

June 15, 2000

**PROPOSAL TO CREATE THE ILLINOIS COMMUNITY COLLEGES ONLINE
A Report of the Illinois Community Colleges Online Steering Committee**

Inception of the Project

Widespread use of computer and telecommunications-based technologies to deliver instruction and provide access to information resources has significantly changed postsecondary education by affecting organizational relationships, financial operations, student participation patterns, and faculty roles and responsibilities. A proliferation of courses has emerged through the Internet across the country. In Illinois, a number of technology-related initiatives have emerged in recent years. The Illinois Century Network will provide powerful network connections across the state. The Illinois Virtual Campus is providing catalog information to, and student support services for, courses and programs offered online. Illinois Online is assisting faculty in the development of courses. None of these efforts deals directly with the issue of cooperatively sharing courses and programs.

In late 1998, the Illinois Community College Presidents Council identified the need for a coordinated systemwide approach to community college online degree and certificate delivery. Notices were sent to community college presidents announcing the creation of a fellowship in the ICCB Center for Policy Development using a grant of \$2,500 from the Presidents Council. The designated Fellow was to assist with the Illinois Virtual Community College (IVCC) project which had as its primary objective to provide students the opportunity to earn associate degrees and certificates via web-based courses by having access to the online offerings of all the other community colleges in Illinois. The target deadline for the project was fall 2000.

B. Diane Davis, a faculty member, department chair, and former administrator from Oakton Community College, was named Fellow in April 1999. Beginning immediately, conversations were held with leaders of various constituencies in the state, including presidents, administrators, trustees, and faculty, to determine who could best represent the varying interests and geographical areas across the state by serving on the initial steering committee for the project. Selected individuals were officially invited by Joe Cipfl to serve. (See Attachment 1) The first meeting of the IVCC Steering Committee was held on July 13, 1999, in Springfield.

Proposal Development Process

To date the Steering Committee has met a total of five times with subcommittee meetings occurring intermittently. The following is a brief synopsis of meetings held.

Meeting 1, July 13, 1999 – The initial Steering Committee met for the first time, reviewed the charge from the Presidents Council, and heard an update of other state initiatives relating to distance education. A document on Virtual Delivery Issues, a compilation of issues expressed by both the Presidents Council and the Chief Academic

Officers, was reviewed. This document created the framework around which the subcommittee structure for IVCC was created.

Steering Committee members were assigned to subcommittees, and additional members were solicited by the Fellow and ICCB staff (see Attachment 2 for a complete listing of subcommittee members). It was also determined that various models of distance/online education currently in existence across the country be examined for possible inclusion in the Illinois model.

Meeting 2, August 31, 1999 – A joint meeting of all subcommittees was held. Models (Colorado, Michigan, Portland, Texas, Illinois Prairie Internet Consortium, Western Illinois Educational Consortium) were discussed in detail. It was determined that the Illinois Prairie Internet Consortium (IPIC) represents the kind of provisions that may work well for IVCC.

Two guiding principles for the work of IVCC were also determined: 1) That the model be as simple as possible with a lack of unnecessary bureaucracy and 2) that what is best for the learner be the primary objective. A charge was created for each subcommittee, and they were asked to meet individually to prepare an initial set of recommendations to be discussed at the next joint meeting.

The possibility of a name change, largely to avoid confusion with the Illinois Virtual Campus, was discussed.

Meeting 3, December 1, 1999 – Preliminary overall impressions were exchanged, and three subcommittee reports were discussed and agreed to: Administrative, Financial, and Student Support Concerns.

The decision was made to change the name of the project to Illinois Community Colleges Online (ILCCO).

Meeting 4, January 24, 2000 – The final three subcommittee reports, Curriculum, Faculty, and Technical Support Concerns, were reviewed, differences resolved, and policies agreed to. A draft report was prepared for presentation to the Presidents Council and other constituency groups. A comment period was set for February through May.

Meeting 5, June 8, 2000 – Feedback and comments from constituents were discussed and recommendations for the final proposal were made.

Overview

The Steering Committee suggests the following Mission/Vision Statement for the project:

The mission of the Illinois Community Colleges Online (ILCCO) is to expand access to learning opportunities for all residents of Illinois independent of location and/or time.

The purpose of ILCCO is to:

Develop a statewide cooperative agreement among Illinois community colleges designed to increase access to community college programs for all residents in Illinois through their local community colleges.

Develop statewide policies and procedures designed to make it easy and convenient for students to access online courses and programs from any community college in Illinois.

Assist faculty in developing high demand online programs in a planned, cooperative way among the various community colleges in the state and provide access to these programs to all residents in Illinois.

Coordinate regional and statewide faculty development in the areas of online course development, design, pedagogy, delivery, and management. Development efforts will not only concentrate on how to develop good online courses, but also how to teach online effectively.

