

Are Community Colleges Going the Distance? : An Assessment of Student Support Services for Texas Community and Technical Colleges

by

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Abstract

Purpose: The purpose of this research is twofold. The first purpose is to gauge the level of student support services provided for students enrolled in distance learning courses or programs at Texas community or technical colleges by utilizing Cherry Beth Luedtke's (1999) student support services model. The second purpose is to document the change in student support services available at Web sites.

Method: The research method, content analysis, is used to assess student support services for distance learners at Texas community and technical colleges and to determine whether these services have changed since Luedtke's 1999 study. The sampling frame is a list of 57 Texas public junior or community and technical colleges.

Findings: Overall findings reveal that there has been improvement over the last seven years in every category defined in Luedtke's student support model. Admissions, registration, and learning resources categories were given a strong rating.

Information/technical support and assessment categories were given an adequate rating.

Lastly, the advising and counseling and other student support services categories were given a poor rating. Though there is no category with a very strong rating, none of the categories were give a very poor rating as in Luedtke's study.

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Chapter 1

Introduction

Over the years, community colleges have served as gateways of higher education for a vast majority of the population. Recently they have been able to “respond to demographic trends, workplace demands, and changing student needs” by providing access to higher education, “anytime and anywhere” (Bower and Hardy 2004, 8). According to Bower and Hardy (2004, 9), “the community college commitment to service students, and its willingness to provide education ‘anytime, anywhere’ makes it a prime candidate to lead distance learning on higher education.” They further state that community colleges have taken this leadership role because: (1) they are “driven by their mission to serve a high number of underprepared students,” (2) their outreach efforts to working adults to participate in full-time and part-time programs, and (3) their partnership with industries to meet “specific workplace needs” (Bower and Hardy 2004, 9). The National Center for Education Statistics (NCES)(2003, 5) supports this argument by reporting that during the 2000-2001 academic year, public two-year institutions had the greatest number of enrollments in distance education with 1,472,000 out of 3,077,00 or 48 percent of the total student population.

In 1999, Cherry Beth Luedtke recognized the vital role of student support services in the distance learner’s experience. Luedtke developed a practical ideal type to assess student support services for distance learners at 44 Texas public community or technical colleges. According to Luedtke’s assessment, there were very few services available to students enrolled in distance learning courses. The data collected through Luedtke’s (1999, 162) content analysis of web sites showed that four elements of the practical ideal type, Information/Technical Support, Registration, Assessment, Advising, and

Counseling, and Other Support Services, were rated very poor. Admissions, another element, was rated poor. Learning Resources was the only element in the practical ideal type that was rated adequate. She found much need for improvement in community college student support services for distance learners. Therefore, community colleges should commit additional resources to provide student support services for both traditional and distance learners in order to keep their commitment and provide higher education successfully.

Research Purpose

In the 21st Century, technological advances have influenced the evolution of the delivery of distance education since Luedtke's 1999 study. Clearly many students, faculty members, and administrators have access and use the internet frequently. It is unclear whether the poor state of student support services for the distance learner continues. Therefore, a follow-up study of Luedtke's research should identify whether or not Texas public community or technical colleges have improved student support services for distance learners.

The purpose of this research is twofold. The first purpose is to gauge the level of student support services provided for students enrolled in distance learning courses or programs at Texas community or technical colleges by utilizing Luedtke's student support services model. The second purpose is to document the change in student support services available at Web sites.

Summary of Contents

This applied research project contains seven chapters. Chapter 2 examines the literature pertinent to distance education. The literature discusses a historical overview,

the characteristics of a distance learner, and benefits and challenges of distance education. Chapter 3 surveys the literature describing the elements in Luedtke's student support services model and provides a theoretical foundation. Chapter 4 explains the selected research method along with the associated strengths and weaknesses. This chapter also provides a discussion of the study population, the coding scheme, and the data collection method. Chapter 5 analyzes and examines the results of the study. Chapter 6 provides an assessment of the results and a comparison to Luedtke's 1999 study. The appendices contain reference information pertinent to the study (i.e. list of sampling frame).

Chapter 2

Distance Education

Statement of Purpose

This chapter provides a broad overview and creates a chronological picture that describes the evolution of distance education. Additionally, this chapter presents delivery methods of distance education and the characteristics of a successful distance learner. Lastly, this chapter examines the current benefits and challenges of distance education that educators face.

Distance Education

Over time distance education has taken on many terms such as “e-learning” or “opening learning.” The various terms show how much the technological world has influenced the evolution of the delivery of education over centuries. Mehrotra, Hollister, and McGahey (2001, 1) define distance education “as any formal approach to instruction in which the majority of the instruction occurs while educator and learner are not in each other’s physical presence.” The National Center for Education Statistics (2003) has a similar definition describing distance education as “instructional programs or courses in which the instructor and student need not be in the same physical place.” Both of these definitions suggest that there is a lack of interaction that a student would normally receive from the teacher in a traditional classroom setting.

This transformation from a traditional to virtual classroom has created a new paradigm in pedagogy for educators. Hopey and Ginsburg (1996, np) state that “the emergence of new technologies enables us to shift our focus from the delivery of classroom-based instruction to the delivery of new materials and the facilitation of new

ways of learning.” They further maintain that online learning should not be viewed as a replacement for formal classroom instruction but rather a motivator for adult learners to enroll and realize their educational goals (Hopey and Ginsburg, 1996, np).

History of Distance Education

Bower and Hardy (2004, 7) suggest that “the connection between distance education and community or junior colleges dates back over one hundred years.” The early form of distance education occurred through correspondence study programs. The first sign of these correspondence study programs in higher education was in 1833 at a Swedish University. Shortly after, Iassac Pitman in 1840 developed a shorthand system in which students were mailed postcards and “instructed to use the shorthand to transcribe Bible selections and return the transcriptions to Pitman for correction.” The Pitman Correspondence Colleges (formerly known as the Phonographic Correspondence Society) carried out the work of Pitman after his death. (Holmberg, 2002).

Anna Eliot Ticknor joined the distance education movement toward the end of the nineteenth century. In 1873 she established the Boston-based Society that provided a correspondence study for “housebound women.” “The society’s personalized instruction included regular correspondence along with guided reading and frequent examinations to assess the effectiveness of instruction” (Bower and Hardy 2004, 6).

Distance education also became popular in the United States during the late nineteenth century. Both Illinois Wesleyan College (1874) and the Correspondence University of Ithaca, New York (1883) were early distance education programs in the United States during the 1800s. William Rainey Harper was also a pioneer known for his strong advocacy for distance education and as “the father of the American junior

college.” “During the 1880s, he developed correspondence courses at the Baptist Union Theological Seminary at Morgan Park” (Bower and Hardy 2004, 7).

As technologies improved, the delivery of distance education became more advanced, moving distance education from post cards to radio transmissions and video recordings. In 1894 the International Correspondence School (ICS) developed correspondence courses for coal miners to gain profession development skills to students in Mexico, America, and Australia. During the 1920s, radio transmissions began to play a critical role in providing distance education “to the masses.” Soon after, visual technology became popular and was officially used in the 1950s by Western Reserve University to deliver television courses. Then in 1969 British Open University was founded and “marked the modern movement in distance education” During the 1970s and 1980s, educators used two-way live transmission through satellite technology and fiber optic systems to provide educational courses. These technological advances not only took distance education to a higher level, but also created additional educational options that made higher education more accessible for a greater amount of people. (Bower and Hardy 2004, 7).

The Internet was the latest technological breakthrough in distance education during the 1990s and continues to play an integral role in the 21st century. This method of delivery has allowed educators to reach an array of students anytime and anywhere. The Internet also helps to eliminate barriers such as “geographical distance and personal circumstances” and allows a gateway for students to easily access higher education (Bower and Hardy 2004, 8).

Delivery Methods of Distance Education

There are two types of delivery methods of distance education: synchronous and asynchronous. Parrot (1995, 2) contends that these methods can be distinguished by whether “teachers and learner are participating at the same time or not.” Synchronous delivery uses “methods that incorporate simultaneous two-way communication” (Mehrotra, et.al 2001, 71). Examples of this delivery method include two-way radio, Interactive television (ITV), telephone links, Internet conferencing, audio conferencing, and videoconferencing. Asynchronous delivery uses “technologies that allow participants to be separated in time and distance from the delivery of instruction” (Parrot 1995, 2). Examples of this type of delivery method include: printed materials, audiotapes, telephone service, videocassette recordings, radio and television broadcasts, electronic files on magnetic or optical media, Web pages, file transfer, animation/movies, bulletin boards, and comprehensive commercial packages (i.e. Blackboard) (Mehrotra, et al. 2001, 90).

According to the NCES (2003, 11) study, of the “2 and 4 year institutions offering distance education courses in 2000-2001, the Internet and two of the video technologies were most often used as primary modes of instructional delivery for distance education courses.” Additionally, the study shows that “ninety percent of 2-year institutions used asynchronous computer-based instruction as the primary mode for delivery.” Thus, the Internet has played a major role in the delivery of distance education.

The Distance Learner

In 1988, the Corporation of Public Broadcasting/Annenberg Project developed the following profile of a distance learner: over 26 years of age, highly motivated, goal-

orientated, and unable to attend the traditional classroom. This profile has changed as on-line distance education moves into a mature stage. The National Center for Education Statistics study shows that in 1999-2000, 65 percent of students enrolled in a distance education course via Internet were the ages of 18 or younger.¹

This is especially evident since high school students now have the option to enroll in online courses at community colleges (Pallof and Pratt 2003, 5).

Identifying a student's skills and abilities is critical in the distant learner's success. Pallof and Pratt (2003, 5) suggest that a successful virtual student has the following profile:

- Access to a computer and a modem or high speed connection and the skills to use them
- An open-mind
- Self-motivation and self-discipline
- Willing to commit a significant amount of time to their studies weekly
- Can and does work collaboratively
- A critical thinker
- Believes that high-quality learning can happen anywhere and anytime

Though this profile may seem ideal, every student should have the ability to attain this profile and their educational goal. LaPadula (2004, 120) maintains that “even the most highly motivated and self-directed distance education students can find their experience lonely, difficult and sometimes daunting.” A lack of adequate student services can be discouraging and lead to failure; therefore, it is important for institutions to bridge this gap by providing adequate student support services.

1. National Center for Education Statistics. 2002. *National Postsecondary Student Aid Study: 1999-2000*, Washington, DC: U.S. Department of Education, National Center for Education Statistics. http://nces.ed.gov/das/library/tables_listings/nedrc_table.asp?sbj=student%20education (accessed September 25, 2005).

Benefits

The ability to provide education to students who are unable to attain their educational goals due to their geographical location or inflexible schedule is the major benefit of distance education. In today's society, the Internet enables consumers to interact more conveniently with businesses. These same consumers are potential students who believe that if they can buy, sell, or make payments "anytime, anywhere," they should also be able to receive education through the same means.

Another benefit is the cost savings that are created for an institution. Though there has been increase in the student population, many community colleges cannot afford to build new facilities to accommodate an increased student population. Thus, distance education is an institutional strategy to address constraints. Bower and Hardy (2004, 9) argue that "although there are certainly costs involved in developing a distance learning network, they can be weighed against the increasing expense of maintaining an infrastructure for on-campus courses." Olliver (2004, 19) also believes that there is a cost benefit to distance education by stating that "although community colleges will incur additional expenses for items like hardware and software, technical support, instructional support, and administrative infrastructure, they will create savings in physical plants and utilities."

Challenges

Though distance education has provided many opportunities for the post-secondary arena, there are also institutional challenges. Parrot (1995, 4) believes that "one of the greatest challenges...is with faculty who are uncomfortable with distance education and reluctant to embrace its technologies." This reluctance can be attributed to

insufficient technical skills among faculty. Many faculty members have to shift their way of thinking and learn virtual ways to interact with students (Hopey and Ginsburg 1996, np). For example, virtual office hours may replace traditional office hours (Olliver 2004, 15). Hopey and Ginsburg (1996, np) argue that distance education causes “instructors to become facilitators of learning not transmitters knowledge. Thus, instructors use different internet tools (i.e. an “internet café) to help facilitate a student-centered learning environment (LaPadula 2003, 123). Student personnel also have to make a transition in the delivery of student services. Hence, both faculty and student personnel have to make a major time commitment to ensure the success of distance learners.

Retention is another challenge facing community colleges. Many distance learners could easily develop feelings of isolation and feel disconnected with the institution. Therefore, institutions should make sure that once a student is enrolled, they experience a “sense of community” and are able to successfully complete the distance education program (LaPadula 2003, 123).

Chapter Summary

This discussion showed that distance education is vital in delivering education to those who desire to have a flexible schedule. This chapter also presented a historical overview of distance education. Furthermore, the characteristics of a successful distance learner were examined. Lastly, this chapter presented the benefits and challenges of distance education. The next chapter will discuss literature pertinent to student support services and introduce Luedtke’s (1999) student support services model.

Chapter 3

Luedtke's Student Support Services Model

Statement of Purpose

The purpose of this chapter is to examine scholarly literature pertaining to student support services. This information explains the descriptive categories defined in Luedtke's (1999) student services model. Additionally, this chapter displays a table that summarizes the conceptual framework.

Student Support Services

Student Support Services are vital to all students' successful completion of their educational goal. Hence, both traditional and virtual students should be provided these services. The Southern Regional Education Board (SREB) (2002, 6) recommends that institutions "ensure that all students have comparable and adequate access to needed services whether they are traditional, non-degree, part-time, distance, disabled, or 'home' students of the institutions." Despite the SREB's recommendation, "one the biggest gaps in distance education is an institution's inability to provide time-and location-independent access to various student support services" (LaPadula 2003, 120). The institution's inability could be attributed to their lack the financial resources to create these changes to meet accreditation requirements and provide support for distance learners (Bower and Hardy 2004, 10).

Cherry Beth Luedtke (1999) developed a model to assess student support services for distance learners in Texas public or technical community colleges. Her model included the following categories: Information/Technical support, Admissions, Registration, Assessment, Advising and Counseling, Learning Resources, and Other Support Services. Of these categories, five of the six were rated poorly. The learning

resources was the only category that received an adequate rating. This study utilizes Luedtke's (1999) practical ideal type to gauge the level of student support services for distance learners' to gauge the level in distance learners' student support services over past seven years.

Luedtke's Student Support Services Model

Information/Technical Support

Without informational and technical support services, navigating through a virtual environment becomes a difficult task for a distance learner. If the student is not familiar with the technology, they may feel uncomfortable enrolling in a distance education course. Consequently, the lack of technical skills creates a barrier for those desiring to obtain post-secondary education. Therefore, providing information/technical support services is a very critical component in providing a gateway for distance learners to participate in a virtual classroom.

Higher Education administrators should not **assume** that distance learners are well equipped and knowledgeable about the **technical skills** and time commitment needed to successfully complete a distance education degree. Brusio (2001, 10) suggests that "it is important for students to understand the potential pitfalls of studying via distance." Prospective students should not only understand "independent learning expectations but also "the nature and potential challenges of learning in the program's technology-based environment" (SACS 2000, 10). Therefore, distance learners should be given as much information as possible prior to applying to the program. Students should also be provided with the necessary **technical support staff** by means of "online and/or by phone menu or on-demand fax options" (SACS 2000, 3).

A lack of **information management skills** could cause distance learners to develop high levels of frustration. Bruso (2001, 16) argues that “if students do not understand how to navigate and interact within the course environment prior to beginning their distance education studies, they will have an extremely difficult time keeping up with the workload.” Hence, it is important for institutions to provide “more in-depth preparation for using technology, such as email, Internet, and course platforms, as well as how to contact tech support in the event of any problem (SREB 2002, 15). Mehrotra, et al. (2001, 43) also supports the idea of providing **log-on information, communications parameters, technical equipment requirements** and other pertinent information to ensure the efficiency of distance learners in completing their educational goals. Floyd and Casey-Powell (2004, 60) suggest that this type of technology training for both students and faculty should be found on “effective community college web sites.”

Students should not only receive pertinent technology information but should also have opportunities to become acclimated to the virtual classroom. Bruso (2001, 8) believes that to close the technology gap, colleges should “provide effective student orientation to the online environment, including sufficient **opportunities for practice** and application.” For example, **instructions on using email**, procedural information, **and opportunities to practice sending** emails and posting to electronic bulletin boards should be made available prior to the student enrolling in an online course (Bruso 2001, 14).

Ethics is also an important aspect of information/technical support. Kidder (1995, 225) stresses the importance of the prevalence of ethics in an “electronic classroom” by three means of teaching ethics: research, case studies, and expert systems. The institution

should create confidentially and **privacy** for students by providing “documented procedures that assure the security of personal information” (SACS 2000,13). Students should also be trained on copyrighted material, to reduce any signs of “plagiarism or copyright violations” (Pallof and Pratt 2003, 108).

Luedtke (1999, 171) found that “three-fourths of the Web sites assessed did not have access to information about the availability of technical support staff, assumptions about technological competence, or technical equipment requirement and information management skills. Luedtke (1999, 171) further showed that only a small percentage of the colleges were offering guides or tutorials, opportunities to become familiar with the system, and information on ethics. Thus, Luedtke (1999, 171) provided the following recommendations:

- Colleges should develop a formal program of assessing technology-related skills before enrollment and follow-up on assessment results by providing distance learners with assistance in building or improving skills required for successful completion of a course or program.
- Colleges should provide departments with training in Web page development and increase technical support funding and staff.

Admissions

The admissions process is one of the most critical components of student support services. A student’s first point of contact whenever they consider enrolling in some type of postsecondary institution is usually the admissions office. Ideally the more information that a prospective distance learner has, the more likely it is for that student to feel comfortable enrolling in that institution. A comparison of **on-site** and **distance learning cost** is also important in the prospective student’s decision. For example, some colleges may charge distance learners higher tuition fees to contribute to maintaining the technology infrastructure (Pallof and Pratt 2003, 56). The Southern Regional Education

Board (2002, 11) recommend that “institutional responsibility begins at the initial point of contact with prospective students, who must be given an accurate description of the **distance learning experience** in addition to the **course offerings** and program **costs.**”

The distance learner should also have access to the **criteria for admission, including course and degree requirements** to allow the student to determine whether distance learning would be beneficial to completing their educational goals (SREB 2004, 3).

