

Original Application

In Progress - 5/26/2004

**Texas Higher Education Coordinating Board  
Community and Technical Colleges Division  
Carl D. Perkins Grants for Program Year 2004-2005  
Application Cover Page**

**Project Title:** ON-LINE STUDENT SUPPORT AT EVERY COLLEGE

Category: 11 State Leadership Professional Development Classification: New Application Number: 5067

**Applicant Institution:**

Name: Tyler Junior College  
FICE Code: 003648  
Mailing Address: PO Box 9020  
City, State, Zip: Tyler, TX, 75711

**Project Director:**

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**Contact Person:***Perkins Contact where applicable*

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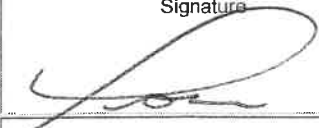
**Budget Request:**

Salaries and Fringe Benefits	\$ 16,300
Travel (Staff Only)	\$ 4,600
Capital Outlay/Equipment	
Consultant Fees	\$ 4,800
Subgrants and Subcontracts	\$ 40,700
Miscellaneous	\$ 19,310

Subtotal - Direct	\$ 85,710
Administration	\$ 4,286

Total Grant Request	\$ 89,996
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We hereby certify that the information contained in this application is, to the best of our knowledge, correct and that the institution named above has authorized us as its representatives to obligate this institution. We further certify that any ensuing program and activity will be conducted in accordance with all applicable Federal and State laws and regulations, applications guidelines and instructions, the Provisions and Assurances, Debarment and Suspension, Lobbying Certifications, Drug-Free Workplace requirements, Special Provisions and Assurances, and the schedules as applicable. It is understood that this application constitutes an offer and, if accepted by the Coordinating Board or renegotiated to acceptance, will form a binding agreement.

Name/Title of Chancellor/President/CEO from Applicant Institution	Signature	Date
William R. Crowe, President		5-26-04
Name/Title of Chief Financial Officer	Signature	Date
Sarah Van Cleef, Director, Financial Services		
Name/Title of Contact Person (Perkins Contact where applicable)	Signature	Date
Richard Minter, Dean, Program Development		

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**Texas Higher Education Coordinating Board  
Community and Technical Colleges Division  
Carl D. Perkins Grants for Program Year 2004-2005**

**Part A - Project Summary**

**Application:** 5067 - ON-LINE STUDENT SUPPORT AT EVERY COLLEGE

**Institution:** Tyler Junior College

**Please provide a description of the overall approach or methodology of the project:**

Building upon the success of 'Internet Teachers at Every College,' this project, 'On-Line Student Support at Every College' intends to build a cadre of student support personnel who will be able to 'close the gaps' for distance students at every Texas 2-year institution. Focusing on best practices in student services, the first year of this project will develop and deliver real-time hands-on local and electronic workshops throughout the state. Up to twenty workshops are planned, including presentations to state distance learning, student personnel, and other organizations. At least four short online courses will be provided, each focusing upon a specific area of student support.

Colleges that teach at a distance must be able to connect students to needed student and library services for a successful online instructional experience. With the creation of a statewide and two local college advisory groups with extensive experience in the creation and delivery of services to online students, this project will identify or construct a battery of student services best practices and applications. In addition to the training opportunities, the project will create a "Best Practices in Online Student Services" website and develop an online Monograph, "Support Services for Online Students."

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**Part B - Project Scope**

**Application:** 5067 - ON-LINE STUDENT SUPPORT AT EVERY COLLEGE

**Institution:** Tyler Junior College

**Describe how you will address the goals/objectives established in the RFQ:**

On-Line Student Support at Every College will directly address the goals as specified in the

RFQ as 2a,b,g,h,& j; 3d,& e; 4e & f; 5a,c,d,& e; 6a& e; 7b; 8c& d and 9a& d.

Specifically, the grant will:

Goal 2. Increase Opportunities for Student Success in Programs through curriculum innovation and non-traditional delivery systems by: a.) Developing partnerships between institutions for the delivery of programs.

The project will coordinate with the contract education areas of multiple colleges to recruit participants and schedule training for support services personnel and online faculty. Through partnerships and its advisory committee, the project will integrate the planning and insights of multiple institutions into its curriculum. The curriculum will also be delivered by multiple institutions.

Goal 2. Increase Opportunities for Student Success in Programs through curriculum innovation and non-traditional delivery systems by: b.) Developing model programs that will increase completion rates for minority populations.

Participation and success rates for minority populations, particularly Hispanic and African-American, are lower than Anglo students in distance education. Support services models will offer options for mentoring, tutoring, and other services to increase involvement and retention.