ILCCO will develop a cooperative agreement and a process among the community colleges of Illinois that will enable the colleges to provide a wide range of online learning opportunities to Illinois residents at a reasonable cost. ILCCO will enable each participating community college to provide all of its residents to online credit and noncredit courses and programs delivered by the college itself or in conjunction with other Illinois community colleges. While students can already do this by enrolling at multiple institutions and transferring credits, ILCCO will eliminate the necessity for multiple college applications and multiple college registrations, thus making the process simpler and easier for all Illinois students.

Degrees and certificates will be awarded through the home institution. ILCCO is only a mechanism for facilitating the process among the community colleges. It enables them to provide access for their students to the online offerings of other community colleges throughout the state.

Need

There is a clear need for a cooperative agreement among Illinois community colleges to offer distance learning opportunities.

1. Currently, if students wish to complete degrees, certificates, or courses of study solely via the Internet and their home college does not offer sufficient courses in that format, students need to 1) matriculate at each community college from which courses will be taken, 2) register for and complete coursework at all schools, and 3) request transcripts be sent to and evaluated by the degree-granting institution—a time-consuming and complex process. ILCCO will eliminate the need for students to register at multiple institutions, creating one unified entity for the students: their home colleges.
2. Some students are restricted by time and location in their ability to take a course. Online learning allows education to come to students. ILCCO will expand access to online learning for all students in Illinois.
3. North Central Association (NCA) accreditation for online degrees currently occurs through the individual efforts of each of the 48 community colleges in the state. Participation in an ILCCO cooperative for online degrees will allow North Central Association accreditation for individual college programs to occur through one concentrated effort. Efforts have already begun to work with NCA to secure a statewide North Central accreditation for all ILCCO courses and programs through a single site visit.
4. Each community college has limited resources, some more limited than others. A collaboration within the Illinois Community College System enhances each college's ability to serve its students by sharing its resources. Courses and programs can be delivered locally to the home college's students while avoiding duplication of development costs.
5. Illinois community colleges experience competition from out-of-state institutions providing anytime-anyplace learning. Students are able to take online courses and degrees from anywhere in the world. With ILCCO, Illinois residents will be encouraged to take advantage of the vast array of cost-effective, high quality credit and non-credit courses, and certificate and degree programs available throughout the state.

Draft Proposal

The following are the key elements of the proposal to create ILCCO.

Administration

ILCCO is a statewide consortium of community colleges coordinated by the Illinois Community College Board. Membership in ILCCO will be voluntary for community colleges in the system. It will utilize an advisory committee composed of administrators, faculty, and students representing a broad mix of colleges. The advisory committee will be responsible for making recommendations on policies and program operations to its member community colleges and the ICCB. An ICCB staff member will be appointed as liaison to the advisory committee.

To implement the project, the advisory committee will provide guidance and make recommendations on the following functions:

- Assistance to faculty in developing online courses and programs that can be accessed through any community college.
- Establishment of policies and procedures to share courses among all colleges.

- Facilitation of colleges requests for online courses and programs from other colleges.
- Establishment of a method to fairly compensate colleges for instruction and services provided.
- Development of statewide marketing strategies, as well as those involving individual colleges.
- Formation of partnerships with IVC, IBHE, Illinois universities, ISBE, K-12, and business organizations.

Financial Arrangements

Conceptually, the home college (the one in whose district the student resides and with whom the student enrolls) will contract for the online courses to be delivered by the teaching college (the one hiring the faculty and delivering the instruction). This will be accomplished by a broad cooperative agreement in which the home college determines which courses it will make available to its students through the ILCCO arrangement. Tuition rates will be determined by the home college according to local Board policy. Compensation for faculty will be determined by the teaching college according to its local board policies and practices. Revenue flow will be handled in the following manner: The home college will receive its own tuition, fees, apportionment, and equalization payments and will pay a service fee to the teaching college. During the first year of operation, this fee will be \$60 per credit hour. The amount will be reevaluated periodically thereafter. Determination of the initial service fee was based on a combination of the community college system's state average tuition and approximately 5

percent of the state average apportionment.

Student Support Services

Since all the community colleges are designated "student support centers" for the Illinois Virtual Campus initiative, they will offer their support services to the ILCCO online students. Most student support functions, such as registration, advising, orientation, testing, assessment, tutoring, textbook purchase, and library usage, will be handled by the home college. ILCCO will assist the community colleges in providing these student support services via the Internet. In some cases, advising will be a partnership between the home and teaching college to handle certain student requests. Grades of completed online classes will need to be sent by the teaching college to the home colleges offering the degrees and certificates. In situations where it is not possible for the students to use their home college library facilities, arrangements with the teaching college will be made.

In general, when the home college and the teaching college procedures are inconsistent, the home college's procedures take precedence.