Olliver (2004, 18) supports this recommendation by stating that “a community college’s web site is critical for collecting and providing information to prospective students.”

There are various means for prospective students to apply to the institution. Students should be given the option to apply on-line or have access to download an **institution or common (if applicable) application.** “However, the application is accomplished; **clear** instruction should be given to the student including information about admission prerequisites, procedures, and **deadlines**” (Mehrotra, et al., 2001, 120).

Overall admissions policies should clear and concise, “clarifying everything from an **academic calendar** to transferability policies” (Gellman-Danley and Fetzner 1998, np). Gellman-Danley and Fetzner (1998, np) express the importance on the need for admission policies to be in place to provide distance learners with various standards that they may be subject to. Students should also be aware about the “estimated time for program completion” (SACS 2000, 10).

Chaloux (2004, 81) believes that “as the number of students who take online courses at more than one institution grows, incongruent credit transfer policies will create higher costs and make it more difficult for students to reach their educational goals.” Therefore it is imperative for institutions to clearly state the rules concerning **transfer of**

credit (Mehrotra, et al. 2001, 120). Institutions should add web site links “to information about articulation and transferring credits” (Floyd and Casey-Powell 2004, 60). There should also be differentiation of requirements between two year degree and four year degree transfer programs. From the institution’s website the distance learner should “know exactly what is required for transfer and what options exist for fulfilling these requirements (Levine1993, 54).

Support services for distance learners “seeking **financial aid** should be clear and concise and include deadline for applications, fee schedules and payment options, and links to scholarship, government loan and other loan sites” (Floyd and Casey-Powell, 2004; SREB, 2004). Along with providing costs information, students should also be informed about any pertinent **refund policies** (SACS 2000, 9). McRae and Lumsden (2001, 87) argue that providing this information in an accurate and timely manner on-line, “may be one of the most effective ways to recruit students.”

Orientation is one of the most important elements of the admissions process. “Floyd and Casey-Powell (2004, 58) suggest that “offering virtual or online orientation is an easy and convenient way to build rapport with distance learners, and is essential to ensuring successful enrollment and retention.” Colleges should also be able to include links the **admissions’ staff contact information** (name, telephone number, and email address) to allow the student to ask pertinent admissions questions that may not be available on the Web site (Mehrotra, et al. 2001, 118).

Luedtke’s (1999, 165) found that though a large percentage of Texas community colleges provided Admissions contact information and access to course or degree requirements, most did not provide an on-line orientation for the distance learner. The

results further revealed that very few colleges provided an on-line application. Thus, this element was rated as poor in providing access to support services for the distance learner.

Registration

Once a student has become acclimated with the virtual environment, they can begin the registration process. The registration process is very important in ensuring that the distance learner can successfully register for courses, pay correct amount for tuition and fees, and enroll. Luedtke (1999, 171) argues that “registration is an essential element in providing a successful distance learning experience.” Luedtke (1999, 171) further contends that information regarding the registration process should be available **year round** and “students should be able to register from a distance.” Registration websites of community colleges should not only “clearly describe and explain the registration process, **schedule**, and **policies**,” but, also provide information **instructions** about “how to add or drop a course, check grades, verify tuition owed, and access course schedules” (Floyd and Casey-Powell 2004, 59). Students should be given the option to submit **payment by credit card** and **support staff** should be readily available to provide information in the event that they have questions pertaining to the process (Levine 1993; SACS 2000). By providing this information **24 hours a day**, it “will eliminate the frustration and isolation many distant students feel by the physical separation from the campus” (Aoki and Pogroszewski 1998, np).

Luedtke (1999, 166) found that the registration in terms of time and accessibility was limited for Texas community colleges. The assessment also showed that only a small percentage of colleges had support staff available during the registration period. Thus, this element was rated poorly (Luedtke 1999, 166).

Assessment

Institutions use systems of assessment to assist students in identifying their academic and personal strengths and weaknesses. These assessment systems also “provides students with appropriate, focused, and timely feedback to promote learning, keeps them informed regarding the progress they are making, and helps determine the extent to which they have achieved the outcomes of the course as a whole” (Mehrotra, et al. 2001, 153). Ultimately, the knowledge provided by the student’s assessment should help them to easily navigate through their college experience. Hence, an effective assessment system can help improve student retention.

Luedtke (1999) defined a student’s **learning style, real-world experience and communication skills** as important factors in the distance learner’s success. Assessing student’s learning style helps the instructor to incorporate “multiple approaches” in delivering class materials to allow the student to be “engaged in the learning process” (Pratt and Pallof 2003, 29). Real-world experience and communication skills should be assessed in order to determine “their capacity to enter a degree program and to the amount of credit they may bring to the program” (Levine 1993, 23). Olliver (2004, 18) believes that “successful institutions recognize the attributes and differences students bring to the learning environment, and provide them with self-assessment tools.”

Prior to enrolling and while in the program, students may have questions pertaining to the types of **placement test** or **test proctoring** and material delivery that the institution may require. Thus, “students applying for admission to a distance degree program need to know whether the institution accepts **CLeP**, ACT-PEP, and other **proficiency examination** credits” (Levine 1993 , 23). Floyd and Casey-Powell (2004,

60) believe that community colleges must also provide testing to assess a student's **basic skills** and enable them with successful course selection and placement. To ensure that students are knowledgeable about testing information, Gellman-Daley and Fetzner (1998, np) suggest that “**policies regarding staff requirements, test material delivery and test retrieval** and should be provided and that all parties must agree on them prior to course implementation.”

Students should also be encouraged to create portfolios to document their academic progress. Mehrotra, et al. (2001, 41) suggests that **portfolios** “contribute substantially to increasing students’ self-awareness, helping students to monitor their progress, and enhancing their awareness of how they learn and how they think.” They further state that “portfolios can also be used in conjunction with a learning contract defining what the instructor has proposed to do and what the learner has agreed to do” (Mehrotra, et al. 2001, 164).

Providing students with **grade posting, academic progress and an opportunity to post comments** “increases their participation in the evaluation process” (Luedtke 1999, 172). Johnstone and Krauth (1996, 40) argue that institutions should “provide for assessment and documentation of the student in each course and at the completion of the program.” Assessment was also rated poorly in Luedtke’s study.

Luedtke (1999, 166) found that “almost no services were available at times and locations that met the distance learner’s needs or special requirements.” Luedtke’s (1999, 172) evidence “indicates that very few colleges include a formal evaluation in the distance teaching and learning process.”

Advising and Counseling

Academic advisement and personal and career counseling are also key factors in the distance learner's success (SACS 2000; Floyd and Casey-Powell, 2004). Proactive academic advisement programs "reduce unnecessary confusion about distance degree options and requirements" (Levine 1993, 54). Thus, these academic advisement programs should provide Web Information about courses, majors, degree requirements, and a **comparison of a distance learning experience** versus a **traditional education** to enable the advisor and advisee to have a smooth **degree planning** process (Mehrotra, et al., 2001, 122). The academic advising program should also include **the success rate of previous distance learners** to help advisees gain confidence in the completion of their degree requirements (Simpson 2003, 75). Mehrotra, et al. (2001, 44) suggests that distance learners should be provided with effective **study** and **time management skills** that "describe basics such as how to study independently, how to manage time and stress, how to find a study buddy and how to make contact with the instructor." "**Referrals** for **learning** and physical **disabilities** and personal counseling" should also be made readily accessible to students to reduce inquiries (SACS 2000, 11).

Career development helps students to go beyond just receiving a degree but to also have successful job placement. This can be accomplished by "helping students to build their professional resumes, develop interviewing strategies, and deal with life issues" (Floyd and Casey-Powell 2004, 61). According to LaPadula (2003, 122), "one should not assume that distance learners, based on their age and experience, have better-developed career plans than do traditional learners." Therefore, a college's website should provide links with various services.

A mentor relationship also helps the student to feel connected to the institution. To initiate this mentor relationship “institutions should develop a **mentor program** for distance learning to motivate students, model appropriate behavior, tutor academic needs, and provide academic advising/support” (SREB 2002, 16). Technology has evolved mentor programs by means of telementoring, allowing institutions to” pair teachers and learners with subject-matter experts who can provide advice, guidance, and feedback on learning projects (Kerka 1998, np).

Miller (2001, 69) states that peer **tutoring** is more “interactive and is able to foster a sense of personal involvement, and distance learning student must often rely on an interactive course design to connect with other students.” Tutors can facilitate this interaction through “one-on-one session asynchronously via e-mail or in real time via chat” (Miller 2001, 73). Though tutoring can be “accomplished by email, telephone, fax or regular mail, as in traditional correspondence courses,” institutions should also post information on their website “about the availability of tutoring or other instructional support, noting time and phone numbers of staff” (Mehrotra, et al. 2001, 127).

Distance Learners also need assistance with personal life issues that may hinder their academic achievement. LaPadula (2003, 122) also suggests that self-help materials and different kinds of public forums can be utilized by institutions in addition to personal advices counseling via internet.” Theses services help “students cope with their environment and acquire self-understanding” (LaPadula 2003, 122).

Though advising and counseling can contribute to a distance learner’s connection to an institution, Luedtke’s (1999, 1666) assessment revealed that “the majority of colleges required student to seek services on campus.” She found that many of the

colleges had the intention on providing these services by placing ‘under construction’ notes on internal pages. Thus, Luedtke rated this element poor.

Learning Resources

Both traditional and distance students should be able to research materials through a **library catalog**, check out books, and consult with librarians despite their geographical location (SACS, 2000; LaPadula, 2003; Floyd and Casey-Powell, 2004). Olsen (2001, 62) suggests the “key elements of a high-quality virtual library” include:

- A direct link to the online library from the college’s home page.
- Links between the online library and the college’s distance learning page.
- User-friendly online orientations and virtual campus tours.
- An online form students can fill out to ask a librarian a reference question and get a timely response.
- Off-campus access to interlibrary loan services and electronic reserves.
- Off-campus access to online renewal of books and other materials.
- Timely delivery of books, documents and library materials to students’ residences.
- Access to **online full-text databases**, electronic books, full-text journals, and Web sites.
- Access to **supplemental course materials** such as online curriculum and study guides.
- Online tutorials on how to access information on the Web site or conduct online research.
- Specific services that are available to off-campus students and distance learners.

Olsen (2001, 64) reiterates that “most online libraries offer links to the Internet and access to other Web-based services, such as online databases, electronic books, and full-text journals.” If there are materials that are not held in the library, then that institution should provide interlibrary loan services such as the **TexShare**¹ Program (Aoki and Pogroszewski 1998, np). This type of **electronic document delivery** allows distance learners to easily acquire information needed to complete course work.

1. Texshare- a cooperative program designed for Texas libraries. See <http://www.texshare.edu/>.

Luedtke's (1999, 167) assessment revealed that while "most of the essential learning resource services were rated poor, important services were rated very strong." Hence, learning resources was the only student support service that was rated as adequate for Texas community colleges in 1999.

Other Support Services

Luedtke (1999) suggested that additional support services should be provided to address some of the personal concerns of a distance learner. For example, distance learners should also have access to bookstore services in which they can **purchase text books**, supplemental course materials, institutional paraphernalia, and other **supplies** (SACS 2000, 11). McRae and Lumsden (2001, 90) comment that in the "ideal online bookstore...students can purchase textbooks at the same time they register for courses, with the computer system informing them of what books are required for those courses." Distance learners may have science or health-related courses that may require them to participate in **laboratory** experiments or observations. Therefore, colleges should a means of exercises with videos, and/or printed materials, or make arrangements with other facilities/institutions that will allow the student to engage in the experiment (Mehrotra, et at. 2001, 37). **Regional centers** are also beneficial for community colleges in providing student support services. Chaloux (2004, 83) believes that "by pooling resources, institutions can reduce costs and program duplication and offer greater depth and breadth of services." Luedtke(1999, 167) found little evidence that college Web pages were providing **languages** other than English, **student health insurance** and laboratory facilities. Therefore, this element was rated poorly.

Summary of Conceptual Framework

Table 3.1 summarizes the categories in Luedtke's student support model and shows their linkage to the literature.

Table 3.1 Conceptual Framework Summary

Information/Technical Support	
Elements	Source
Assumptions about technological competence and skills	Luedtke, 1999; SACS, 2000; Bruso, 2001
Technical support staff	Luedtke, 1999; SACS, 2000; Mehrotra, 2001
Information management skills - going online, retrieving and evaluation information	Luedtke, 1999; SACS, 2000; Bruso, 2001
Log-on information, communications parameters, technical equipment requirements	Luedtke, 1999; Bruso, 2001; Mehrotra, 2001; SREB, 2002
Guides, tutorials, instructions for using technology	Luedtke, 1999; Bruso, 2001; Floyd and Casey-Powell, 2004; SREB, 2002
Opportunity to practice sending and receiving files, becoming familiar with system	Luedtke, 1999; Floyd and Casey-Powell, 2004; SREB, 2002
Ethical how-to's; confidentiality; privacy	Kidder, 1995; Pallof and Pratt, 2003; Luedtke, 1999; SACS, 2000
Admissions	
Elements	Source
Comparison of on-site and distance learning costs	Luedtke, 1999; Pallof & Pratt, 2003
Course / degree requirements	Luedtke, 1999; Floyd & Casey-Powell, 2004; SACS, 2000; SREB, 2002; SREB, 2004
Course guide/catalog	Luedtke, 1999; SACS, 2000
Criteria for Admissions	Gellman-Danley & Fetzner, 1998; Luedtke, 1999; SACS, 2000; Mehrotra, 2001; SREB 2004
Additional admissions requirements for distance learning	Gellman-Danley, 1998; Luedtke, 1999; Olliver, 2004
Application – Institution	Luedtke, 1999; SACS, 2000; Mehrotra, 2001
Application – Common	Luedtke, 1999; SACS, 2000; Mehrotra, 2001
Deadlines clearly stated	Luedtke, 1999; SACS, 2000; Mehrotra, 2001
Academic calendar	SACS, 2000; Luedtke, 1999; Gellman-Danley & Fetzner, 1998
Student Handbook	Luedtke, 1999; SACS, 2000; Mehrotra, 2001

Transfer of Credit - Explanation – Specific to distance learning	Levine, 1993; Luedtke, 1999; SACS, 2000; Mehrotra, 2001; Chaloux, 2004; Floyd & Casey-Powell, 2004
Transfer of Credit - Explanation – Students leaving	Levine, 1993; Luedtke, 1999; Mehrotra, 2001; Chaloux, 2004; Floyd & Casey-Powell, 2004
Financial Aid	Luedtke, 1999; Floyd & Casey-Powell, 2004; SACS, 2000; McRae and Lumsden, 2001; SREB, 2004
Explanation of Tuition and Fees	Luedtke, 1999; SREB 2002
Refund Policies	Luedtke, 1999; SACS, 2000
Orientation	Luedtke, 1999; Floyd & Casey-Powell, 2004; SREB, 2002
Admissions Contact Information	Luedtke, 1999; Mehrotra, 2001
Registration	
Elements	Source
Year-round registration for distance learning	Luedtke,1999
Registration-Deadlines	Luedtke,1999; Floyd & Casey-Powell, 2004
Payment Policies	Luedtke,1999; Floyd & Casey-Powell, 2004;
Registration-Instructions	Luedtke,1999; Floyd & Casey-Powell, 2004
Payment by credit card	Levine,1993; Luedtke,1999
Support staff available during registration period	Luedtke,1999; SACS, 2000
24-hour registration	Luedtke,1999; Aoki and Pogroszewski, 1998
Assessment	
Elements	Source
Assessment, Learning Styles	Luedtke, 1999, 65; Pallof and Pratt, 2003
Assessment, Real-world experience	Levine,1993; Luedtke, 1999; Olliver, 2004
Assessment, Communication skills	Levine, 1993; Luedtke, 1999;
Assessment, Placement	Floyd & Casey-Powell, 2004; Gellman-Danley & Fetzner,1998; Levine, 1993; Luedtke, 1999; SREB, 2002
Assessment, Information on test delivery/proctoring	Gellman-Danley & Fetzner, 1998; Luedtke, 1999
Assessment, Proficiency exams (CleP)	Levine, 1993; Luedtke, 1999
Assessment, Basic Skills	Luedtke, 1999; Floyd and Casey-Powell, 2004
Assessment, Clearly defined guidelines on testing policy	Gellman-Danley & Fetzner, 1998; Luedtke, 1999;
Assessment, Performance based (portfolio)	Luedtke, 1999; Mehrotra, 2001
Assessment, Grade posting	Luedtke, 1999; Johnstone and Krauth, 1996
Assessment, Student progress	Luedtke, 1999; Johnstone and Krauth, 1996

Assessment, Student's comments program	Luedtke, 1999; Johnstone and Krauth, 1996
Advising and Counseling	
Elements	Source
Advising, Academic	Luedtke, 1999, 60-61; , 29; Floyd & Casey-Powell, 2004, 60; SACS 2000
Advising, Degree Planning	Luedtke, 1999; Mehrotra, 2001
Advising, Comparison distance learning and traditional education	Luedtke, 1999; Mehrotra, 2001
Advising, Success Rate of previous distance learners	Luedtke, 1999; Simpson, 2003
Counseling, Study Skills	Luedtke,1999; Mehrotra 2001
Counseling, Time Management	Luedtke,1999; Mehrotra, 2001
Counseling, Referral Services	Luedtke,1999; SACS, 2000
Counseling, Learning difficulties	Luedtke,1999; SACS, 2000
Counseling, Career	Luedtke, 1999;Floyd & Casey-Powell, 2004; LaPadula, 2003;
Counseling, Mediation with Instructor	Levine, 1993; Luedtke, 1999; SACS, 2000
Counseling, Mentoring	Luedtke,1999; Kerka, 1998; SREB 2002
Counseling, Tutoring	Luedtke,1999; SACS, 2000; Miller, 2001; Mehrotra, 2001
Learning Resources	
Elements	Source
Library Catalog	SACS 2000; Gellman -Danley and Fetzner, 1998; Luedtke,1999; Aoki & Pogroszewski, 1998; Floyd & Casey-Powell, 2004; Olsen, 2001; LaPadula, 2003; Mehrotra, 2001
On-line full-text databases	
Supplementary course materials	
TexShare Participant	
Electronic document delivery	
Required texts	
Other Support Services	
Elements	Source
Hours services available	Principles of Good Practice; Gellman-Delaney, 1998; Luedtke,1999; SACS, 2000; McRae and Lumsden, 2001 Mehrotra, 2001; Chaloux, 2004
Purchasing Textbooks and supplies	
Laboratory facilities	
Regional centers	
Languages other than English	
Student health insurance	

Chapter Summary

This chapter provided a theoretical foundation for Luedtke's student support services model by examining contemporary literature. Luedtke's preliminary assessment revealed that five of the six elements rated poorly. Luedtke's research has provided an outlet for other researcher to follow; therefore, this study will utilizes Luedtke's student support services model to document the change in student support services for distance learner at Texas public community or junior colleges. The next chapter discusses the methodology used to perform this study and operationalizes the conceptual framework.