Goal 2. Increase Opportunities for Student Success in Programs through curriculum innovation and non-traditional delivery systems by: g.) Creating partnerships for developing, identifying, and implementing centers of excellence.

In conjunction with the Texas Center for Online Technology, the project partners will highlight best practices from a number of Texas colleges. Identified through the advisory committees, literature reviews, and nomination, featured programs will be recognized on the project website, through workshops, and in project online publications.

Goal 2. Increase Opportunities for Student Success in Programs through Professional Development by: h.) Providing for the continual training of faculty and staff in the techniques for using advisory committees, curriculum development, distance education, use of on-line WECM resources, and electronic program submission

The online courses and onsite workshops of the project are focused on enabling student support personnel and instructors to master the supporting elements of distance education. Outcomes for the courses include the capacity to develop online services as well as the mastery of the software and hardware tools needed to put services in place. Faculty can participate in the online segments during their regular work activities. The workshops will be provided throughout the year and spread throughout the state.

Goal 2. Increase Opportunities for Student Success in Programs through Professional Development by: j.) Developing and promoting a model to assist colleges in providing short-term, work-based learning experiences for faculty.

The project will build upon the 'Internet Teachers' experience by providing online professional development for support services administrators and staff in addition to programming for faculty. The project will also encourage participation in non-traditional training opportunities from other participants in the Texas Collaborative, including Administrator's on-line training and the AT&T Academy. Colleges will be encouraged to integrate this project's newly constructed courses into

their local professional development structure as part of their ongoing professional development institutional plan.

Goal 3. Increase student achievement of industry-recognized skills by: d.) Providing for the on-line electronic support of WECM courses to enable faculty to quickly respond to changing needs in business and industry.

The availability of student support services in an on-line format will enable courses and programs to be deployed with greater speed and over a broader area. Retention-oriented services, such as orientation, mentoring, and tutoring, will improve success rates and reduce the number of non-completers.

Goal 3. Increase student achievement of industry-recognized skills by: e.) Providing professional development for faculty in innovative teaching techniques, teaching for multiple intelligences, and utilizing real-world applications in the classroom, teaching externships, and other skills, by:

Training participants will learn to use Internet, telephone, and other resources for both distance and their traditional students. Training and orientation activities will deal with the online assessment of multiple learning styles and accomodating for them through the tutoring process. As noted, the project will serve as the basis for the Texas Center for Online Instruction and will work closely other Perkins projects, including the Texas Collaboratives for Teaching Excellence in Professional Development, Curriculum Development, and Special Populations. The project will also continue to provide access to and distribute the 2003-04 product from the 'Tutor's Workshop for Working with Students with Learning Disabilities' project.

Goal 4. Increase Student Completion Rates by: e.) Developing, identifying, and promoting systems of support for all student populations including electronic media and student mentoring programs.

The best practices website and workshops, along with specialized training in specific support services area, will directly address this measure.

Goal 4. Increase Student Completion Rates by: f.) Coordinating the development of, and increased access to, GED, Developmental Education, ESL, and other critical programs.

Orientation services for online students will be explored by the project's advisory group to identify measures for improving access and success to developmental support, tutoring services, and diagnostic activities.

Goal 5. Develop Non-Traditional Alternatives for Delivery and Services by: a.) Developing and disseminating innovative teaching strategies.

The most visible aspect of the project is to develop and disseminate strategies for supporting online programs. In addition, the project will provide a forum for colleges statewide to explore and discuss the elements of quality online instruction and support. In particular, the project will build curricula for: 'Library Support at a Distance,' 'Advising Online Students,' 'Building an Online Freshman Orientation,' 'Career Counseling for the Remote Student,' and 'Face & Phone - Essential Tools for Online Support,' and more.

Goal 5. Develop Non-Traditional Alternatives for Delivery and Services by: c.) Exploring, developing, implementing and evaluating alternative methods for providing professional

development.

In addition to offering the online courses for student support personnel and evaluating their effectiveness, a mixed format is being implemented for several workshops. The instruction includes a pre-workshop online task for participants to familiarize them with the software or activity prior to attending the classroom-based session.

An online monograph will also be developed throughout the project to be used in conjunction with training as available. The monograph will serve as a foundation for the training activities during the grant's to-be-proposed second year.

Goal 5. Develop Non-Traditional Alternatives for Delivery and Services by: d.) Sharing successful project results, teaching methodologies, and curricula to minimize replication of efforts and achieve the greatest amount of dissemination.

