course software assistance – to be part of "first year experience" program also.<br>b) individual course tutoring (both F2F and online) supplementary course materials<br>c) a meeting place for students working on group assignments<br>d) a worksite for teaching assistance to support online courses<br>e) distribution of student course materials collection of student assignment as requested by the instructor<br>f) provision of student supplies<br>g) proctoring of flexibly schedules exams or makeup exams |
| Category 4 | Academic Services Centre (ASC) | a) ASC advisors provide support with academic counseling to students via email, telephone or on-campus visits. ASC advisors orient students on academic processes and regulations, evaluate transfer credits, create degree plans and course sequencing, communicate with students regarding events and deadlines, monitor academic progress, provide referrals to other campus services, facilitate career planning and evaluate readiness to graduation<br>b) Engineer online students social integration which is important in student retention Access to University Helpdesk services |

| | | |
|---|---|---|
| **Category 5** | **Orientations** | a) General University orientation programme available to all new students. Services include campus visits, registration assistance, placement testing & counseling, career guidance, and other support.  Orientation programmes could also provide support for parents and families<br>b) Campus-wide online orientations.  Orientation system specifically for online students – pathway to flexible education – a mandatory online orientation designed for both prospective and current students to inform them about flexible education at the University.  The online orientation system should provide features and links with information on campus resources, registration, University identification cards, the bookstore (or buying books), tuition and fee payment, the libraries (including online access), careers services, services for students with disabilities, campus student organisations, keys to success in online courses, study skills and exam preparation strategies.  Topic such as "what is flexible education?", "being a flexible student?", "getting started with Moodle?", "keys to success in flexible education classes", and "getting ready for flexible education" could also be included<br>c) Course specific online orientation. Each course instructor should prepare and disseminate orientation materials specific to individual courses in electronic format.  The course specific orientation would target course procedures, syllabus, calendar, tips for success, grading plans, tools, strategies, resources, etc. |
| **Category 6** | **Success & Retention Programmes** | Student success, satisfaction and retention can be influenced by students' level of connection and interactivity with University faculty, personnel and systems.  Online students should have accessibility to the following programmes and services:<br><br>a) Services for undeclared students and students in transition<br>b) Diagnostics testing and remediation's in Mathematics and English<br>c) Enrichment for students with academic obstacles<br>d) Services for educationally and economically underserved students<br>e) Learning and self-development services to increase academic performance and improve student retention<br>f) Services to foster the development of written communication skills<br>g) Financial aid options to assist online students in their educational pursuits |
| **Category 7** | **General University Support Services** | Additionally, other critical support services accessible to online students could be:<br><br>a) Career counseling, recruitment, assessment, and internships<br>b) Accommodation and support services for students with temporary or permanent health impairment, physical limitation, psychiatric disorder, learning disability<br>c) Psychological, educational and social support services for students<br>d) Initiative to share good things about campus and encourage student attendance at campus events<br>e) University career services for employment contacts and placements<br>f) Center for Disabilities provided services and contacts with faculty that lead to positive academic outcomes |
| **Category 8** | **Library Resources** | Online access to library resources has been identified as a critical service for online students:<br><br>a) Resource guides and tutorials available that outline the procedures for requesting library materials to be delivered both electronically and/or physically to prescribed off-campus flexible education sites<br>b) Librarians and electronic help desk services available. Resources available to assist students in learning how to remotely use research tools, identify and use databases, search for appropriate sources, request materials for use and receive materials |