Chapter 4 Methodology

Statement of Purpose

The purpose of this chapter is to introduce the methodology this study utilizes. In 1999 Luedtke did a content analysis of Texas community colleges institutional websites to determine the level of student support services offered to distance learners. As a follow-up, this study utilizes the same methodology. Fifty-six Texas Community Colleges institutional websites were explored on February 08, 2006 to March 01, 2006 to determine whether the state of student support services for distance learners has improved in the last seven years.

Research Technique

The research method, content analysis, is used to assess student support services for distance learners at Texas community and technical colleges and to determine whether these services have changed since Luedtke's 1999 study. Babbie (1998, np) defines content analysis as the social research method appropriate for studying human communications. Babbie (1998, 309) further maintains that content analysis is "well suited to the study of communications and to answering the classic question of communications research: Who says what, to whom, why, how, and with what effect?" Though web pages exist in a virtual environment, they are still classified as written documents, which is a form of human communication. Therefore, this methodology is appropriate for this type of research.

Table 4.1 illustrates the operationalization of Luedtke's student support services model through the research methods, evidence (See Appendix C), and sources (See Appendix A) that are used to conduct the research.

Table 4.1: Operationalization of the Conceptual Framework

Ideal Type Categories	Research Methods	Evidence	Sources
<p>Information/Technical Support</p> <p>Assumptions about technological competence and skills</p> <p>Technical support staff</p> <p>Information management skills - going online, retrieving and evaluation information</p> <p>Log-on information, communications parameters, technical equipment requirements</p> <p>Guides, tutorials, instructions for using technology</p> <p>Opportunity to practice sending and receiving files, becoming familiar with system</p> <p>Ethical how-to's; confidentiality; privacy</p>	Content Analysis	<p>Websites with active links to an internal page describing services within the context of a traditional campus-based education setting are assigned a 'no.'</p> <p>Items that are accessible by active links from internal pages relevant to the distance learner are assigned a 'yes.'</p> <p>Items that are available by way of more than one non-print method of interaction are assigned a 'yes.'</p> <p>Items that are clearly identified as student support services for distance learners are assigned 'yes.'</p>	Institutional Website (See Appendix A)
<p>Admissions</p> <p>Comparison of on-site and distance learning costs</p> <p>Course / degree requirements</p> <p>Course guide/catalog</p> <p>Criteria for Admissions</p> <p>Additional admissions requirements for distance learning</p> <p>Application – Institution</p> <p>Application – Common</p> <p>Deadlines clearly stated</p> <p>Academic calendar</p> <p>Student Handbook</p> <p>Transfer of Credit - Explanation –Specific to distance learning</p> <p>Transfer of Credit - Explanation – Students leaving</p> <p>Financial Aid</p> <p>Explanation of Tuition and Fees</p> <p>Refund Policies</p> <p>Orientation</p> <p>Admissions Contact Information</p>		Content Analysis	

Ideal Type Categories	Research Methods	Evidence	Sources
<p style="text-align: center;">Registration</p> <p>Year-round registration for distance learning</p> <p>Registration-Deadlines</p> <p>Payment Policies</p> <p>Registration-Instructions</p> <p>Payment by credit card</p> <p>Support staff available during registration period</p> <p>24-hour registration</p>	Content Analysis	<p>Websites with active links to an internal page describing services within the context of a traditional campus-based education setting are assigned a 'no.'</p> <p>Items that are accessible by active links from internal pages relevant to the distance learner are assigned a 'yes.'</p> <p>Items that are available by way of more than one non-print method of interaction are assigned a 'yes.'</p> <p>Items that are clearly identified as student support services for distance learners are assigned 'yes.'</p>	Institutional Website (See Appendix A)
<p style="text-align: center;">Assessment</p> <p>Assessment, Learning Styles</p> <p>Assessment, Real-world experience</p> <p>Assessment, Communication skills</p> <p>Assessment, Placement</p> <p>Assessment, Information on test delivery/proctoring</p> <p>Assessment, Proficiency exams (CleP)</p> <p>Assessment, Basic Skills</p> <p>Assessment, Clearly defined guidelines on testing policy</p> <p>Assessment, Performance based (portfolio)</p> <p>Assessment, Grade posting</p> <p>Assessment, Student progress</p> <p>Assessment, Student's comments program</p>	Content Analysis	<p>Websites with active links to an internal page describing services within the context of a traditional campus-based education setting are assigned a 'no.'</p> <p>Items that are accessible by active links from internal pages relevant to the distance learner are assigned a 'yes.'</p> <p>Items that are available by way of more than one non-print method of interaction are assigned a 'yes.'</p> <p>Items that are clearly identified as student support services for distance learners are assigned 'yes.'</p>	Institutional Website (See Appendix A)

Ideal Type Categories	Research Methods	Evidence	Sources
Advising and Counseling	Content Analysis	Websites with active links to an internal page describing services within the context of a traditional campus-based education setting are assigned a 'no.'	Institutional Website (See Appendix A)
Advising, Academic		Items that are accessible by active links from internal pages relevant to the distance learner are assigned a 'yes.'	
Advising, Degree Planning		Items that are available by way of more than one non-print method of interaction are assigned a 'yes.'	
Advising, Comparison distance learning and traditional education		Items that are clearly identified as student support services for distance learners are assigned 'yes.'	
Advising, Success Rate of previous distance learners			
Counseling, Study Skills			
Counseling, Time Management			
Counseling, Referral Services			
Counseling, Learning difficulties			
Counseling, Career			
Counseling, Mediation with Instructor			
Counseling, Mentoring			
Counseling, Tutoring			
Learning Resources	Content Analysis	Websites with active links to an internal page describing services within the context of a traditional campus-based education setting are assigned a 'no.'	Institutional Website (See Appendix A)
Library Catalog		Items that are accessible by active links from internal pages relevant to the distance learner are assigned a 'yes.'	
On-line full-text databases		Items that are available by way of more than one non-print method of interaction are assigned a 'yes.'	
Electronic document delivery		Items that are clearly identified as student support services for distance learners are assigned 'yes.'	
Supplementary course materials			
Required texts			

Ideal Type Categories	Research Methods	Evidence	Sources
Other Student Support Services	Content Analysis	Websites with active links to an internal page describing services within the context of a traditional campus-based education setting are assigned a 'no.'	Institutional Website (See Appendix A)
Hours services available		Items that are accessible by active links from internal pages relevant to the distance learner are assigned a 'yes.'	
Purchasing Textbooks and supplies		Items that are available by way of more than one non-print method of interaction are assigned a 'yes.'	
Laboratory facilities		Items that are clearly identified as student support services for distance learners are assigned 'yes.'	
Regional centers			
Languages other than English			
Student health insurance			

Strengths and Weaknesses of Selected Research Method

Content analysis, like other research methodologies, possesses both strengths and weaknesses. According to Babbie (1998, 318) “economy in terms of both time and money” is the greatest advantage to using content analysis. Other advantages include the ability to study processes for a long period of time, unobtrusiveness, and the easy allowance for replication of the study (Babbie 1998, 318). Luedtke (1999, 101) argues that the “analysis of Web sites is an economical and unobtrusive method of evaluating postsecondary institutions’ use of the technology.” This method also allows the researcher to not only replicate this study, but also “provide a basis for historical comparison” (Luedtke 1999, 101).

There are also several weaknesses linked with this methodology. Babbie (1998, 318) identifies the following two weaknesses: (1) “limited to the examination of only recorded communications” and (2) potential problems with validity. Luedtke (1999, 102) also points out that “the selection of criteria is subjective in nature, based on the

researcher's understanding of the literature." Luedtke (1999, 102) further maintains that "the evolving nature of distance education, combined with the fluid nature of the Web, influences the permanence of evidence documented by the study." Though Luedtke suggested possible compatibility issues with various versions of internet browsers, most, if not all, current computers are equipped with the standard version of Microsoft Internet Explorer; therefore, this may not have an impact on the accessibility of a college's website. Luedtke (1999, 170) believes that though replications of the research would "increase the reliability of the evidence presented," the results could be potentially "affected by the frequent revisions to content and design of college Web pages." Luedtke (1999, 170) also agrees with Babbie that there could be possible problems with the validity due to the difficulty of accurately stating that a document or service is available on a web site.

Population of Study

The population of the study is institutional web sites for Texas public community and technical colleges. Luedtke (1999) initially selected 66 Texas community colleges, but only 54 of these community colleges had institutional Websites. Luedtke also eliminated 10 of the 54 Websites from her study because of the lack of accreditation, status of institutional Website, and multiple community colleges within a district sharing one-institutional website. Community colleges have reduced several of these factors over the last seven years; thus, the sampling frame for this study is a list of 57 Texas public community and technical colleges which represents all 67 colleges listed (See Appendix A). This study utilizes the sampling frame to gauge the level of student support services for distance learners and compare and contrast the results to those from

Luedtke’s assessment to identify whether there have been improvements in the delivery of services. Table 4.2 summarizes the changes in the institutional websites over the last seven years.

Table 4.2 Comparison of Institutional Websites

	Luedtke (1999)	Alston (2006)
Number of Community Colleges	66	67*
Number of Community Colleges with Websites	54	57*
Number of Websites Analyzed	44	57

*See Appendix A

Coding Sheet

Babbie (1998, 313) contends that “content analysis is essentially a coding operation.” Consequently, Luedtke developed a coding sheet (see Appendix B) in which the elements were derived from the conceptual framework. “Items listed on the coding sheet enable the researcher to identify and document whether specific types of information or services are available to distance learners” (Luedtke 1999, 106). Since the frequency of the elements on institutional web pages are counted, Babbie (1998, 315) argues that “the end product of your coding must be numerical.” Therefore, each item is assigned the value of a 1(yes) or 0 (no). Luedtke established the following criteria for the collection of data:

- Websites with active links to an internal page describing services within the context of a traditional campus-based education setting are assigned a ‘no.’
- Items that are accessible by active links from internal pages relevant to the distance learner are assigned a ‘yes.’
- Items that are available by way of more than one non-print method of interaction are assigned a ‘yes.’
- Items that are clearly identified as student support service for distance learners are assigned ‘yes.’

Luedtke also defined services as essential, important or helpful element and each area was assessed as very strong, strong, adequate, poor or very poor in providing a quality distance education program.

Measurement

A tally sheet is used to collect data for all items on the coding sheet. Babbie (1998, np) defines “frequency distributions as a description of the number of time the various attributes of a variable are observed in a sample.” Therefore, frequency distributions and percentages are used to “indicate the availability of support services for the distance learner” (Luedtke 1999, 109). Since both studies use the same sampling frame, there is no need for statistical tests of significance. In this study, any difference is a true difference automatically because each study used the same population.

Chapter Summary

Luedtke (1999) used content analysis in her initial assessment of student support services; therefore this preferred research technique. The research purpose was connected to the conceptual framework through operationalization process. Additionally, this chapter presented variables that could potentially affect the outcome of this study’s results by identifying the strengths and weaknesses of content analysis. The next chapter displays and organizes the results of this study.

Chapter 5

Results

Statement of Purpose

The purpose of this chapter is to summarize the results of this study. Luedtke's student support services model is used to organize the results. Furthermore, Luedtke defined which services are essential, important, and helpful to the distance learner's success. Simple descriptive statistics are used in the statistical analysis given for each component of the following categories: Information/Technical Support, Admissions, Registration, Assessment, Advising and Counseling, Learning Resources, and Other Student Support Services. **See Appendix C for examples.** The contents of this chapter are used to create a comparison to Luedtke's 1999 study and make an assessment of the current student support services available for distance learners at Texas public community colleges.

Information/Technical Support

A distant learner should have access to technical support at all times in order to successfully interact in a virtual classroom. Additionally, institutions should not assume that potential distance learners are equipped with the necessary technical skills and are aware of the technical requirements needed to participate in an on-line course; therefore, guides, tutorials, and opportunities to interact in the virtual environment should be provided on the institutional Web page to allow the distance learner to access the information anytime and anywhere. Table 5.1 summarizes the frequencies and percentages for the information/technical support category.

Table 5.1 Information/Technical Support

	(Luedtke) 1999		(Alston) 2006	
Information/Technical support staff	n= 44		n=57	
Essential to distance learner's success	Frequency	Percentage	Frequency	Percentage
Assumptions about technological competence and skills	7	16%	41	72%
Technical support staff	5	11%	47	82%
Information management skills - going online, retrieving and evaluation information	6	14%	22	39%
Log-on information, communications parameters, technical equipment requirements	4	9%	51	89%
Important factor in distance learner's success				
Guides, tutorials, instructions for using technology	5	11%	36	63%
Opportunity to practice sending and receiving files, becoming familiar with system	1	2%	13	23%
Helpful to the distance learner				
Ethical how-to's; confidentiality; privacy	5	11%	9	16%
Number of colleges that do not provide any informational types of support services	32	73%	2	4%
Number of colleges providing 1-3 services	7	16%	22	39%
Number of colleges providing 4-7 services	5	11%	33	58%

Overall, the findings show that Texas community colleges are improving their efforts to provide information/technical support services for distance learners. Results reveal that 58% percent of community colleges are able to provide four to seven of the services listed in the table. More importantly, only two (4%) of the fifty-seven community colleges analyzed, do not provide any type of information/technical support services. In other words, more Texas community colleges are offering these types of services for distance learners. For services essential to the distance learner's success, over 80% of the colleges are providing technical support staff, log-in information, and the technical requirements needed to interact in a virtual classroom. Luedtke's findings were

very different revealing that thirty-two (73%) of the forty-four community colleges did not provide any type of information/technical support services listed in the table. For services that are an important factor in the distance learner's success, 63% of colleges are providing guides, tutorials, instructions for using technology. However, only 23% colleges are offering opportunities for students to use the technology prior to enrolling in the course. Though this is an improvement compared to Luedtke's findings of two percent, institutions should invest more resources to allow the student to become acclimated to the virtual environment. Lastly, only 16% are providing policies and procedures pertaining to ethical behavior, confidentiality, privacy which is very similar to Luedtke's findings of eleven percent.

Admissions

The admissions process is usually the first point of contact for the distance learner. Therefore, it is important to clearly explain procedures and policies that pertain to admissions to make certain that a distance learner does not become overwhelmed by the process. Table 5.2 summarizes the frequencies and percentages for admissions category.

Table 5.2 Admissions

Admissions	(Luedtke) 1999		(Alston) 2006	
	n= 44		n=57	
Essential to distance learner's success	Frequency	Percentage	Frequency	Percentage
Course guide/catalog	31	70%	53	93%
Criteria for Admissions	25	57%	55	96%
Additional admissions requirements for distance learning	5	11%	5	9%
Course / degree requirements	17	39%	51	89%
Explanation of Transfer of Credit - Specific to distance learning	3	7%	9	16%

Table 5.2 Admissions Cont'd

Admissions	(Luedtke) 1999		(Alston) 2006	
	n= 44		n=57	
Essential to distance learner's success	Frequency	Percentage	Frequency	Percentage
Explanation of Transfer of Credit - Students leaving program	8	18%	31	54%
Explanation of Tuition and Fees	25	57%	48	84%
Comparison of on-site and distance learning costs	3	7%	14	25%
Refund Policies	12	27%	40	70%
Admissions Contact Information	22	50%	51	89%
Deadlines clearly stated	14	32%	40	70%
Orientation	6	14%	16	28%
Important factor in distance learner's success				
Academic calendar	34	77%	52	91%
Student Handbook	13	30%	40	70%
Application – Institution	15	34%	54	95%
Application – Common	2	5%	4	7%
Financial Aid	32	73%	57	100%
Number of colleges that do not provide any informational types of support services	2	5%	0	0%
Number of colleges providing 1-6 services	23	52%	4	7%
Number of colleges providing 7-12 services	18	41%	40	71%
Number of colleges providing 13-18 services	1	2%	13	23%

The findings in the table reveal that Texas community colleges have improved distance learner support services for the admissions process. Overall, the majority (71%) of Texas community colleges providing at least seven to twelve services listed in the table compared to the 41% found in Luedtke’s study. Over 90% of the colleges offer course guides/catalogs and clearly list the criteria for admission. Additionally, over 80% of colleges list course/degree requirements, explain tuition and fees, and list the contact information for the admissions staff. However, only 28% of the community colleges

have an on-line orientation. Therefore, one can conclude that many distance learners are not provided with necessary initial information and interaction needed to successfully make the transition into college. Results also reveal that over 90% of colleges provide an academic calendar and access to an institutional application for admissions. Lastly, all of the community colleges (100%) assessed are providing financial aid services, which can be attributed to the easy access to the on-line Federal Application for Student Aid (FAFSA). In Luedtke's study, she found dissimilar results revealing that only 73% of the community colleges are providing financial aid services.

Registration

Registration is also another initial process critical in the student's enrollment. Luedtke found it essential for students to have access to 24-hour registration and clear instructions and deadlines pertaining to this process. Furthermore, distance learners should be provided with payment policies and the option to make tuition payments using a credit card. Table 5.3 summarizes the results.