A variety of colleges, including Coastal Bend, San Antonio, TSTC, Collin County, and others will be invited to partner with or be represented on the advisory committee for the project. Partnerships with the Texas Collaboratives, the Virtual College of Texas, the North Texas Community College Consortium and others will provide outlets for distributing the information and products derived from the project.

Workshop presentations will be provided within a two hour radius of all requesting colleges on any of the practices dealt with by the project. The 'Best Practices' website will also serve as a dissemination point and will also be accessed from the websites for the Texas Collaborative, the VCT, and the Texas Center for Online Technology.

Goal 5. Develop Non-Traditional Alternatives for Delivery and Services by: e.) Developing a model for on-line student services.

The project team and advisory group will identify and illustrate best practices through the project website, training, and an on-line monograph for

a. orientation; b. advisement; c. financial aid; d. library access; e. tutoring; f. student activities; g. career planning; h. health support; and i. testing.

Elements from the best practices will be used by the primary project partners, Tyler Junior College and Coastal Bend College, to model exemplary student service offerings for online students.

Goal 6. Increase Non-traditional Enrollments to Meet or Exceed Federal Quality Criteria Taking into Consideration Service Area Demographics by: a.) Developing recruitment and mentoring strategies for target populations.

As a Title 5, Hispanic serving institution, Coastal Bend College will take the lead in identifying diagnostic, mentoring, and tutoring activities amenable for improving the success of their distance learners. Tyler Junior College, with a significant African-American student minority will take the lead identifying culturally sensitive service strategies for their students. Both schools will identify and explore strategies for special population groups, including those physical and learning disabilities.

Goal 6. Increase Non-traditional Enrollments to Meet or Exceed Federal Quality Criteria Taking into Consideration Service Area Demographics by: b.) Providing culturally sensitive and gender-

sensitive training for faculty and staff in areas of curriculum, student services, and workforce needs.

An area of exploration by the project will be the consideration of a training module dealing with online community and civility. With the increasingly 'cerebral' and less physical nature of online instruction, students are at a particularly quality place to interact with minimal cultural or gender barriers. Nonetheless, gender and cultural variances are still apparent in the online medium. A workshop currently in use at Tyler Junior College on 'Classroom Civility' will be developed for wider distribution in the format of 'Online Civility'. The products created for the 'Tutors Workshop for Working with Students with Hearing and Learning Disabilities' will also be available online through the project.

Goal 7. Develop a Comprehensive System for Job Placement to Enhance Student Follow-up by: b.) Identifying exemplary models of job placement programs.

Career Planning and Placement services for online students will be modeled by the provision of E-Choices software through the project website. The commercial package, in conjunction with a school counselor, allows students to explore options and aptitudes in their pursuit of a career. Job placement services will also provide the basis for at least one training program and be included in the project monograph.

Goal 8. Establish Collaborative Centers of Excellence for Professional Development, Program Disciplines, and Access and Support by: c.) Creating a network for involvement and dissemination such as establishing a clearinghouse for information on centers of excellence.

The project will work with the Texas Collaborative for Teaching Excellence to continue a Texas Center for Online Instruction. In addition to coordinating On-Line Student Support at Every College, the Center closely with the other Texas Centers under the umbrella of the Texas Collaborative.

The Online Technology Center is also significantly involved with CORD through the Texas Collaborative in the refinement and distribution of an online professional development calendar and portfolio management system. A portion of this projects travel funds will be used to coordinate activities with the other Centers.

Goal 8. Establish Collaborative Centers of Excellence for Professional Development, Program Disciplines, and Access and Support by: d.) Developing a consortium of small, rural community, technical, and state colleges to enhance their ability to participate in statewide initiatives, innovative programs, centers of excellence, non-traditional educational methods, and other critical areas of interest to them.

Within the project, a special emphasis will be made to place workshops at small, rural institutions. This project will also seek to include a representative of the Rural Colleges Initiative on its advisory committee.

Goal 9. Increase the use of evaluation results to improve student outcomes by: a) Developing exemplary evaluation models that incorporate institutional and state level data.

The project will use the evaluation instruments and online collection methods developed by CORD in conjunction with the Texas Collaborative and compared with results collected statewide.

Goal 9. Increase the use of evaluation results to improve student outcomes by: d.)Develop training programs on implementation and maintenance of evaluation models by:

Developing and providing one or more training activities on 'How to Proctor an Online Assessment.' A major grant initiative completed two years ago enabled colleges across to state to implement online testing. However, widespread adoption has been hindered by the hesitancy of proctors across the state to embrace the technology.