## Table 2 – Assessment Framework for Online Student Support Services – Discipline and Campus

| Category | Category Description | Assessment Scores to be as follows:<br>Each element that scores a "Yes" = 1 point<br>Each element that scores a "No" = 0 points<br>Each element that is "In progress" = ½ point | |
|---|---|---|---|
| | | **Specific Category Elements** | **Assessment Score for Disciplines and Campuses** |
| Category 1 | Course design | (a) systematic implementation of learning management system - LMS (Moodle) | 1 |
| | | (b) student information system that are easy to access, easy to navigate and easy to use without technical difficulty. Clear course instructions which facilitate easy access to course components, navigation within course sites. | 1 |
| | | (c) course orientation materials and syllabus - provide students with a clear understanding of course objectives, learning outcomes, content, contacts, texts and materials, technical requirements, policies and procedures, learning and assessment rubrics, grading, help, calendars, resources and course features | 1 |
| | | (d) use of technical specialist to support development of courses in a consistent format within the learning management system (familiar course environment freed students to focus on content rather than operational system) | 1 |
| | | (e) instructional design support staff members provide training to the faculty in the use of course software and online communication tools available within and outside LMS. Recent course graduates can also provide feedback to course design teams for continuous improvement | 1 |
| | | **Total Category 1 Score** | 5/5 |
| Category 2 | Course delivery | a) course content organization within the online delivery format, | 1 |
| | | b) content modules developed to facilitate delivery of content and break the material in approachable units (each module setup so that students could easily access module objectives, learning outcomes, content outlines and terms, content presentations in PowerPoint, streamed video, module assignments, module assessments including enrichment links) | 1 |
| | | **Total Category 2 Score** | 2/2 |
| Category 3 | Instructional Support Services | a) course software assistance | 0.5 |
| | | b) individual course tutoring (both F2F and online) supplementary course materials | 0.5 |
| | | c) a meeting place for students working on group assignments | 1 |
| | | d) a worksite for teaching assistance to support online courses | 0.5 |
| | | e) distribution of student course materials | 0 |
| | | f) collection of student assignment as requested by the instructor | 1 |
| | | g) provision of student supplies | 0 |
| | | h) proctoring of flexibly schedules exams or makeup exams | 1 |
| | | **Total Category 3 Score** | 4.5 /8 |
| Category 4 | Academic Services Centre (ASC) | a) ASC advisors provide support with academic counseling to students via email, telephone or on-campus visits. ASC advisors orient students on academic processes and regulations, evaluate transfer credits, create degree plans and course sequencing, communicate with students regarding events and deadlines, monitor academic progress, provide referrals to other campus services, facilitate career planning and evaluate readiness to graduation | 1 |
| | | b) Engineer online students social integration which is important in student retention | 1 |
| | | c) Access to University Helpdesk services | 0.5 |
| | | **Total Category 4 Score** | 2.5/3 |

| | | | | |
|---|---|---|---|---|
| **Category 5** | **Orientations** | a) | General University orientation programme available to all new students. Services include campus visits, registration assistance, placement testing & counseling, career guidance, and other support. Orientation programmes could also provide support for parents and families | 1 |
| | | b) | Campus-wide online orientations. Orientation system specifically for online students – pathway to flexible education – a mandatory online orientation designed for both prospective and current students to inform them about flexible education at the University. The online orientation system should provide features and links with information on campus resources, registration, University identification cards, the bookstore (or buying books), tuition and fee payment, the libraries (including online access), careers services, services for students with disabilities, campus student organisations, keys to success in online courses, study skills and exam preparation strategies. Topic such as 'what is flexible education?," "being a flexible student?", "getting started with Moodle?", " keys to success in flexible education classes", and "getting ready for flexible education" could also be included | 1 |
| | | c) | Course specific online orientation. Each course instructor should prepare and disseminate orientation materials specific to individual courses in electronic format. The course specific orientation would target course procedures, syllabus, calendar, tips for success, grading plans, tools, strategies, resources, etc. | 1 |
| | | **Total Category 5 Score** | | 3/3 |
| **Category 6** | **Success & Retention Programmes** | a) | Services for undeclared students and students in transition | 1 |
| | | b) | Diagnostics testing and remediation's in Mathematics and English | 0.5 |
| | | c) | Enrichment for students with academic obstacles | 1 |
| | | d) | Services for educationally and economically underserved students | 0 |
| | | e) | Learning and self-development services to increase academic performance and improve student retention | 1 |
| | | f) | Services to foster the development of written communication skills | 1 |
| | | g) | Financial aid options to assist online students in their educational pursuits | |
| | | **Total Category 6 Score** | | 4.5/7 |
| **Category 7** | **General University Support Services** | a) | Career counseling, recruitment, assessment, and internships | 1 |
| | | b) | Accommodation and support services for students with temporary or permanent health impairment, physical limitation, psychiatric disorder, learning disability | 1 |
| | | c) | Psychological, educational and social support services for students | 1 |
| | | d) | Initiative to share good things about campus and encourage student attendance at campus events | 1 |
| | | e) | University career services for employment contacts and placements | 1 |
| | | f) | Center for Disabilities provided services and contacts with faculty that lead to positive academic outcomes | 1 |
| | | **Total Category 7 Score** | | 6/6 |
| **Category 8** | **Library Resources** | a) | Resource guides and tutorials available that outline the procedures for requesting library materials to be delivered both electronically and/or physically to prescribed off-campus flexible education sites | 1 |
| | | b) | Librarians and electronic help desk services available | 1 |
| | | c) | Resources available to assist students in learning how to remotely use research tools, identify and use databases, search for appropriate sources, request materials for use and receive materials | 1 |
| | | **Total Category 8 Score** | | 3/3 |
| **Total Score – All Categories** | | | | **30.5/37** |