Table 5.3 Registration

Registration	(Luedtke) 1999		(Alston) 2006	
	n= 44		n=57	
Essential to distance learner's success	Frequency	Percentage	Frequency	Percentage
24-hour registration	2	5%	32	56%
Registration-Instructions	8	18%	40	70%
Registration-Deadlines	11	25%	43	75%
Support staff available during registration period	5	11%	48	84%
Important factor in distance learner's success				
Year-round registration for distance learning	5	11%	44	77%

Table 5.3 Registration Cont'd	(Luedtke) 1999		(Alston) 2006	
	n= 44		n=57	
Helpful to the distance learner				
Payment Policies	1	2%	40	70%
Payment by credit card	3	7%	50	88%
Number of colleges that do not provide registration type of support services	26	59%	3	5%
Number of colleges providing 1-3 services	17	39%	8	14%
Number of colleges providing 4-7 services	1	2%	46	81%

Overall the findings show that support services for the registration process have improved over the last seven years. Many of the colleges are using the *CampusConnect* (See Appendix C) on-line system which allows students to easily register and pay for courses. Consequently, 81% of colleges are able to provide four to seven of the services listed in the table. This finding is incongruent to Luedtke's finding which revealed that 59% of the colleges did not provide any type of support service for the registration process. Moreover, 77% of the colleges are able to provide year-round registration. The current analysis also revealed that 88% of the colleges give the student an opportunity to pay fees on-line using a credit card compared to the seven percent found in Luedtke's 1999 study.

Assessment

In order to gauge the level of educational development of the student, it is important that institutions provide clear and direct information about various assessment systems. Providing these assessment systems on-line would help to ensure that the distance learner receives a quality educational and social experience. Table 5.4 summarizes the descriptive statistics for this category.

Table 5.4 Assessment

Assessment	(Luedtke) 1999		(Alston) 2006	
	n= 44		n=57	
Essential to distance learner's success	Frequency	Percentage	Frequency	Percentage
Placement	4	9%	31	54%
Basic Skills	3	7%	24	42%
Student progress	0	0%	53	93%
Clearly defined guidelines on testing policy	2	5%	22	39%
Information on test delivery/proctoring	2	5%	20	35%
Important factor in distance learner's success				
Learning Styles	1	2%	7	12%
Real-world experience	1	2%	2	4%
Communication skills	0	0%	2	4%
Proficiency exams (CleP)	2	5%	17	30%
Performance based (portfolio)	0	0%	1	2%
Student's comments program	2	5%	48	84%
Helpful to the distance learner				
Grade posting	1	2%	51	89%
Number of colleges that do not provide any informational types of support services	38	86%	3	5%
Number of colleges providing 1-6 services	6	14%	40	70%
Number of colleges providing 7-12 services	0	0%	14	25%

Overall, 70% of Texas community colleges are providing at least one of the six of the services listed in the table. Luedtke’s findings revealed 86% of the colleges did not provide any type of assessment services for the distance learner. Many colleges address testing services are on the institution’s Web site but the student is required to receive such services on campus. The current analysis also revealed that many of the colleges are using Web course management tools such as blackboard or WebCT to allow the student receive documents, grades, post comments, and directly communicate with peers

and instructors of the course (See Appendix C). Consequently, 89% percent of the colleges are posting grades for students electronically.

Advising & Counseling

Advising and counseling services are very important in creating a student-centered virtual environment. These services help connect the student to the campus and create a sense of community for the distance learner. More importantly, the virtual interaction created through these types services such as peer tutoring, mentoring, and counselor sessions makes up for the lack of face-to-face interaction and gives the student the opportunity to become involved at the institution despite the geographical barriers.

Table 5.5 summarizes the results of advising and counseling support services available for Texas community college distance learners.

Table 5.5 Advising & Counseling

Advising & Counseling	(Luedtke)1999		(Alston)2006	
	n= 44		n=57	
Essential to distance learner's success	Frequency	Percentage	Frequency	Percentage
Academic	2	5%	22	39%
Degree Planning	2	5%	11	19%
Comparison distance learning and traditional education	0	0%	3	5%
Mentoring	0	0%	3	5%
Tutoring	4	9%	12	21%
Important factor in distance learner's success				
Career	2	5%	39	68%
Mediation with Instructor	0	0%	3	5%
Study Skills	4	9%	15	26%
Time Management	4	9%	12	21%
Learning difficulties	1	2%	2	4%
Helpful to the distance learner				
Success Rate of previous distance learners	0	0%	0	0%
Referral Services	3	7%	7	12%

Table 5.5 Advising & Counseling Cont'd	(Luedtke)1999		(Alston)2006	
	Number of colleges that do not provide any informational types of support services	32	73%	12
Number of colleges providing 1-6 services	10	23%	43	75%
Number of colleges providing 7-12 services	2	5%	2	4%

Though overall the availability of advising and counseling services has increased since Luedtke's 1999 study, results reveal that there still is room for improvement. Only 39% of colleges are providing academic counseling services for distance learners. Only five percent of the colleges are providing a comparison of distance education and traditional education and mentoring services. Twenty-one percent of colleges are providing on-line tutorial systems for systems by using services through *Smarthinking, an online service for tutorial services* (See Appendix C). This analysis also revealed 68% of Texas community colleges are providing career services for distance learners. Many of these colleges provide various external links and utilize career assessments through Discovery (an ACT career planning assessment tool). Those services helpful to the distance learner are congruent to Luedtke's findings, revealing that none of the community colleges posted information about the success rate of distance learners and that less than fifteen percent of colleges are providing referral services other than traditional manner.

Learning Resources

A distance learner should have the same access to information as a traditional student. Geographical barriers prevent distance learners to have easy access to the gateway of information: a library. Therefore, it is the responsibility of the institution to remove such barriers and provide services such as on-line catalogs and full-text databases

to ensure that the student can receive information. Table 5.6 summarizes the results for availability of learning resources for Texas community colleges.

Table 5.6 Learning Resources

Learning Resources	(Luedtke) 1999		(Alston) 2006	
	n= 44		n=57	
Essential to distance learner's success	Frequency	Percentage	Frequency	Percentage
Library Catalog	31	70%	53	93%
On-line full-text databases	21	48%	54	95%
Supplementary course materials	14	32%	48	84%
Electronic document delivery	3	7%	48	84%
Important factor in distance learner's success				
TexShare Participant	29	66%	57	100%
Helpful to the distance learner				
Required texts	0	0%	43	75%
Number of colleges that do not provide any informational types of support services	9	20%	2	4%
Number of colleges providing 1-3 services	23	52%	8	14%
Number of colleges providing 4-6 services	12	27%	47	82%

The current analysis reveals that 82% of the colleges are providing at least four of the six services in the table listed above compared to the fifty-two percent of the colleges providing at least one to three services in 1999. There is a 100 % participant rate in the TexShare program. Current findings also reveal that over 90% of the colleges allow student to search their library catalog and full-text databases. Seventy-five percent of the colleges allow students to select the required textbook a course via Internet compared to Luedtke’s finding that none of colleges provided this service in 1999. This increased percentage rate can mostly be credited to the technological advances in an on-line bookstore which conveniently allows the student to match their course number with the textbook(s) required for the course.

Other Student Support Services

Distance learners should also have access to additional student support services such as the convenience of purchasing textbooks and supplies from the institution. Information on student health services and viewing the institution's Web page in a other languages is also beneficial for a distance learner. Table 5.7 summarizes the results.

Table 5.7 Other Support Services

Other Student Support Services	(Luedtke) 1999		(Alston) 2006	
	n= 44		n=57	
Essential to distance learner's success	Frequency	Percentage	Frequency	Percentage
Hours services available	10	23%	13	23%
Purchasing Textbooks and supplies	9	20%	44	77%
Laboratory facilities	1	2%	0	0%
Important factor in distance learner's success				
Regional centers	15	34%	21	37%
Helpful to the distance learner				
Languages other than English	2	5%	6	11%
Student health insurance	3	7%	4	7%
Number of colleges that do not provide other types of support services	21	48%	9	16%
Number of colleges providing 1-3 services	22	50%	46	81%
Number of colleges providing 4-6 services	1	2%	2	4%

The findings reveal that services essential, important, and helpful to the distance learner's success have overall improved over the last seven years. Eighty-one percent of the colleges are able to provide one to three of the services listed in the table, whereas as Luedtke found that 48% did not provide any type of these services. Seventy-seven percent of colleges are providing on-line bookstores which allow the student to purchase textbooks and other supplies such as school paraphernalia. Luedtke's study reveals that only twenty percent of the colleges provided an on-line bookstore.

Thirty-seven percent of community colleges have an internal link to the Virtual College of Texas (VCT)¹, allowing students to connect with colleges in the consortium. Only six (11%) of the fifty-six college Web sites allow the student to view the pages in languages other than English. The findings for student health insurance services for students are similar to those of Luedtke's study in which both of the analyses reveal that seven percent of the colleges provided this particular service.

Chapter Summary

This chapter summarizes the statistical analysis for each component in Luedtke's student support services model. Overall, findings reveal that the number of Texas community colleges providing student support services for distance learners has increased over the last seven years. The next chapter assesses the level of student support services for distance learners.

1. The Virtual College of Texas (VCT) is a consortium of fifty Texas community colleges that allows students to register and take distance learning classes throughout Texas. (www.vct.org)

Chapter 6 Assessment

Statement of Purpose

This chapter is an overview of the research as it pertains to the research purpose. The results presented in Chapter 5 are used to make an assessment of the current level of student support services. Additionally, this chapter provides a comparison to Luedtke’s results to summarize the change in student support services for distance learners at Texas public community or technical colleges.

Assessment of Student Support Services

Table 6.1 summarizes the findings of the rating of student support services. In 1999 Luedtke assessed each category as very strong, strong, adequate, poor or very poor in providing student support services to distance learners. Overall there has been a dramatic improvement in Texas Community College provision of student support services for distance learners. There was improvement in every criterion.

Table 6.1 Assessment of Student Support Services

Information/Technical Support	Luedtke (1999)	Alston (2006)
Essential to distance learner's success	Very Poor	Strong
Important factor in distance learner's success	Very Poor	Adequate
Helpful to the distance learner	Very Poor	Very Poor
Overall Rating	Very Poor	Adequate
Admissions	Luedtke (1999)	Alston (2006)
Essential to distance learner's success	Very Poor	Strong
Important factor in distance learner's success	Very Poor	Strong
Overall Rating	Very Poor	Strong
Registration	Luedtke (1999)	Alston (2006)
Essential to distance learner's success	Very Poor	Strong
Important factor in distance learner's success	Very Poor	Strong

Helpful to the distance learner	Very Poor	Strong
Overall Rating	Very Poor	Strong
Assessment		
	Luedtke (1999)	Alston (2006)
Essential to distance learner's success	Very Poor	Adequate
Important factor in distance learner's success	Very Poor	Poor
Helpful to the distance learner	Very Poor	Strong
Overall Rating	Very Poor	Adequate
Advising & Counseling		
	Luedtke (1999)	Alston (2006)
Essential to distance learner's success	Very Poor	Poor
Important factor in distance learner's success	Very Poor	Poor
Helpful to the distance learner	Very Poor	Very Poor
Overall Rating	Very Poor	Poor
Learning Resources		
	Luedtke (1999)	Alston (2006)
Essential to distance learner's success	Poor	Very Strong
Important factor in distance learner's success	Strong	Strong
Helpful to the distance learner	Very Poor	Adequate
Overall Rating	Adequate	Strong
Other Student Support Services		
	Luedtke (1999)	Alston (2006)
Essential to distance learner's success	Very Poor	Poor
Important factor in distance learner's success	Poor	Poor
Helpful to the distance learner	Very Poor	Very Poor
Overall Rating	Very Poor	Poor

Admissions, registration, and learning resources categories were given a strong rating. Information/technical support and assessment categories were given an adequate rating. Lastly, the advising and counseling and other student support services categories were given a poor rating. Though there is no category with a very strong rating, none of the categories were give a very poor rating as in Luedtke’s study. Therefore, one can conclude that the Texas community colleges are doing a better job providing distance learners with student support services.

Information/Technical Support

The statistical analysis of informational and technical support services concluded that overall these services have improved over the last seven years. Many of the Web sites contain at minimal an email address as a means to contact a staff member in the event the student has a question. Very few institutions provided 24-hour help desk and interactive sessions. Services helpful to the distance learner are congruent to Luedtke's rating of very poor. Thus, institutions are not providing the necessary internet, confidentiality, and privacy polices which are especially important due to the increased recent viruses and hackers that invade virtual spaces.

Admissions

Those services essential and important to the distance learner's both have a strong rating. In 1999 Luedtke found these services had a very poor rating. One can conclude that from these findings, institutions are creating an easily accessible admissions process for distance learners. However, more institutions should create on-line orientations to help the distance learner transition into the post-secondary environment. Many of the Web pages did have information pertaining to an orientation but they required the student to travel to campus.

Registration

Services deemed essential, important, and helpful to the distance learner's success were each given a strong rating. Many of the new technologies such as *CampusConnect* and *WebAdvisor* have made it convenient for students to easily register and pay their tuition and fees on-line using a credit card. These findings are very different than Luedtke's 1999 study which revealed an overall very poor rating for this category.

Assessment

Assessment support services that are essential to the distance learner's success received an adequate rating and those services that are helpful received strong rating. These ratings can be attributed to Web course management tools which allow ninety-three percent of the colleges to permit students to view their academic progress and faculty members can post grades via the Internet. However, less than forty percent of the community colleges are providing clear defined guides on their testing policy or information on proctoring relevant to the distance learner. A poor rating was given to the services important to the distance learner. There are few (less than 20%) colleges providing study skills, time management, learning difficulties services, and information about mediation with the instructor that are relevant to the distance learner. Most of the institutions require distance learners to travel to campus to receive such services.

Advising and Counseling

Advising and counseling services are important in retaining students and creating a student-centered environment. However, this assessment revealed that Texas community colleges rated poorly in this category. Those services defined as essential and important services were rated poorly. Though many of the community colleges provide information about advising and counseling services, distance learners have to travel to the campus to receive them. Sixty-eight percent of colleges are able to provide career services through on-line career assessment and external links. Those services helpful to the distance learner received a very poor rating. None of the Texas community colleges assessed in this study provide any type of data on the success rate of previous distance learners. Though there is a slight improvement, Luedtke's study revealed similar results.

Learning Resources

Overall, the learning resources category received a strong rating. Most of the colleges (over 80%) are providing an on-line library catalog, on-line full text databases, and electronic document delivery services. TexShare participants have increased from 66% to 100% over the last seven years. Lastly, many (75%) colleges are providing information on the required textbooks for course via on-line bookstores.

Other Student Support Services

The overall rating for other student support services category is poor. This is a slight improvement for Luedtke's 1999 study. None of the colleges are providing information pertaining to laboratory facilities. Those services essential and important in the distance learner's success rated poorly. Services that are deemed helpful to the distance learner received a very poor rating. Eleven percent of the colleges provided Web pages in languages other than English by allowing the student to click on an on-line tool that serves as a language converter.

Benefits Derived from the Research

One of the benefits derived from the research is that community colleges are investing more time and commitment to improve student support services for both traditional and distance learners. Additionally, the Web design of the institutional Web pages are very sophisticated and advanced allowing the student to view a glimpse of their institution. Lastly, most of the Web pages provided features such as site indexes and links to download software needed to view a document such as a pdf¹ file.

1. pdf file – Portable document file allows users to easily share and print documents over the internet.

Challenges presented by the Research

There were many challenges that were presented by the research but they were very different from Luedtke's 1999 study. One of the challenges presented was not being able to find information relevant to distance learning in one central location. Though some of the colleges have a Web page dedicated to distance learners, they do not contain information pertaining to all of the services. Another challenge was that the researcher spent over two hours on most Web sites trying to find the services listed in the conceptual framework. If a student is deciding to enroll in a post-secondary program, it will become a very difficult and frustrating task if the support services needed are not clearly listed. Consequently, institutions may lose many potential students. There was also a lack of consistency between the institutions regarding the student support information pertinent to the distance learner. Developing a template that clearly defines what and how student services should fit in the Web design would help mitigate this issue. Lastly, many of the Web course management tools required a password which made it difficult to decipher what type of services are available.

Research Weaknesses

One main weakness of this research was the rapid technological changes affected the validity and reliability of the information found on the Web sites. For example, recently Austin Community College released a new Web page a couple of weeks after this assessment. Additionally, determining what was considered a student support service was very subjective. For example, a first generation college student may have a different experience and/or perspective than the researcher because the researcher is knowledgeable about processes and terminology as it pertains to higher education.

Therefore, the outcome of the study may be different if conducted by first generation college students.

Recommendations

Though student support services have improved in every category in the last seven years, there is still room for improvement in the design of the institutional websites as it pertains to distance learners. Through this assessment the following recommendations have been derived:

1. Community Colleges should develop one central location for distance learner student support services. These services should be listed in a clear and concise manner.
2. Policy developers of the accrediting board should create a Web template that defines what and how student support services for distance learners should fit in the web design. Though these services may differ from college to college, it would benefit those students who may be enrolled at dual campuses due to course availability. The main benefit is consistency.
3. Develop an evaluation process that allows the distance learner to describe their own experience and their level of difficulty or ease of navigation through the Web site as it relates to student support services.
4. Provide more information about distance learner student success rates. Current students should also have the opportunity to provide testimonials via Web to engage and connect potential distance learners with a personal experience.

Conclusion

This chapter summarized the assessment of the current state of student support services at 57 Texas public community colleges. Overall findings reveal that there has been improvement over the last seven years in every category defined in Luedtke's student support model. Hence, Texas community colleges are going the distance to provide distance learners with student support services.

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Appendix A
Texas Public Community & Technical Colleges

Institution	URL Address
Alamo Community College District ¹	http://www.accd.edu/
Northwest Vista College ²	http://www.accd.edu/nvc/
Palo Alto College	http://www.accd.edu/pac/htm/
San Antonio College	http://www.accd.edu/sac/sacmain/sac.htm
St. Philip's College	http://www.accd.edu/spc/spcmain/spc.htm
Alvin Community College	http://www.alvin.cc.tx.us/
Amarillo College	http://www.actx.edu/
Angelina College	http://www.angelina.cc.tx.us/
Austin Community College	http://www.austincc.edu/
Blinn College	http://blinn.edu/
Brazosport College	http://www.brazosport.cc.tx.us/
Central Texas College	http://online.ctcd.edu/
Cisco Junior College	http://www.cisco.cc.tx.us/
Clarendon College ³	http://www.clarendoncollege.edu/
Coastal Bend College	http://vct.coastalbend.edu/
College of the Mainland Community College District	http://www.com.edu/
Collin County Community College District	http://www.ccccd.edu/
Dallas County Community College District ⁴	http://www.dcccd.edu/
Brookhaven College	http://www.dcccd.edu/
Cedar Valley College	http://www.cedarvalleycollege.edu/
Eastfield College	http://www.eastfieldcollege.edu/
El Centro College	http://www.elcentrocollege.edu/
Mountain View College	http://www.mountainviewcollege.edu/default.aspx
North Lake College	http://www.northlakecollege.edu/
Richland College	http://www.richlandcollege.edu/
Del Mar College	http://www.delmar.edu/
El Paso Community College District	http://www.epcc.edu/
Frank Phillips College	http://www.fpc.cc.tx.us/index1.htm
Galveston College	http://www.gc.edu/gc/Default.asp
Grayson County College	http://grayson.edu/

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1. Alamo Community College District has one central Web site with information pertaining to each institution. Additionally, each college has its own institutional Web site.
 2. Northwest Vista College was not included in Luedtke's 1999 study due to its accreditation status. Since 1999, the institution has implemented a Web site.
 3. Clarendon College Web site was not available in 1999
 4. Dallas Community College has a central Web site, entitled "eCampus," with information that is relevant to all campuses. The content analysis was limited to the district Web site.