**Please clearly identify the deliverables of this project that will be used to disseminate the results statewide and provide a brief description of how that should occur:**

The first deliverable will be a website with links to online student services applications for colleges. The project will use identified models as a baseline to develop the webpage, working with the advisory committee and Texas Community Colleges.

The project will follow with the development and delivery of a variety of online modules and onsite workshops. Modules and workshops will focus on specific student services applications. Training areas will include at a minimum:

1) Best Practices in Online Student Services & Assessing Your Online Services Needs; 2) Face & Phone - Essential Tools for Online Support 3) Tutoring Students at a Distance; 4) Library Support at a Distance; 5) Meeting the Special Needs of Distance Learners; 6) Online Civility; 7) How to Proctor an Online Assessment; 8) Student Life on the Internet; 9) Building an Online Freshman Orientation; and 10)Career Counseling for the Remote Student

The project will work within the context of Tyler Junior College's On-line Technology Center and the Texas State Leadership Consortium for Professional Development at El Paso Community College. Coastal Bend will also serve as a major partner in the project and coordinate activities with the Texas Leadership Consortium for Special Populations. Through the Center for Online Technology, the project will be coordinated with the Virtual College of Texas, the Texas Rural Community College Network, the Counselors Network, andJ/CCSPAT, the Junior and Community College Student Personnel Association of Texas.

The final product of the first year will be an online monograph, "Support Services for Online Learners." The monograph will include an introduction and review of literature; individual chapters for various elements of support services, including strategies and best practices for each; and a list of resources for further study.

**Provide a brief budget justification (for example: be specific if funds will be shared with partnering colleges):**

The impact of On-Line Student Support at Every College should be felt by every college in the state. With the severe budget cuts to education over the past three years and with the elimination of the Telecommunications Infrastructure fund, many schools have been stopped 'dead in their tracks' as far as the further development of their online student support goes. This year's initiation of an On-line Student Support project should serve as a springboard to encourage colleges at every level to increase the success of their online students.

Specifically, the budget for the project can be divided into three areas:

1. Online applications and website development.
2. Workshops and online training.
3. Project planning team and staff support.

For each of the categories, a portion will be funded through a \$24,000 subcontract with Coastal Bend College.

1) Online applications and Website development. The project will fund the acquisition of four or more software packages for student services support. Packages will be chosen to enable their use for demonstration purposes from the project website by any college in the state. Final packages will be selected by the advisory committee but will include products similar to E-Choices (career counseling), Tutor's Edge, Horizon Live (meeting software), and TurnItIn (plagiarism detection). Web development services will be acquired to integrate applications through the project website, construct the Best Practices website, and to assist in placing the project Monograph online.

2) Workshops and Online Training. Funds from this year's program are projected to support at least 400 student support and distance learning staff through 20 one-day workshops and reach an additional 180 individuals through online instruction at a cost of less than \$50 per person. Workshops will be led by personnel from both Tyler and Coastal Bend and by trainers contracted from throughout the state.

Courses will be funded as contract training based upon the model developed for the 'Internet Teachers' project. Colleges will be recruited to originate the courses and will contract with the project for their delivery.

One unusual expenditure included is a payment for student focus group participants (\$75 each) to contract for their time, travel, and to cover necessary services such as babysitting to allow their participation. A similar amount is included for a concurrent focus group within the subcontract for Coastal Bend.

3) Project planning team and staff support. The project planning team and staff will include a project coordinator at both Tyler and Coastal Bend, a project director, and logistics/clerical support. Miscellaneous funds are also included within this context for a high speed, lightweight portable computer for use in project management, dissemination, and presentations.

Original Application

In Progress - 5/26/2004

**Application:** 5067 - ON-LINE STUDENT SUPPORT AT EVERY COLLEGE

**Institution:** Tyler Junior College



**Institution:** Tyler Junior College

**Describe activities, results and timelines for the project under each required goal and objective and any additional goals and objectives as appropriate.**

**Goal: 1.** Identify a variety of Student Service categories and supporting activities viable for the distance environment.