Appendix A
Texas Public Community & Technical Colleges

Hill College	http://www.hillcollege.edu/
Houston Community College System	http://www.hccs.cc.tx.us/
Howard College	http://www.howardcollege.edu/
Southwest Collegiate Institute for the Deaf ⁵	
Kilgore College	http://www.kilgore.edu/
Laredo Community College	http://www.laredo.cc.tx.us/
Lee College	http://www.lee.edu/
McLennan Community College	http://www.mclennan.edu/
Midland College	http://www.midland.edu/
Navarro College	http://www.navarrocollege.edu/
North Central Texas College	http://www.nctc.edu/
North Harris Montgomery Community College District ⁶	http://www.nhmccd.edu
Cy-Fair College	http://www.cy-faircollege.com/Templates/Content.aspx?pid=1928
Kingwood College	http://www.kc.nhmccd.edu/Templates/Content.aspx?pid=1931
Montgomery College	http://www.montgomery-college.com/Templates/Content.aspx?pid=1929
North Harris College	http://www.northharriscollege.com/Templates/Content.aspx?pid=1932
Tomball College	http://www.tomballcollege.com/Templates/Content.aspx?pid=1930
Northeast Texas Community College	http://www.ntcc.edu/
Odessa College	http://www.odessa.edu/
Panola College	http://www.panola.edu/
Paris Junior College	http://www.parisjc.edu/
Ranger College	http://www.ranger.cc.tx.us/
San Jacinto College District ⁷	http://www.sjcd.cc.tx.us/
Central Campus	
North Campus	
South Campus	
South Plains College	http://www.southplainscollege.edu
South Texas College	http://www.southtexascollege.edu/

-
5. Information for Southwest collegiate Institute for the Deaf is on the Howard College Web site. Therefore, the institution is not included in this content analysis.
 6. Luedtke's 1999 Kingwood and Tomball College. Alston's 2006 study only includes the North Harris Montgomery Community College District Web site which has a central "eCampus" Website.
 7. San Jacinto College District has one central Web site for each campus.

Appendix A
Texas Public Community & Technical Colleges

Southwest Texas Junior College	www.swtjc.net/
Tarrant County College District ⁸	http://www.tccd.edu/
Northeast Campus	http://www.tccd.edu/campus/default.asp?menu=1
Northwest Campus	http://www.tccd.edu/campus/default.asp?menu=2
South Campus	http://www.tccd.edu/campus/default.asp?menu=3
Southeast Campus	http://www.tccd.edu/campus/default.asp?menu=4
Temple College	http://www.templejc.edu/
Texarkana College	http://www.texarkanacollege.edu/
Texas Southmost College District	http://www.utb.edu/
Texas State Technical College ⁹	http://www.system.tstc.edu/
Harlingen	http://www.harlingen.tstc.edu/
Marshall ¹⁰	http://www.marshall.tstc.edu/
Sweetwater (West Texas)	http://www.westtexas.tstc.edu/
Waco	http://www.waco.tstc.edu/
Trinity Valley Community College	http://www.tvcc.edu/
Tyler Junior College	http://www.tyler.cc.tx.us/
Vernon College	http://www.vernoncollege.edu/
Victoria College	http://www.vc.cc.tx.us/
Weatherford College ¹¹	http://www.wc.edu/
Western Texas College	http://www.wtc.edu/
Wharton County Junior College	http://www.wcjc.edu/

-
8. Tarrant County District has one central Web site that includes information pertinent to each of the campuses. Thus, content analysis was limited to district Web site only.
 9. Texas State Technical College has internal links to each campus website. Each campus' Web site was included in content analysis.
 10. Marshall gained accreditation after Luedtke's 1999 assessment.
 11. Weatherford College was not included in Luedtke's 1999 assessment.

Appendix B
Coding Sheet

Information/Technical Support	Yes = 1 No = 0
Technical support staff	
Assumptions about technological competence and skills	
Information management skills - going online, retrieving and evaluation information	
Ethical how-to's; confidentiality; privacy	
Log-on information, communications parameters, technical equipment requirements	
Guides, tutorials, instructions for using technology	
Opportunity to practice sending and receiving files, becoming familiar with system	
Admissions	
Academic calendar	
Course guide/catalog	
Student Handbook	
Criteria for Admissions	
Additional admissions requirements for distance learning	
Course / degree requirements	
Application - Institution	
Application - Common	
Transfer of Credit - Explanation –Specific to distance learning	
Transfer of Credit - Explanation – Students leaving	
Financial Aid	
Explanation of Tuition and Fees	
Comparison of on-site and distance learning costs	
Admissions Contact Information	
Refund Policies	
Deadlines clearly stated	
Orientation	

Assessment	Yes = 1 No = 0
Assessment, Placement	
Assessment, Basic Skills	
Assessment, Learning Styles	
Assessment, Real-world experience	
Assessment, Communication skills	
Assessment, Proficiency exams (CleP)	
Assessment, Performance based (portfolio)	
Assessment, Clearly defined guidelines on testing policy	
Assessment, Information on test delivery/proctoring	
Assessment, Grade posting	
Assessment, Student progress	
Assessment, Student's comments program	
Advising and Counseling	
Advising, Academic	
Advising, Degree Planning	
Advising, Comparison distance learning and traditional education	
Advising, Success Rate of previous distance learners	
Counseling, Career	
Counseling, Mediation with Instructor	
Counseling, Study Skills	
Counseling, Time Management	
Counseling, Referral Services	
Counseling, Mentoring	
Counseling, Tutoring	
Counseling, Learning difficulties	

Appendix B
Coding Sheet

Registration	Yes = 1 No = 0
24-hour registration	
Registration-Instructions	
Registration-Deadlines	
Year-round registration for distance learning	
Payment Policies	
Support staff available during registration period	
Payment by credit card	

Learning Resources	Yes = 1 No = 0
Library Catalog	
On-line full-text databases	
Electronic document delivery	
Supplementary course materials	
Required texts	
Other Student Support Services	
Hours services available	
Languages other than English	
Purchasing Textbooks and supplies	
Student health insurance	
Laboratory facilities	
Regional centers	

Austin Community College



Distance Learning
Passport to Success

Welcome to the Passport to Success

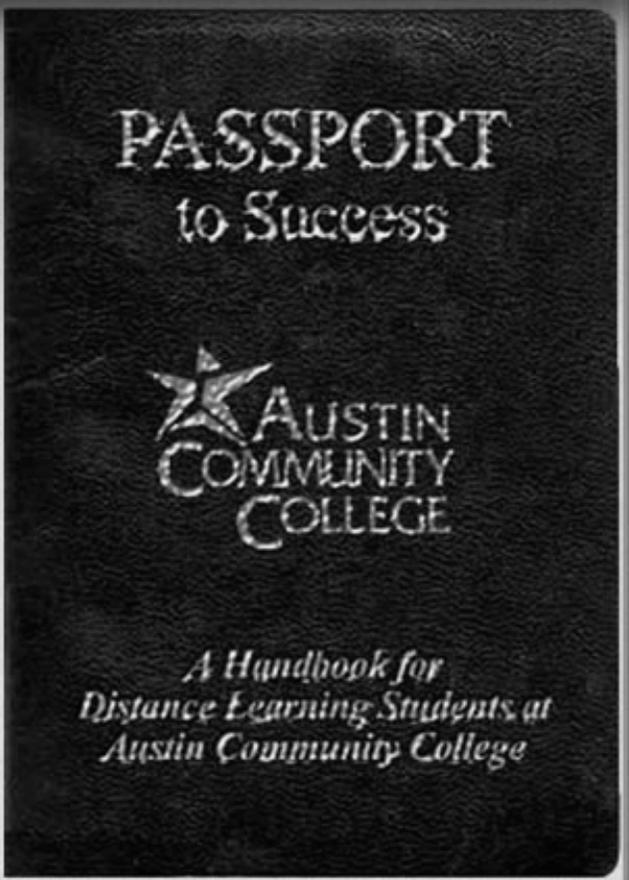
This workshop will help you understand the world of distance education and be successful in your Distance Learning course. The workshop will take you an hour to complete, and includes useful information, interactive activities, and links to resources.

Begin your journey HERE.

This website is best viewed using the latest version of Microsoft Internet Explorer.

Streamed videos require the latest version of Real Player.

PASSPORT form requires Adobe Acrobat Reader to display and print.



Appendix C-1
Information/Technical Support

North Harris Montgomery Community College

DISTANCE LEARNING

Home Go To Class Faculty & Staff Student Services Helpdesk Search

Home
Go To Class
Faculty & Staff
Student Services
Helpdesk
Attention IE Users!
Knowledge Base
Browser Tune-up
Browser Test
Popup Blocker Help
WebCT 101
Tutorials
Other Helpful Contacts
Resources
Search

[Homepage](#) > **Helpdesk**

Many answers to common questions can be found in the Knowledge Base, Tutorials, Popup Blocker Help and other links for resources in the menu to the left under Helpdesk.

[Try the KNOWLEDGE BASE First](#)



Email: distance.learning@nhmccd.edu

Hours:

Mon-Thur: 8am - 10pm

Fri & Sat: 8am - 5pm

Answers at your fingertips

Welcome to our Live! support help desk.

* Name * Email

* What is your question?

Start Chat

[Click Here](#) to search our Knowledge Base (FAQ).

Powered by [PHP Live!](#) v2.8 © OSI Codes Inc.

Done Internet

upgrades to the network.

January 29, midnight until noon, all technology services, district-wide, were unavailable for scheduled maintenance. This included eCampus, NHMCC, etc.

Austin Community College



Copyright & Fair Use

Instructional Resources & Technology

ACC's Copyright Home Page

[Copyright Basic](#)
[Fair Use](#)
[Copyright Ownership](#)
[Agreement Forms](#)
[Administrative Rules](#)

[Copyright Resources](#)
[Copyright FAQ's](#)
[Copyright Officer](#)
[Questions about Copyright](#)

[Copyright Home](#)
[ACC Home](#)
[IRT Home](#)

Last Updated: January 16, 2002

Welcome

Welcome to Austin Community College Copyright Web site. This site was developed to provide Austin Community College's faculty, staff, and students with information to help them understanding and complying with U.S. and international copyright laws.

Please be aware that with every court case and Congressional mandate copyright rules can change. We will do our best to keep this information updated. While we attempt to be complete and accurate this is not to be construed as legal advice. If you have real concerns about the legality of an issue it might be a good idea to consult an attorney.

Please send your questions or comments about this Web Site to the [Web Administrator](#) for IRT.

Austin Community College
5930 Middle Fiskville Road
Austin, Texas 78752

Dallas Community College District

Technical Support



Our Technical Support Help Desk is available to answer questions about eCampus, our virtual classroom environment, and eConnect, our online student services tool.

eCampus Technical Support (assistance with our online classroom environment)

972-669-6400 (hotline)
1-888-468-4268 outside of Dallas
972-669-6402 (direct)
or by [email](#)

eConnect Help Desk (online registration and other student services)

972-669-6400 (hotline)
1-888-468-4268 outside of Dallas
972-669-6402 (direct)
or by [email](#)

Technical support telephone hours are:

Monday - 8:00 am to 11:00 pm
Tuesday - 8:00 am to 11:00 pm

The screenshot shows the Dallas County Community Colleges website. The top navigation bar includes the logo and links for Home, Help, and Login. Below this are several navigation tabs: My DCCCD, Courses, Community, *NEW* eCampus Tutorials, Libraries, and Academic Web Resources. The main content area features a video player with a Windows desktop background. The video has a yellow callout box pointing to the Internet Explorer icon on the desktop with the text "Click on the browser icon." and a white callout box at the bottom with the text "Click to activate and use this control". The video player controls at the bottom show a progress bar and a timestamp of 00:05:01:39.

Austin Community College

Distance Learning 101: Technical Skills Checklist

Whether you are taking a PCM, ITV, PRN, or IVC distance education course at Austin Community College, chances are you're going to be using online technology to submit assignments, communicate with your instructor and classmates, research course topics, or write and prepare papers. If you're taking an online (PCM) course, there may also be specific software applications required for successful completion of your Distance Learning course. Your instructor may also require participation in chat rooms, bulletin boards, etc. through ACC's course management system, Blackboard.

Distance Learning wants you to have a positive, successful distance education experience at ACC. To decide if your technical skills and experience meet the needs of online learning at ACC, please take a few minutes to complete the self-assessment below. Answer "Yes" or "No" to each item. When you've completed the checklist, click the "Score Responses" button to see your score. If there are areas where you feel less comfortable or just need a review of the basics, take advantage of the free, online tutorial links at the end of the assessment.

Computer Operations/Concepts:

1. Can you start up, restart, and shut down a computer?

- Yes
- No

2. Do you know how to click, double-click, and right-click the mouse?

- Yes
- No

3. Can you open, close, minimize, and move windows and menus on your computer's desktop?

Coastal Bend College

The screenshot shows the 'EDUCATIONAL SERVICES' section of the Coastal Bend College website. At the top, there is a banner with the college's logo and the tagline 'Where students are first!'. Below the banner, there is a navigation bar with a 'Browse Directory:' dropdown menu and a link to 'Online Courses'. On the left side, there is a vertical menu with links: 'Campus Connect Server', 'Login Procedures', 'Check Your Grades', 'View Your Transcript', and 'Check Your Schedule'. The main content area contains the text: 'To Login to Campus Connect: In the address bar of your Internet browser, type the following URL: www.coastalbend.edu and press the Enter key on your keyboard. You will be directed to the Coastal Bend College homepage.' Below this text is a screenshot of the Campus Connect server interface, which shows a 'Quick Links' section with a link to 'Campus Connect (Students)'. At the bottom of the screenshot, there is a date 'October 29, 2005' and a link to 'Extreme Dodgeball'.

Central Texas College

Online Help Desk

Helpful Links: [Ask Jeeves](#) | [Webopedia](#) | [Learn the Net](#) | [Net Lingo](#)

Welcome to the CTC online help desk. This site is designed to answer your questions and provide you with technical support so that your learning experience as an online student is trouble free.

Minimum Technical Requirements for Online & CD Courses

Knowledge Base:

- A knowledge base is a searchable database that you can use to find help.
 - [Search our Knowledge Base Here](#)
- Knowledge Base Suggestions:
 - [Click Here](#) to suggest a topic to be covered in the knowledge base

FAQ:

Answers to the most frequently asked questions:

- I can't login to Blackboard

Technical Support

We are committed to helping you succeed in your Distance Learning courses. The following services are available:

24 Hour Blackboard Support 1-866-350-4729

- [24 Hour Blackboard Support](#)
- [Blackboard Knowledge base](#)
- [Place Blackboard Trouble Ticket](#)
- [Online Help Desk](#)
- [CTC Knowledge Base](#)
- [Telephone Support](#)
- [Email Support](#)

Tech Support
ONLINE

At Central Texas College, we identify and serve our unique, global community needs and provide quality teaching through an accessible learning environment. [CTC Policies](#)

©1999-2005 Central Texas College District, All Rights Reserved.
P.O. Box 1400, Willsie, Texas 75740-1400, Tel: 254-832-1400

San Antonio College

The screenshot shows the San Antonio College Online website. At the top, there is a red banner with the college logo and the text "Online". Below the banner, there are navigation links for "PALS", "WebCT", and "Email". On the right side of the banner, there is a photo of a student and the slogan "Create Your Tomorrow".

Home
About SAC
Courses
Online Degrees
Admission & Registration
Student Services
Distance Education Center
Tech Support
Site Map ◆

Tech Support

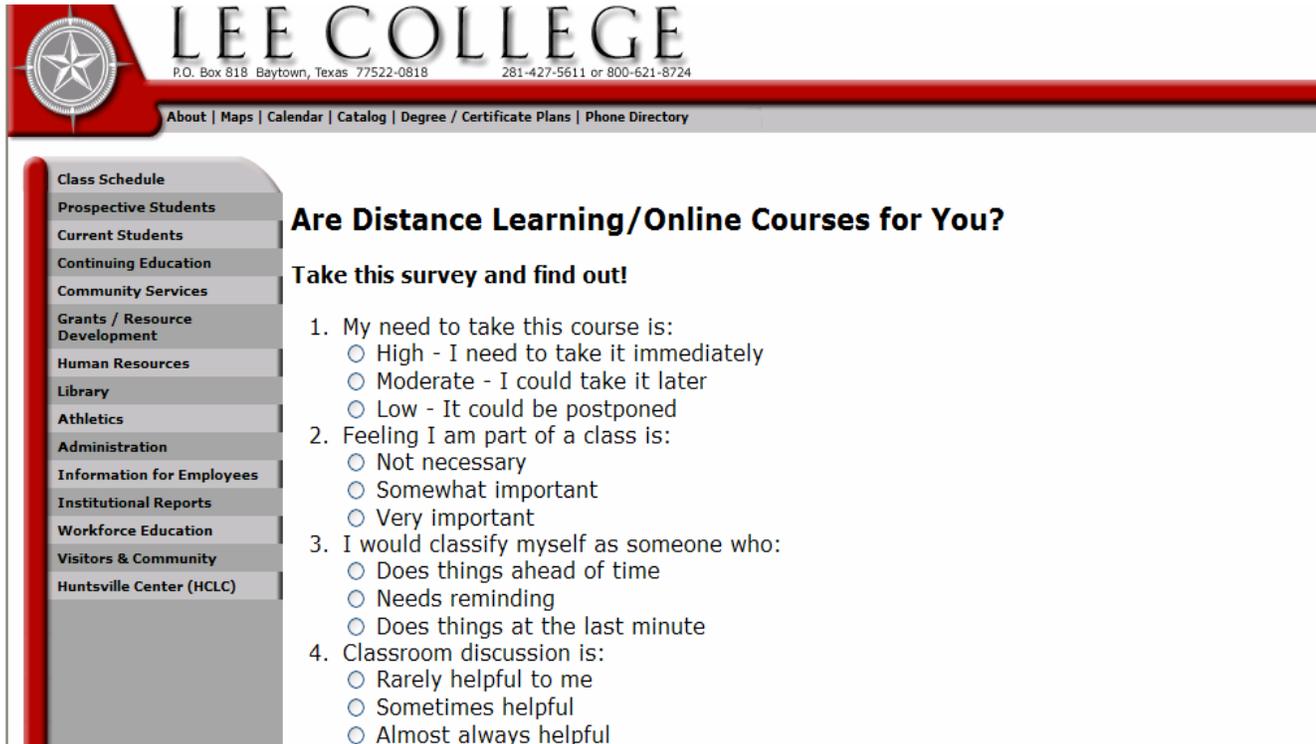
Internet students who need technical support related to software or hardware problems can contact the SAC and/or ACCD Help Desk.

San Antonio College Help Desk
Monday - Friday: 8 am - 5 pm
Ph: (210) 785-6330
Fax: (210) 785-6333
E-mail: sachelp@ranger.accd.edu

Alamo Community College District Help Desk
Monday through Friday: 8 am - midnight
Saturday and Sunday 1 - 5 pm
Ph: (210) 220-1616
E-mail: helpdesk@accd.edu



Lee College



The screenshot shows the Lee College website header with the college name and contact information. Below the header is a navigation menu with links for About, Maps, Calendar, Catalog, Degree / Certificate Plans, and Phone Directory. A sidebar menu lists various college departments and services. The main content area features a survey titled "Are Distance Learning/Online Courses for You?" with the instruction "Take this survey and find out!". The survey consists of four numbered questions, each with three radio button options.

Are Distance Learning/Online Courses for You?

Take this survey and find out!

1. My need to take this course is:
 - High - I need to take it immediately
 - Moderate - I could take it later
 - Low - It could be postponed
2. Feeling I am part of a class is:
 - Not necessary
 - Somewhat important
 - Very important
3. I would classify myself as someone who:
 - Does things ahead of time
 - Needs reminding
 - Does things at the last minute
4. Classroom discussion is:
 - Rarely helpful to me
 - Sometimes helpful
 - Almost always helpful

Information Resources Acceptable Use Policy

The primary mission of Lee College is to provide quality instruction for its students. Through a variety of programs and services, Lee College prepares students for success in higher education or employment. Lee College also provides a broad-based program of extension courses, adult education, community education and services. It is the policy of Lee College District to apply the highest ethical standards to all members of the college community including the Board of Regents, administration, staff and faculty in achieving its mission and in managing its resources efficiently and effectively to reach its goals and objectives.

Faculty, staff and student (hereinafter users) are expected to promote efficient use of network resources, consistent with the instructional, research, public service and administrative goals of the College. Refrain from engaging in any use that would interfere with work or disrupt the intended use of network resources. It is not responsible to use disproportionate amounts of electronic resources. Examples of disproportionate uses generally include activities such as serving MP3 music, streaming media at high bit rates or serving a multi-user game or host.

Lee College relies heavily on networked computers and the data contained within those systems to achieve its missions. Users are notified that electronic information is not private and remains the property of Lee College. This Acceptable Use Policy is to protect these resources in accordance with the State of Texas laws, Federal laws and [Lee College Board Policy](#). All users (administrators, faculty, students and visitors) granted access to Lee College Information Resources must follow the acceptable use policy below.

Acceptable Use of College Information Resources

- Lee College Information Resources are provided for faculty, staff and students to use in the pursuit of the teaching, educational and service mission of the college.
- Lee College email is to be used to enhance and facilitate teaching, learning, scholarly research, support academic experiences and to facilitate the effective business and administrative processes of the College.
- Acceptable use of Lee College network resources should be used for electronic dissemination of information, including the establishment of web sites, publishing web documents, and creating web applications as well as the distribution of bulletins, memoranda, newsletters, reports, and committee communications; instructional use specifically to enhance communications between students and instructors, facilitation of distance learning and support of Lee College scholarly activities; business and service activities of faculty and staff and uses as are consistent with the traditional academic freedom accorded to faculty members.
- Administrative activities that are part of the support infrastructure needed for instruction, scholarship, and institutional management of

Austin Community College

***Student Handbook
For Distance Learning Courses
Austin Community College***

Table of Contents

Welcome to Distance Learning.....2
 Mission and Philosophy.....2
 History.....2
Distance Learning and You at ACC..... 3
 Begin with the Basics.....3
 Distance Learning Instructional Delivery Modes.....3
 Course-specific Orientations.....4
Becoming a Successful Distance Learning Student at ACC.....5
 Getting Started.....5
 Working Smart.....5
 Communicating Smart.....6
Student Support Services.....7
 Distance Learning Student Support Services.....7
 ACC Student Support Services.....8

Panola College

Admission Requirements



1. Provide TSI (Texas Success Initiative) scores or present proof of exemption from TSI .
2. Arrange for high school transcript, GED scores, and college transcripts to be sent to the Admissions/Records Office. Students are responsible for requesting their official records from the issuing institution.
3. Complete a Student Information Form or submit an Online Admission Form <http://www.panola.edu/admissions.htm>.
4. Return all admissions forms to the Admissions/Records Office. Refer to chart below for specifics.
5. Correspondence regarding admissions should be addressed to: Admissions/Records Office, 1109 W Panola, Carthage, TX 75633

CLASSIFICATION

REQUIREMENTS

Early Admission: High school students who have parental and high school approval	Student information form, early admission form, high school transcript, assessment scores or proof of exemption from TSI.
College Transfer: Students from another college or university	Student information form, official transcript(s) from previous institution(s), and official high school transcript, assessment scores or proof of exemption from TSI. Students on probation or suspension must get approval from the Vice President of Instruction. Call (903) 693-2033.
High School Graduate	Student information form, official high school transcripts with graduation date, assessment scores or proof of exemption from TSI.
High School Equivalency: Students who have passed the General Educational Development Test	Student information form, GED test scores, assessment scores or proof of exemption from TSI.
Individual Approval: Students not in above classifications	Student information form, assessment scores or proof of exemption from TSI and approval from

North Harris Montgomery Community College District



New Student Orientation

The North Harris Montgomery Community College District welcomes you as a new student. We believe that a comprehensive orientation to our college district sets the stage for a successful transition to college life. This online version has been designed so that you may complete its components according to your schedule at whatever computer location you select. If, at any time, you need technical assistance, just click on the eCampus logo below.

Step 1 (for first-time users)	Return (for students who are returning to the orientation)
<p><u>Create an account on our system that will enroll you in your orientation course. You must use your authentic first and last name (no nicknames) and have a valid email address.</u></p>	<p><u>If you have already received a Username and Password and are returning to the orientation, please login here.</u></p>



San Antonio College



TRANSFER CENTER

San Antonio College
Moody Learning Center, 1st Floor
733 - 2099
www.accd.edu/sac/students/tc.htm

- [Welcome](#)
- [Our Mission](#)
- [Location](#)
- [Office Hours](#)
- [Staff](#)
- [SAC Associate Degrees](#)
- [SAC Online Registration](#)
- [Steps to Transferring](#)
- [Transfer Admission Information](#)
- [Equivalency Guides](#)
- [Transfer Degree Plans](#)
- [Texas Common Course Numbers](#)
- [Texas Common Application](#)
- [Frequently Asked Questions](#)
- [Other Useful Links](#)
- [Current Events Calendar](#)
- [San Antonio College](#)



SAN ANTONIO COLLEGE

This page last updated 2/16/06

Disclaimer

North Harris Montgomery Community College District

Text Only Locations | Directory | FAQ | Login | Email search GO More Search Tools

 **NORTH HARRIS MONTGOMERY
COMMUNITY COLLEGE DISTRICT**

Start Something
Apply online for admissions.

FOR ▾ Students | Employees | Community | Job Seekers Library | News & Calendars | Recreation | About Us

Home Programs | Classes | Admissions & Registration | Student Support | Business & Corporate Training

«PREVIOUS MENU HOME / STUDENT SUPPORT / FINANCIAL AID

FINANCIAL AID

- College Financial Aid Offices**
- Financial Aid Steps**
- Help with Financial Aid**
- Scholarships**
- Grants**
- Loans**
- Student Employment**
- Tax Credit**
- Veteran Benefits**
- Refunds Involving Financial Aid**

Financial Aid

NHMCCD continues to seek new ways to help families and students manage the costs of education. Each year, federal, state and endowment funds are allocated to NHMCCD for awards to eligible students. In some cases, gifts and grants from corporations and foundations provide assistance. Whatever the source, NHMCCD is committed to helping you find the assistance you need to Make it Happen!

The purpose of financial aid is to remove financial barriers that prevent you from achieving your educational goals. NHMCCD participates in numerous programs that provide financial aid.

Priority is given to your financial aid application if you complete the process prior to **April 1**. After the priority date, financial awards are made as long as funds are available. Funds are usually awarded for the following fall and spring semesters.

Contact the college financial aid office well in advance of registering for classes. A personal visit with the financial aid office at the college you plan to attend is required for new students and recommended for returning students.

The Free Application for Federal Student Aid (FAFSA) form must be filed with the federal processing center to begin any financial aid application process. For more information: www.fafsa.ed.gov.

 [Financial Aid.](#)

Houston Community College System

ONLINE STUDENT SERVICES
We Make Houston Work
Houston Community College

HOME ALUMNI & COMMUNITY EVENTS CATALOG eSCHEDULE CHAT FORUM BLOG CONTACT US

HIGH SCHOOL STUDENT NEW STUDENT RETURNING STUDENT ADULT/CONTINUING EDUCATION

- New Student
- Admissions
- Alternative Certification Program
- Calendars
- Childcare
- Counseling Services
- Disability Services
- Distance Education
- ESL
- Financial Aid
- Graduation
- HCC Bookstores
- Honors Program
- Housing
- How to Transfer
- International Students
- Job Placement
- Testing
- Tuition Costs
- Transcript Request
- Updating Residency
- VA Benefits

Tuition Costs

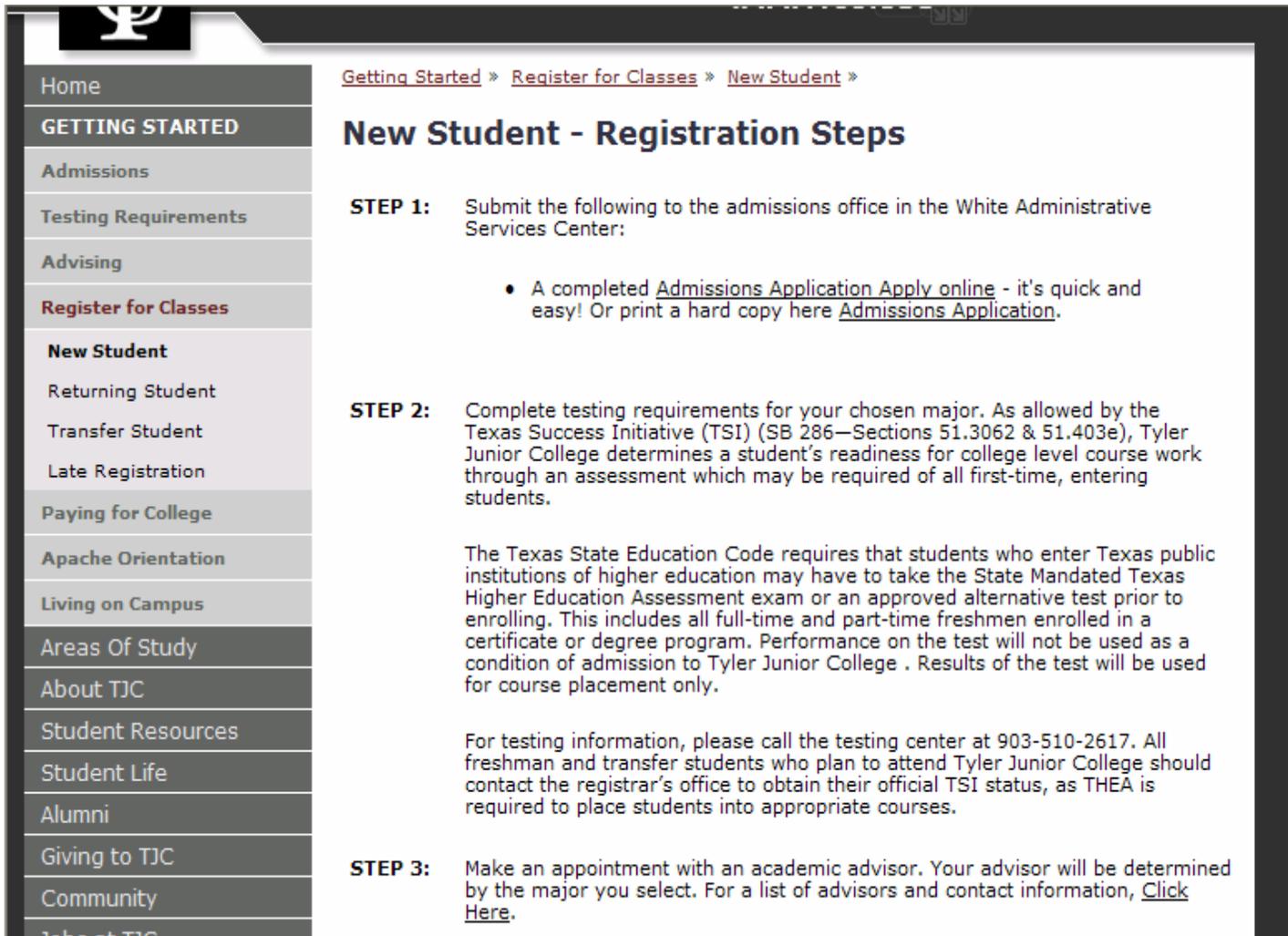
IMPORTANT: Tuition, fees, and the refund policy listed in this Catalog were accurate at the time of printing. HCCS reserves the right to change its tuition and fee and refund policy structure wholly or in part during the year covered by this Catalog. Students should refer to the Class Schedule to determine tuition and fees and refund policy for the current semester.

Student Financial Responsibility
Students with unpaid balances or returned checks will not be allowed to register until they have cleared all claims. Checks will not be accepted for a period of one year from students who have more than one nonsufficient funds check on file. Should students register and later be found on any list showing indebtedness to the college, they may be administratively withdrawn.

Semester Hour Courses for 2005 - 2006

Tuition & Fees			
Academic			
Semester Hours	In-District*	Out-of-District**	Out-of-State*
1	\$76	\$130	\$289
2			

Tyler Junior College



The screenshot shows a web page for Tyler Junior College with a navigation menu on the left and a main content area on the right. The navigation menu includes links for Home, GETTING STARTED, Admissions, Testing Requirements, Advising, Register for Classes, New Student, Returning Student, Transfer Student, Late Registration, Paying for College, Apache Orientation, Living on Campus, Areas Of Study, About TJC, Student Resources, Student Life, Alumni, Giving to TJC, Community, and Jobs at TJC. The main content area has a breadcrumb trail: [Getting Started](#) » [Register for Classes](#) » [New Student](#) ». The main heading is **New Student - Registration Steps**. It contains three steps: STEP 1: Submit the following to the admissions office in the White Administrative Services Center; STEP 2: Complete testing requirements for your chosen major. As allowed by the Texas Success Initiative (TSI) (SB 286—Sections 51.3062 & 51.403e), Tyler Junior College determines a student's readiness for college level course work through an assessment which may be required of all first-time, entering students. The Texas State Education Code requires that students who enter Texas public institutions of higher education may have to take the State Mandated Texas Higher Education Assessment exam or an approved alternative test prior to enrolling. This includes all full-time and part-time freshmen enrolled in a certificate or degree program. Performance on the test will not be used as a condition of admission to Tyler Junior College. Results of the test will be used for course placement only. For testing information, please call the testing center at 903-510-2617. All freshman and transfer students who plan to attend Tyler Junior College should contact the registrar's office to obtain their official TSI status, as THEA is required to place students into appropriate courses. STEP 3: Make an appointment with an academic advisor. Your advisor will be determined by the major you select. For a list of advisors and contact information, [Click Here](#).

Tyler Junior College

TYLER JUNIOR COLLEGE
WWW.TJC.EDU

Home
Getting Started
Areas of Study
About TJC
Student Resources
Student Life
Alumni
Giving to TJC
Community
Jobs at TJC

Quick Links

Campus Connect

Description of CampusConnect
CampusConnect is a web-enabled interface to the TJC student records system. This interface offers access to a number of information services through the familiar methods of the World Wide Web.

The following services are currently available:

Course Registration
Spring registration opens November 1.

Course Schedule Adds and Drops
Spring registration opens November 1.

Class Schedule
This option can be used to produce a display of your current course schedule.

Grade Reports
View your grades for recent semesters with this option.

Course Availability
View a list of offered courses for a specific department and semester with this option. You can also see the number of open seats currently available for each

TYLER JUNIOR COLLEGE
WWW.TJC.EDU

CHANGING LIVES ::

Saturday - April 22, 2006

HOME HELP

STUDENT LOGIN

Student ID:
PIN:

Click here to have your PIN e-mailed to your TJC email address.

Latest News

Thanks for using CampusConnect v3! Report all problems to **CampusConnect Support**.

When entering your STUDENTID, do not enter dashes, only the numbers.

FAFSA Financial Aid Workshop
TJC's Financial Aid Office will help you file your FAFSA at a Financial Aid Workshop.
Reservations required; call 903-510-2385.