<b>Objectives/Activities</b>	<b>Timeline Planned</b>
1. Identify and convene statewide advisory group for conceptualizing viable activities to support student services in:  a. orientation; b. advisement; c. financial aid; d. library access; e. tutoring; f. student activities; g. career planning; h. health support; and i. testing.	9/1/2004 - 10/31/2005
2. Conduct student focus groups at the project partner institutions to identify concerns and needs of the distance learner that could be alleviated through student services support.	9/1/2004 - 10/31/2005
3. Produce an overview of research and a literature review for of an online monograph, "Support Services for Online Students."	9/1/2004 - 11/30/2005
4. Create a list of training workshops and short online courses that colleges will be able to access during the grant period.	9/1/2004 - 1/31/2005

**Goal: 2.** Create and distribute a collection of best practices for providing support services to distance students.

<b>Objectives/Activities</b>	<b>Timeline Planned</b>
1. Identify best practices used within Texas and other colleges for online services for students, including:  a. orientation; b. advisement; c. financial aid; d. library access; e. tutoring; f. student activities; g. career planning; h. health support; and i. testing.	9/1/2004 - 8/31/2005
2. Provide a website with links to selected best practices in each of the identified areas.	9/1/2004 - 11/30/2004
3. Develop and present a "Best Practices" workshop at multiple locations dealing with Student Services for Online Students.	9/1/2004 - 8/31/2005
4. Create a model website for Online Student Services in conjunction with both of the Project Partner Distance Learning websites.	9/1/2004 - 2/28/2005

**Goal: 3.** Model innovative and unique student service activities for distance learners

Objectives/Activities	Timeline Planned
1. Model innovative software solutions for distance student access to student services, including but not limited to the areas of:  a. online tutoring; b. career counseling; c. online testing; d. plagiarism detection; and e. meeting & chat management.	9/1/2004 - 8/31/2005
2. Model innovative web solutions for distance student access to student services, including but not limited to the areas of: a. student orientation; b. financial aid; c. student activities; d. library resources(TexShare); and e. health services.	9/1/2004 - 8/31/2005
3. With the help of the project team and advisory committees, construct an online monograph "Support Services for Online Learners" to include an introduction and review of literature; individual chapters for various elements of support services, including strategies and best practices for each; and a list of resources for further study.	9/1/2004 - 7/31/2005

**Goal: 4.** Demonstrate innovative practices in the areas of student involvement and activities.

Objectives/Activities	Timeline Planned
1. Create and distribute an online newsletter for distance students, potentially customizable for individual institutions.	9/1/2004 - 8/31/2005
2. In conjunction with an oncampus student speaker series, pilot the use of featured speaker "webinars," allowing students to log-in and chat with expert.	9/1/2004 - 5/30/2005
3. Explore options for online student participation in local Student Government Associations for implementation during year 2 of the grant.	9/1/2004 - 8/31/2005

**Goal: 5.** Enable students at every college to obtain access to student services personnel trained in providing support for the online student

Objectives/Activities	Timeline Planned
1. Work with the Advisory groups and with additional specialists to develop workshops and related materials in a variety of student services areas.	9/1/2004 - 7/31/2005
2. Conduct workshops within two driving hours of every requesting college in the state and at appropriate professional associations to demonstrate and explore online options for providing student services in the areas identified.	9/1/2003 - 8/31/2004
3. Conduct workshops through Texas Center for Online Instruction in conjunction with the Texas Collaborative for Teaching Excellence, the North Texas Consortium of Community	9/1/2004 - 8/31/2005

Colleges and others. The Center will serve as the facilitator for the workshop activities and will coordinate activities with the other programs of the Collaborative.	
4. Work with the Advisory groups and with additional specialists to design a series of short (12 hours or less) online courses relating to the individual areas of online student support.	9/1/2004 - 5/31/2005
5. Offer the courses online from multiple institutions, enrolling participants from community college districts throughout the state.	9/1/2004 - 8/31/2005
6. Conduct evaluations at the end of each workshop or online training activity.	9/1/2004 - 8/31/2005

Original Application	In Progress - 5/26/2004
<b>Texas Higher Education Coordinating Board  Community and Technical Colleges Division  Carl D. Perkins Grants for Program Year 2004-2005  Part D - Evaluation Plan</b>	
<b>Application: 5067 - ON-LINE STUDENT SUPPORT AT EVERY COLLEGE</b> <b>Institution: Tyler Junior College</b>	

**Please describe which data will be used to measure the impact of your project on the student populations and how that data will be enlisted (what should be expected for a "good" result):**

The website for the initiative will be assessed throughout and after its development by the project advisory committee and selected student users at the participating colleges. A log of the number of hits will also be maintained.

Individual project modules and workshops will be assessed using the evaluation process established by the Texas Leadership Consortium for Professional Development and CORD, insuring the completion of of an online evaluation by all participants. Enrollments will be managed and participant records maintained through the online calendar/portfolio developed by the Texas Center and CORD.

The monograph will provide an additional assessment for the project. Its completion will document proposed strategies and best practices identified for the major Student Services areas of the project.