Monday, February 27 at 6:30pm - Pirtle Tech Room 106
Tuesday, March 7 at 6:30pm - Pirtle Tech Room 106
Tuesday, March 21 at 6:30pm - Pirtle Tech Room 106
Tuesday, April 11 at 6:30pm - Pirtle Tech Room 106
Thursday, April 27 at 6:30pm - Pirtle Tech Room 106

Bring with you:
Your 2005 1040 Tax form and 2005 W-2 forms
Your 2005 1040 Tax form and 2005 W-2 forms

Lee College

[iCampus Login](#)

Instructions:

- [How to login](#)
- [How to register for classes](#)
- [How to access your semester grades](#)
- [How to view your semester tuition](#)

College Links:

- [Admissions & Records](#)
- [Counseling](#)
- [Financial Aid](#)
- [Business Office](#)
- [Bookstore](#)
- [Library](#)

Technical Support :

- [Clearing Cache Files & Cookies](#)
- [Clearing History Files](#)
- [Resetting Browser Security](#)
- [Automatically Deleting Temporary Files](#)
- [Connection Expired](#)
- [Webserver Appears to be Incorrectly Configured](#)
- ["Page Not Available" error](#)

iCampus

How to Register for Classes

1. After logging into iCampus follow the navigation to access your grades. Click on "Academic".
Learner Services
 - Course Catalog and Schedule**
View course catalog information and look for specific class sections.
 - Finances**
View your account, pay balance with a credit card, and view financial aid information.
 - Academics**
Enroll in classes, view unofficial transcript, view grades.
 - Personal Portfolio**
Manage contact information, demographic information, holds, and security settings.
2. Listed under "Academics" click on "Enroll in a Class".
Academics
 - Enrollment**
Enroll in classes, view your class and exam schedule.
[Enroll in a Class](#)
[View My Class Schedule](#)
[View My Weekly Schedule](#)
 - Academic Record**
Request transcripts, view your course and grade history, evaluate your transfer credit, apply for graduation and request an enrollment verification.
[View My Grades](#)
[View Unofficial Transcript](#)
[View Degree Progress Report](#)
[View Transfer Credit Report](#)
[Evaluate Transfer Credit](#)
 - Course Catalog and Schedule**
View course catalog information and look for specific class sections.
[View Course Catalog](#)
[View Schedule of Classes](#)

[Return to Learner Services](#) [Change User Preferences](#)
3. Select the term/semester you wish to register for by clicking in the on the term name (i.e. "Spring 2004").
Enrollment
Select Enrollment Term

Houston Community College System



Links for Regular Registration Calendars

<p>Fall 2005</p> <ul style="list-style-type: none">• Regular Term• Second-Start• Holiday Mini Term• Registration Calendar• Final Exam Schedule	<p>Spring 2006</p> <ul style="list-style-type: none">• Regular Term• Second-Start• Spring Mini Term• Registration Calendar• Final Exam Schedule	<p>Summer 2006</p> <ul style="list-style-type: none">• 1st Five Week• 2nd Five Week• 10 Week• Registration Calendar
<p>Fall 2006</p> <ul style="list-style-type: none">• Regular Term• Second-Start• Holiday Mini Term• Registration Calendar• Final Exam Schedule	<p>Spring 2007</p> <ul style="list-style-type: none">• Regular Term• Second-Start• Spring Mini Term• Registration Calendar• Final Exam Schedule	<p>Summer 2007</p> <ul style="list-style-type: none">• 1st Five Week• 2nd Five Week• 10 Week• Registration Calendar

[Back to Online Services Page](#)



Calendars were last updated on 4/12/2006

Temple College



TEMPLE COLLEGE Online Payment



New payment options! FACTS Tuition Management



Download a copy
of the [brochure](#).

TO PAY ONLINE...

If you have already registered for classes, select the e-Cashier icon at the right to be redirected to the "Online Payment" site. If you need to register for classes, log on to [TConnect](#), select "TConnect for Students", register for classes and then select the "Online Payment" option after confirming your schedule and tuition balance.



TO CHECK YOUR ACCOUNT...

Log on to your [MyFACTS Account](#), using your FACTS user ID and password. If you have forgotten or misplaced yours, contact FACTS at 800-863-2287 or account@factsmgt.com.



Introduction to FACTS

To help you meet your educational expenses, Temple College is pleased to offer FACTS as a convenient online payment option. Students who choose to use FACTS may select installment plans that are spread over several months, depending on the length of the semester. They may choose to make payments from their checking or savings account or by Visa, Mastercard, American Express or Discover credit cards. In addition to the variety of choices available, the student also has the convenience of paying online as soon as he or she has registered.

Midland College

The screenshot shows the Midland College CampusConnect website. At the top left is the 'mc' logo and the text 'Midland College CampusConnect'. To the right is a group photo of students. Below the header is a navigation bar with 'HOME' and 'HELP' buttons. The main content area is divided into two columns. The left column contains a 'STUDENT LOGIN' section with input fields for 'Student ID' (containing 'STUDENTID') and 'PIN', and a 'Login' button. Below this is a 'Latest News' section with text about graduation and registration dates. The right column features a large brown background with the heading 'Welcome to Midland College's On-Line Student Services'. It lists services like Registration, Payment, and Review/Pay Bill. A yellow box highlights '**Important IRS Information**', stating that users can access their 1098T information by clicking a link. Below this is a section titled 'Security of your Records' recommending a 4-digit PIN. Another section titled 'Help! What's My PIN?' provides instructions on how to reset a PIN via email or in person, with a link to have the PIN e-mailed to the user. At the bottom of the right column, it states that each student has a free email account and provides a link for more information.

Midland College
CampusConnect

Saturday - April 22, 2006

HOME HELP

STUDENT LOGIN

Student ID:
PIN:

Your Social Security Number may be used as your Student ID. Use numbers only, no dashes. For first time users, your PIN number is the first four numbers of your birth date. Thank You.

Latest News

Midland College Graduation is scheduled for Friday, May 12 at 7:00 p.m. in the Chaparral Center. Rehearsal will be held Friday, May 11 at 5:00 p.m. Caps and Gowns will be distributed following rehearsal.

REGISTRATION DATES

Online Registration for Spring Interim will continue through May 12. Classes will begin Monday, May 15 and the last day to register is May 16. The last day to withdraw and receive a grade of W is May 25. The semester ends May 31.

Online Registration for Summer I continues through May 29. The first class day is Thursday, June 1 and registration ends on June 7. The last day to withdraw and

Welcome to Midland College's On-Line Student Services

Services include Registration, Payment, Review/Pay Bill, Class Schedules, Course Availability, Degree Shop, Student Information, Financial Aid, Grade Report, PIN Maintenance, and Unofficial Transcript.

.....

****Important IRS Information****

You may now access your 1098T (Education Tax Credit) information by **clicking here**. You will be directed to the Tax Credit Reporting Service (TCRS) web site. You will need your social security number, and you will also be required to create a pin number to access your tax information.

.....

Security of your Records

To maintain the security of your records, we recommend that you change your PIN to a 4- digit number of your choosing when you access Campus Connect for the first time.

.....

Help! What's My PIN?

If you forget your PIN, it can be e-mailed to you by **clicking here**, provided you have an e-mail address on file, or visit the Registrar's Office on the Midland College campus to request your PIN be reset. You must present a valid photo ID.

Click here to have your PIN e-mailed to you.

.....

Each student is assigned a free Midland College email account.

Click here for info on Midland College student email.

Panola College

VCT Students:

Any student who is enrolled at Panola College and receiving instruction via the Virtual College of Texas (VCT) must contact vct-testing@panola.edu to arrange a proctored exam through the **M. P. Baker Library on the Panola College campus**. Before testing, a student will be required to furnish a photo identification.

Testing Expectations:

1. Make arrangements with your instructor to test at a testing center.
2. Appointments and photo ID are required at the testing center.
3. Children may not accompany students who are testing.
4. Pagers and cell phones must be turned off. Students may not speak on phones during tests.
5. Students may not leave the room and then return to complete the exam.
6. Noise must be kept to a minimum.
7. Come prepared with necessary materials or supplies needed.
8. All exams will be completed at least 10 minutes before closing.

Evaluate Testing Services:

To better serve our distance learning students, please take the short [DL Testing Environment Evaluation](#).

Copyright 2001 Panola College
All Rights Reserved

Contact Webmaster
10/8/03

Austin Community College



Distance Learning

Austin Community College

[Available Courses](#) | [Blackboard](#) | [Course Orientation](#) | [Directories](#) | [Forms](#) | [Schedules](#)

[DL Home](#) > [Students](#) > [Distance Learning 101: Learning Style Self-Assessment](#)

Distance Learning 101: Learning Style Self-Assessment

Your level of success in any course is determined by a multitude of factors. The following self-assessment is meant to give you an indication of your learning style and aptitude for Distance Learning courses. It is in no way a guarantee of your success or failure in any course or program. This survey may help you decide whether a Distance Learning class is right for you.

Complete each phrase below by selecting the response that best describes your learning style and characteristics. When you've finished the survey, click the "Score Responses" button to see your score.

1. I usually complete homework and other assignments

- a. on time.
- b. at the last minute.
- c. past the deadline.

2. I am considering taking a Distance Learning class

- a. because the flexibility fits into my schedule

Coastal Bend College



Educational and Career Opportunities System (ECOS)

Here are some of the many valuable things you can do with your ECOS Student account:

- ▶ Create a portfolio that includes your history, academic information, interest assessments, career goals, course plans, and more.
- ▶ Explore detailed career profiles on over 1,000 careers
- ▶ Discover complete information on 5,000 accredited 4-year colleges, 2-year colleges, vocational and technical school.
- ▶ Apply directly to hundreds of the top colleges and universities.
- ▶ Get contacted by schools based on interests and skills specific to YOU.
- ▶ Find information on 300 different majors.
- ▶ Learn about financial aid and over \$5.4 billion in scholarships

To set up an account, please complete and submit the [account setup form](#) or contact Yolanda Charles by phone at (361) 354-2506 or by email at ycharles@coastalbend.edu

Temple College



TConnect

[Menu](#)
[FAQ](#)
[Log In](#)
[Log Out](#)

[Accessibility](#)

For Students

The following links may display confidential information.

User Account		Academic Profile	
I'm new to TConnect		Grades	
What's my user ID?		Transcript	
What's my password?		Program evaluation	
Change password		Test summary	
Registration		Application for graduation	
Search for sections		Transcript request	
Register for sections		My class schedule	
Online Payment		My profile	
Drop sections			

WebAdvisor 2.19

[Menu](#) [FAQ](#) [Log Out](#)

Learning Styles

How Do You Learn Best?

Do you need to see a name written before you remember it? I do. I'm a visual learner. Research on personality and brain function, especially related to the differences in left and right hemispheric functions, indicate that each person stores and communicates information in a preferred way. Each of us has a predominate style, all of us use some of every style, and most of us have a least preferred style. When you know how you learn, you can develop strategies to improve your learning. There is no best style but like styles tend to exchange information more effectively. You can also identify and adapt to teaching styles which are unlike your preferred learning style.

Four Learning Styles

Though there are many names and descriptions for different learning styles, the most practical method for identify each style is by its preferred perceptual sense. Thus there are four styles. Click on the name of the style for a link showing the characteristics of that style.

VISUAL: Visual learners prefer seeing information, prefer symbols, charts, diagrams, pictures (including motion), and colors. A person with this style will underline, highlight, draw symbols, and often doodle. This style is easily distracted by images and may “tune out” lectures.

AUDITORY: Auditory learners prefer lectures and, if not shy, are eager to discuss any topic. A person with this style will become so “caught up” in a lecture that no notes are taken, thus a tape recorder can be helpful. This style likes group work and may read/study out loud.

KINESTHETIC: Kinesthetic learners prefer to learn by doing most often using trial and error (they read the instructions as a last resort). A person with this style prefers lab work, field activities, and objects to manipulate. This style will day-dream instead of listening to lectures, taking notes, or reading. This style likes to get involved and get things done. This is the least common teaching style.

ANALYTIC: Analytic learners read, think about it, reread, organize, think about it, write, think about it, rewrite, think about it, reorganize, and uses many reference materials. A person with this style likes clearly stated goals, lists, patterns, check-offs, practice sets, and homework. This style prefers the detail often letting someone else worry about the “big picture.”

Coastal Bend College

Internet Course Testing Policies

All Examinees Should Note The Following:

- ▶ Current picture ID is required for admission into test sessions.
- ▶ Instructor test schedule as per course syllabus is carefully followed.
- ▶ Appointments are required.
- ▶ Examiner on appropriate site should be contacted for appointment.
- ▶ Each test site maintains its own test schedule. Other times may be arranged as per Instructor request.
- ▶ Please be aware that it is the Instructor's prerogative whether they will allow their exam to be administered off campus. The following is only for a few select courses: If you would like to test at a site other than Coastal Bend College, submit a request to your Internet Instructor. Your Instructor will need to have the name of the center, name of the contact person, phone number, fax number, email address, and address of the testing center where you would like to take your exams. The instructor will then contact that testing center to see if they are willing to administer exams for Coastal Bend College. If so, the Instructor will then notify you and let you know their decision.

Click on the testing center below to view a testing schedule:

[Alice](#) [Beeville](#) [Kingsville](#) [Pleasanton](#)

Odessa College



- Menu
- FAQ
- OC Home
- Log Out

Accessibility

For Students

The following links may display your confidential student information..

Registration

- View Entire Schedule of Classes
- Search for Sections
- Register / Add / Drop
- Instructions for Web Registration
- Application For Admission

Academic Profile

- Grades
- Grade Point Average by Term
- Transcript
- Program Evaluation
- Enrollment Verification Request
- Enrollment Verification Request Status
- Transcript Request
- Transcript Request Status
- My Class Schedule
- My Profile
- Test Summary

Financial Profile

- Account Summary
- Account Summary by Term
- View Registration Statements
- Make a Payment

Financial Aid

- Financial Aid Status by Year
- Financial Aid Status by Term

Evaluation of Instruction

User Account

- I'm new to WebAdvisor
- What's my User ID?
- What's my Password?
- Change Password
- Add / Update e-Mail Address

Odessa College



Blackboard

Login

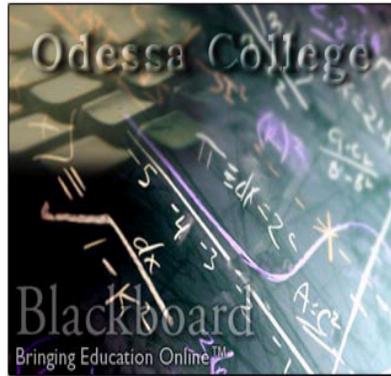
Course Catalog

Blackboard Learning System™ - Basic Edition

Welcome!

Welcome to the Blackboard e-Education platform—designed to transform the Internet into a powerful environment for the educational experience.

To log in, please click on the Login icon on the left.



Blackboard

Blackboard Learning System™ - Basic Edition (6.3.1.505)
Blackboard Learning System™ - Basic Edition

Copyright © 1997-2005 Blackboard Inc. Patents Pending. All rights reserved.
Accessibility information can be found at <http://access.blackboard.com>

Delmar College

What's your dream?

HOME
EXAM INFO
VIDEO SERIES
LINKS
FAQ
CONTACT US

DEL MAR COLLEGE

Del Mar College Testing Center

CLEP CBT (Computer-Based Testing)

The College Level Examination Program (CLEP CBT) is a national program of credit by examination that allows you to obtain recognition for college-level achievement. Del Mar College's Testing Center offers Subject Examinations. The Subject Examinations measure knowledge usually acquired in specific college courses and are used to grant credit for or exemption from these courses.

Applying for Credit
Cost
Subject Examination Program
Test Dates
Length of Exam: Variable

Subject Examination Program

Del Mar Course Equivalent	CLEP Subject Exam	Minimum Passing Score
ACCT 2301	Principles of Accounting	50
BIOL 1408	Biology	50
BIOL 1406	Biology	50
BMGT 1303	Principles of Management	47
BUSI 2301	Business Law	51

San Antonio College

ASK A COUNSELOR
On-Line Services
for Distance Education

Distance Education/Online Students

On-Line Counselor
Carolyn Foster, M.A.
Counselor/Professor

Home - Ask a Counselor

On-Line Services

- [Ask a Counselor](#)
- [Degree Planning](#)
- [Career Information](#)
- [Transfer Information](#)
- [Personal Counseling](#)
- [THEA \(Formerly TASP\)](#)
- [Student Development](#)
- [Counseling Center Home](#)

Other On-Line Services

- [Admission & Records](#)
- [Registration Steps](#)
- [SAC Online](#)
- [Apply for Admission](#)
- [SAC Catalog/Schedule](#)

Phone: 1-888-819-6080

1. *First Name:

2. *Last Name:

3. SSN: - -

4. Phone: - -

Austin Community College

[DL Home](#) > [Students](#) > **SMARTHINKING**

SMARTHINKING

- [What is SMARTHINKING?](#)
- [How do I access SMARTHINKING?](#)
- [Spring 2006 Dates & Hours](#)*

What is SMARTHINKING?

SMARTHINKING is the leading provider of live, online tutoring, giving students access to academic support and independent study resources 24 hours a day, seven days a week. Austin Community College provides currently enrolled Distance Learning students with 15 hours of free access to SMARTHINKING tutoring services.

SMARTHINKING provides academic assistance in the following subjects and skills:

- Math (Basic Math - Calculus II)
- Statistics
- Writing (for all subjects, including general essays, business and technical writing, creative writing, and brainstorming)
- Grammar
- Accounting (Intro level Managerial and Financial Accounting)
- Economics (Microeconomics and Macroeconomics)
- Spanish (including a Spanish Essay Center)

Houston Community College System



The banner features a city skyline on the left and the text 'ONLINE STUDENT SERVICES' on the right. Below the skyline is the Houston Community College logo with the tagline 'We Make Houston Work'. A navigation menu below the banner includes links for HOME, ALUMNI & COMMUNITY EVENTS, CATALOG, eSCHEDULE, CHAT FORUM, BLOG, and CONTACT US. Below the navigation menu are buttons for student types: HIGH SCHOOL STUDENT, NEW STUDENT, RETURNING STUDENT, and ADULT/CONTINUING EDUCATION.

Chat Forum

Please take a look at our previous forum questions and answers before submitting your question, or fine tune your search by typing in question related search phrases into Search Forum window below.

If you have a question for one of our advisors, please fill out the form below and an advisor will be happy to assist you.

First Name:

Last Name:

Email:

Question:

What campus are you attending?:

- Central
- Southwest
- Southeast
- Northwest
- Northeast

What is your current enrollment status, are you a:

- New Student

Lee College

COLLEGE COUNSELING CENTER

Staff | Testing Services | Transfer Info. | Career Center | Disability Services | GED | Veterans | Tutoring

Tutoring Services

Online Tutoring with



Live, Online, Personalized Learning Assistance In Math, Writing, Business & Science.

Login	Getting Help	PC & Browser Check
<p>Username: <input type="text"/></p> <p>Password: <input type="password"/></p> <p>Log In</p> <p>Forgot Password?</p> <p>Create a New Account</p> <p>First time user? Click here to create a new account and begin using the online tutoring service.</p>	<ul style="list-style-type: none">• Connect With an e-structor and interact with a live tutor when you have a question. <i>Note: The first time you use SMARTHINKING, you will get a "plug-in" notice. You must click "Yes" when asked if you will accept the plug-in.</i>• Submit your Writing for any class to our Online Writing Lab and receive feedback from a tutor usually within 24 hours.• Submit a Question and a tutor will reply usually within 24 hours.	<ul style="list-style-type: none">• Processor: Pentium 100 processor (or Mac equivalent).• Browser: For IBM PC Compatibles users - Netscape Navigator or Communicator 4.07 or better, or Internet Explorer 4.01 or better. For Apple Mac users - Internet Explorer required.• Connection: 28.8K modem, 56K modem recommended.

Houston Community College System



Self-Assessment Program

Welcome to the Screening Program

Houston Community College System welcomes you to the online screening for depression. This free screening is made available to all Houston Community College students and is taken anonymously. The screening is provided so that you may find out -- in a few minutes -- whether or not professional consultation would be helpful to you.

[Our Company's Privacy Policy](#)

[Begin the Screening](#)

Copyright © 2006 Screening for Mental Health, Inc.
[SMH Privacy Policy](#) • [Disclaimer](#) • [Terms of Use](#)

Houston Community College System



Question?

Contact Us

New users: [click to register](#) ||>

Returning users: [click to login](#) ||>



Is your career on target?

Welcome to the **TypeFocus™ Careers Program!** The purpose of this website is to help you make wise career choices by learning about your personality type and what it means to you.

? Question of the Week...

Is it better to have a team that is very similar or very different?
Click [here](#) for answer.

Houston Community College System

Central Northeast Northwest Southeast Southwest Distance Education

Houston Community College
Distance Education Student Services

DE Home Counseling About Distance Learning FAQ's Admissions Educational Resources Financial Aid Campus Locations Career Center Site Map

Counseling

Academic degrees
Workforce degrees and certificates
Transfer information
Students with special needs
Veterans
HCCS student handbook
Distance education student handbook
Student survey
International students
General student services
Testing Information
Who to call
Students living out of Houston
Student Activities
Virtual College of Texas

Welcome to the Houston Community College Distance Education Counseling Services! We are excited that you are interested in the Distance Education program at HCC.

Distance education provides learners with an opportunity to earn college hours in a non-traditional environment. We hope that you will find the answers to many of the questions you may have regarding our program within this site. However, please do not hesitate to contact us with any additional questions you may have.

Throughout the Distance Education Student Services web site you will find links to information that relates to our student support services.

Enjoy navigating through our web site and feel free to [ask us any questions you may have!](#) Be sure to stop by our [FAQ's \(Frequently Asked Questions\)](#) section for answers to many of the questions you may have about distance learning.

Houston Community College recognizes that distance learners, like all students, need access to counseling and other student services. Student to Counselor contact is a critical component to the student's successful educational development. Advising can be accomplished by telephone at 713/ 718-5275 (choose option #4), via email at de.counseling@hccs.edu, or by arranging for a "face to face" meeting with a DE counselor at an [HCC location](#).

Thank you for your interest in distance education, and we look forward to hearing from you soon!

- Informed Consent -

 [Print this page](#)



HCC Distance Ed.
PO Box 667517
Houston, TX 77266-7517
ph: (713) 718-5275
option #4
fx: (713) 718-5388
de.counseling@hccs.edu


Angela Berveller, Ed.D.
Counselor,
Distance Education




Carmen Gentry, M.Ed.
Counselor,
Distance Education

Lynn Hallam
Part-Time Student Service Associate,
Distance Education

Barbara Lewis
Part-Time Student Service Associate,

Appendix C-6 Learning Resources

Lee College

The screenshot shows the Lee College Library website. At the top left is the Lee College logo. The main header features the word "LIBRARY" in large, stylized letters, with "ERMA WOOD CARLSON" underneath. To the right of the header, contact information is provided: "Toll free: 800/261-9556" and "Reference Desk: 281/425-6584". Below this, it says "1ST FLOOR" and "ADVANCED TECHNOLOGY CENTER". A yellow navigation bar contains links: "Ask a Librarian | Help | Virtual Tour | New Acquisitions | Comments | Catalog | Article Databases".

LIBRARY
ERMA WOOD CARLSON

Toll free: 800/261-9556
Reference Desk: 281/425-6584

1ST FLOOR
ADVANCED TECHNOLOGY CENTER

Ask a Librarian | Help | Virtual Tour | New Acquisitions | Comments | Catalog | Article Databases

Start Your Research

- [Library Catalog](#): locate books, government documents, DVDs/films/VHS, E-books and more...
- [Article & Reference Databases](#) (formerly Periodical Databases): locate journal, magazine and newspaper articles, electronic reference books and more...
- [Course Reserves](#): locate material your professor has placed on reserve.

Research Tools

- [Library Resource Guides](#)
- [Recommended Internet Sites](#)
- [Citation Resources](#)

Library Services

- [Interlibrary Loan](#)
- [Services for Faculty](#)
- [Distance Education](#)
- [Off-campus Access](#)
- [Texshare Cards](#)

About the library

- [Our Library](#)
- [Contact Information](#)
- [Staff](#)
- [Policies](#)
- [Printing/Copying in the Library](#)
- [Computer use in the Library](#)
- [Library Goals](#)

Help

Douglas Grimes catches up on the news at the Lee College library.

- [Ask a Librarian](#): email your reference question.
- [Contact Information](#): call us with your question.
- [Tutorials](#): check out our online tutorials on using the Library Catalog, the Article databases, and e-books, doing research and avoiding plagiarism.

Library News

- [Check out the new Texas Digital Sanborn Maps database!](#)

Library Hours

[Library & Technology Center Entrance](#)

[Government Documents](#)

[Library Pre-test/Post-test](#)

Tarrant County College District

Libraries and Media Centers

**Tarrant
County
College
District**

Search the catalog of
the Tarrant County
College libraries.

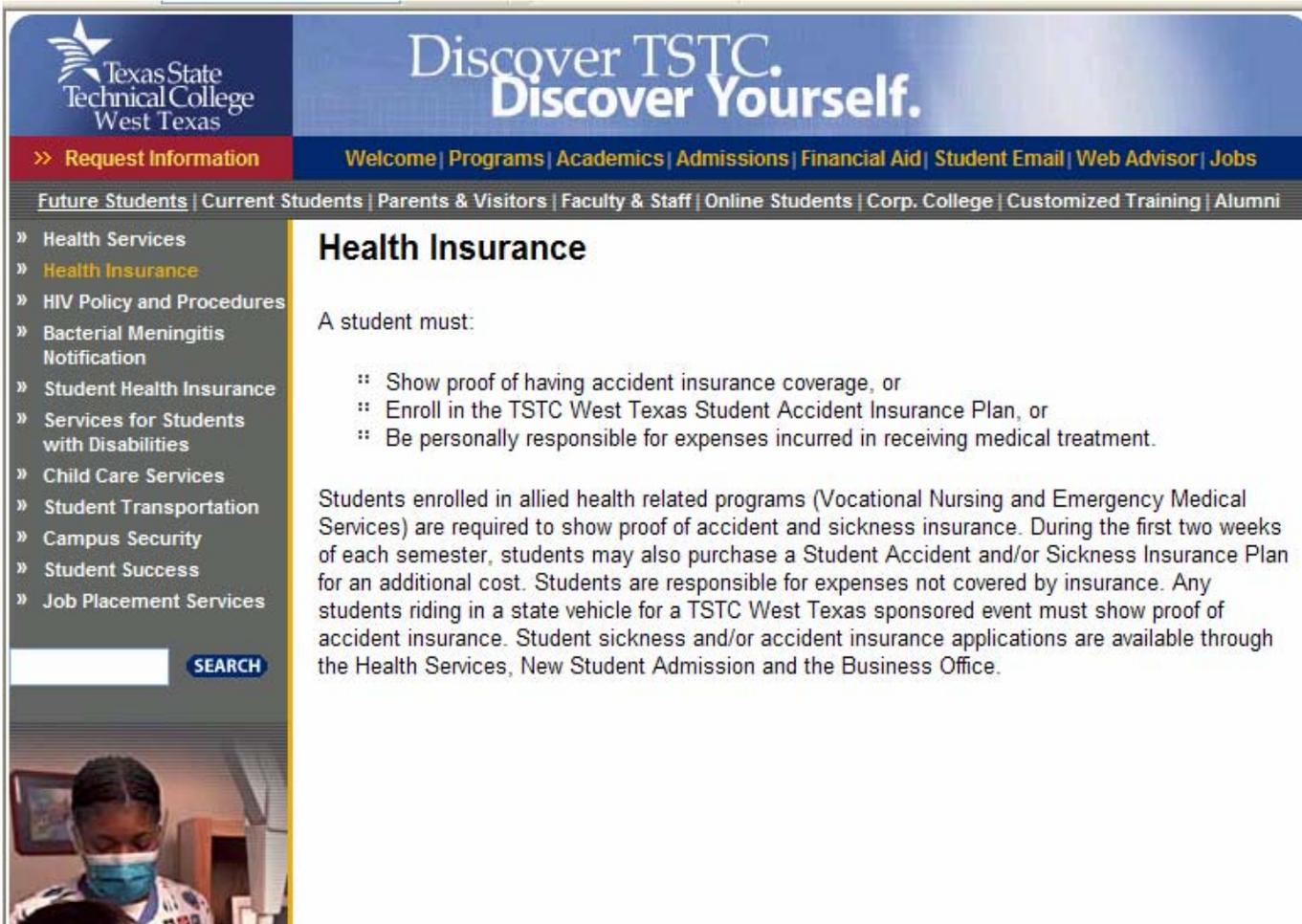
TCC Star



[[Library Catalog](#)] [[Databases](#)] [[ENCompass](#)] [[Internet Resources](#)] [[Campus Libraries](#)]
[[Media Services](#)] [[Other Area Libraries](#)] [[Help / Contact Us](#)] [[Website Policy](#)] [[Tarrant County College](#)]

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Texas State Technical College



The screenshot shows the website for Texas State Technical College West Texas. The header features the college's logo and the slogan "Discover TSTC. Discover Yourself." Below the header is a navigation bar with links for "Request Information", "Welcome", "Programs", "Academics", "Admissions", "Financial Aid", "Student Email", "Web Advisor", and "Jobs". A secondary navigation bar includes links for "Future Students", "Current Students", "Parents & Visitors", "Faculty & Staff", "Online Students", "Corp. College", "Customized Training", and "Alumni".

The left sidebar contains a list of services with "Health Insurance" highlighted. Below the list is a search bar with a "SEARCH" button. At the bottom of the sidebar is a photograph of a healthcare professional wearing a mask and cap.

Health Insurance

A student must:

- :: Show proof of having accident insurance coverage, or
- :: Enroll in the TSTC West Texas Student Accident Insurance Plan, or
- :: Be personally responsible for expenses incurred in receiving medical treatment.

Students enrolled in allied health related programs (Vocational Nursing and Emergency Medical Services) are required to show proof of accident and sickness insurance. During the first two weeks of each semester, students may also purchase a Student Accident and/or Sickness Insurance Plan for an additional cost. Students are responsible for expenses not covered by insurance. Any students riding in a state vehicle for a TSTC West Texas sponsored event must show proof of accident insurance. Student sickness and/or accident insurance applications are available through the Health Services, New Student Admission and the Business Office.

Appendix C-7
Other Student Support Services

Dallas Community College District

Current Students » Catalog » Learner Services - Student Insurance Brochure

2004 - 2005 / 2005 - 2006 Catalog
2005-2006 Catalog Year
Student Insurance Brochure

Student Insurance Brochures
Ratings checked by DCCCD Risk Management
For 2004 - 2006

This information is provided for your convenience. Students must communicate and conduct business directly with company of choice.

Company	Address	Phone #	Fax #
Insurance for Students, Inc. http://www.insuranceforstudents.com	4861 N. Dixie Highway, Suite 200-C Ft. Lauderdale, FL 33334	954-771-5883 1-800-356-1235	954-772-0872
The Sentry Student Security Plan http://www.ejsmith.com	899 Skokie Blvd Ste.408 Northbrook, IL 60062-4029	847-564-3660	847-564-3069
Diplomat America-Medical Coverage for Foreign Nationals Visiting the USA http://www.globalunderwriters.com	3195 Linwood Road Suite 201 Cincinnati, Ohio 45208	513-533-1500 1-800-423-8496	513-533-1055
Diplomat International-Medical Coverage for Individuals Traveling Outside Their Home Country http://www.globalunderwriters.com	3195 Linwood Road Suite 201 Cincinnati, Ohio 45208	513-533-1500 1-800-423-8496	513-533-1055
Diplomat LT-Long Term Medical Coverage for Individuals Traveling Outside Their Home Country http://www.globalunderwriters.com	3195 Linwood Road Suite 201 Cincinnati, Ohio 45208	513-533-1500 1-800-423-8496	513-533-1055
Collegiate Care dtrawick@studentinsure.com	2370 G Hillcrest Road, #237 Mobile, AL 36695	1-888-301-9289	
Associated Insurance Plans International, Inc.	1301 South Wolf Road	847-537-5664	847-537-6958

Tarrant County College

STUDENT HEALTH INSURANCE 2005-2006

This list is given as a courtesy to students. Tarrant County College South Campus does not endorse or receive commission for students enrolling in any of these programs. All contracts and agreements will be solely between the chosen company and the enrollee.

ASSURANT / NATIONWIDE INSURANCE

Academic HealthPlans

1009 Glade Road, Suite C
Colleyville, TX. 76034-3801
Phone: (817) 427-3800
Fax: (817) 427-3801
Web: www.AcademicHealthPlans.com

Services include:

- Student Select
- Short term insurance
- International students eligible through Nationwide Insurance Co:
www.AcademicHealthPlans.com/Int
- Study abroad insurance
- Dental discount plan
- Vision discount plan
- Plans tailored to your needs

SENTRY LIFE INSURANCE COMPANY

E. J. Smith & Associates, Inc.

899 Skokie, Boulevard, Suite 408
Northbrook, IL. 60061-4024
Phone: (847) 564-3660
Fax: (847) 564-3069
Web: www.ejsmith.com

Highlights of the Taxon Plan include:

- Full or part-time students eligible
- Open enrollment throughout the year
- International Students eligible (Plan II)
- Students can choose their doctor
- Dependents coverage available
- Recreational Sports Option
- \$100,000 maximum benefit (w/CAI)
- Optional Dental Plan (\$1,000 Max)
- Optional RX Discount Card
- Accidental Death & Dismemberment

MID-WEST NATIONAL LIFE INSURANCE COMPANY OF TENNESSEE

Student Insurance

P.O. Box 809025
Dallas, TX. 75380-9025
Phone: (800) 505-5450
(469) 229-6700
Web: www.studentresources.com

Student Injury and Sickness Insurance designed especially for students attending community colleges endorsed by the American Association of Community Colleges and the Association of Community College Trustees

*Brochures may be available in Health Services (SACC 1306).
Call 817-515-4531 Mon-Fri 8am-4pm for more information.*

Houston Community College System

HTTP://HCCS.BKSTORE.COM

Houston Community College System Bookstores - Textbooks
Home : Textbooks

Home | Textbooks | Campus Shop | Store Info | What's New | Contact Us | Student Center | Faculty Services

Visit the Houston Community College website at www.hccs.edu Privacy | Security | Shipping | Terms of Use | VeriSign

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San Antonio College

The screenshot shows the San Antonio College Online website. At the top left is the logo for San Antonio College Online. To the right of the logo is a banner image with the text "Create Your Tomorrow". Below the logo are links for "PALS", "WebCT", and "Email". On the left side, there is a vertical navigation menu with the following items: Home, About SAC, Courses, Online Degrees, Admission & Registration, Student Services, Distance Education Center, Tech Support, and Site Map. The main content area is titled "Student Services Available Online" and includes a sub-header "For easy reference print this page." followed by a list of services: Online Registration, Placement Testing (Required), Ask a Counselor Online, Financial Aid, Internet Skills Center, Pay Tuition (Business Office), PALS / Email / WebCT, Technical Support, Library Online, Tutoring, Proctoring Sites for Online Testing, Strategies for Success for Online Learners, Student Success Handouts, Bookstore, and Campus Maps. There is also a small image of a student on the right side of the main content area.

Appendix C-8
 General Web Site Designs

North Harris Montgomery Community College District

The screenshot shows the eCampus Distance Learning website. At the top is a banner with the eCampus logo and a photo of students. Below the banner is a navigation bar with links: Home, Go To Class, Faculty & Staff, Student Services, Helpdesk, Search. A left sidebar contains a vertical menu with the same links. The main content area features a breadcrumb trail 'Homepage > Homepage', a small image of a student, and a paragraph about the Distance Learning program. Below this is a central graphic with a square containing diagonal lines and text: 'Degrees & Certificates' (top), 'Enroll Now!' (right), 'About eClasses' (bottom), 'Are eClasses for You?' (left), and 'Contact eCampus' (bottom-left). Underneath the graphic is a row of icons for various services: Go To Class, Faculty Offices, Intro To DL, Help Desk, Online Library, Lockers, Enhanced Learning Environment, NHMCCD Calendar, Fac/Staff Workshops, and New Student Orientation. On the right side, there is a 'Text Only' section with a 'Latest Update' titled 'BOOKMARK eCampus!' and a notice about website availability during Finals Week (May 8th-14th). Below the notice is a list of links: Apply Online, Course Schedules, Register for Classes, NHMCCD, NHMCCD Calendar, eCampus Old Site, and Enhanced Learning Environment. The footer contains the college's name, contact information, and a row of small logos.