Curriculum

The curriculum development process will remain the responsibility of each community college and its curriculum committees, consisting of faculty representatives. The current ICCB and IBHE program approval processes will also remain in place. ICCB will provide funds to encourage community colleges to either convert some existing programs to an online delivery format or to develop some new online programs. An ILCCO Curriculum Committee, a sub-workgroup of the ILCCO advisory committee, will make recommendations to the ICCB on Request for Proposals, and proposals received from the community colleges for curriculum development.

This curriculum committee, with strong faculty representation, will be organized to do two things: 1) coordinate a Request for Proposals process to develop online versions of existing high-demand degree programs, certificate programs, and courses to be offered statewide by soliciting proposals from individual institutions and teams of institutions and 2) respond to course program ideas and proposals seeking funding for regional or statewide delivery submitted by individual or groups of institutions. ILCCO will respond to solicited or volunteered proposals by making recommendations to the ICCB on monetary grants for course development and delivery. The curriculum committee will take into consideration any extraordinary costs that may be incurred by the institution.

Existing consortia, such as Illinois Prairie Internet Consortium (IPIC) and Western Illinois Education Consortium (WIEC), will continue to function according to their own agreements. ILCCO will coordinate agreements with the community colleges to have both an A.A. and A.S. degree program offered statewide and help facilitate development of high-demand and specialized online degrees and certificates that can be shared among all community colleges statewide. The ILCCO Advisory Committee will confer with the IAI Steering Panel throughout the course and curriculum development process to ensure

compliance, where appropriate. ILCCO will also assist faculty to develop noncredit courses and programs and help coordinate regional delivery of courses and programs among the ten consortia, where needed.

ILCCO will work with the community college system and the Illinois Virtual Campus to research and identify the high-demand degree and certificate programs that will be needed in the future and support faculty development of these for statewide delivery. New courses, degrees, and certificate programs will need ICCB approval just as they always have, but existing curricula and courses already approved by ICCB will need no further approvals.

When the home college enters into the ILCCO cooperative agreement to contract for another college's program, automatic degree/certificate granting authority will be given through ICCB to the home college. The degree/certificate will designate the award as a cooperative award from the home and teaching colleges.

The home college will determine which courses and degree programs taught by other colleges will be offered and accepted at their own institution.

Faculty

The majority of issues relating to faculty (class size, class load, selection of faculty, and intellectual property rights) will be handled at the local institutions and will be subject to collective bargaining agreements. Although ILCCO will not make recommendations for class size and load determination for online courses, it is important to recognize that online courses involve a different kind of teaching strategy, which may be more time intensive than traditional instruction. Institutions are urged to take this into consideration as they develop internal policies and procedures.

ILCCO will encourage the creation of faculty and institutional grants to assist with ongoing training and support for online instruction, including training workshops for online class development, delivery, and pedagogical concerns. Faculty training efforts will be coordinated with the Illinois Online Network and the three Regional Training Centers in the system.

It may be desirable to offer grants for the development of short instructional modules in the public domain for use by faculty in K-12 and higher education institutions. These modules would be maintained on a server to be accessed by faculty across the state.

Technical Support

An ILCCO website will be used as a gateway to all online services and as a communication tool for all colleges to use for instructional, administrative, and marketing purposes. Students will be able to access portions of the website for informational purposes; administrators, staff, and faculty will be able to access those

portions relative to registration and advising information. A “help support” website ideally will be administered statewide.

This website will be coordinated with the Illinois Virtual Campus website to reduce duplication and augment information.

Many of the technical support issues will be identified and resolved once concrete decisions are made in areas such as student services, curriculum development, and coordination among the consortia. It is important that regional solutions already developed by IPIC and WIEC be considered as challenges specific to statewide delivery surface.

Proposed Time Line for the Project

This draft proposal will be submitted to the following constituencies for comment: Illinois Community College Presidents Council, Illinois Community College Chief Academic Officers, Illinois Community College Chief Financial Officers, IBHE, ICCTA, ICCFA, ICCCA, IVC, Student Services Officers, Student Advisory Committee, Data Processing Directors, Managers of Information Systems, and others as they are identified. A joint meeting of the ILCCO subcommittees will be held to review feedback and make revisions in the proposal, if necessary. The following is the time line for the remainder of the project:

February 17, 2000	Draft proposal presented to Presidents Council and Chief Academic Officers for comment
March 10, 2000	Authorization by Presidents Council to proceed with the ILCCO project
March 15, 2000	Draft proposal sent to constituencies for comment
April 12, 2000	Feedback from constituencies
June 8, 2000	Review of comments and revision of proposal
June, 2000	Consideration by the Presidents Council
September, 2000	Proposal presented to the Illinois Community College Board

Direct comments to:

B. Diane Davis; Fellow, Center for Policy Development; ICCB; bddavis@oakton.edu
Todd Jorns; Senior Director for Instructional Technology; ICCB; tjorns@iccb.state.il.us
Jeff Newell; Asst. Director for Instructional Technology, ICCB; jnewell@iccb.state.il.us

Attachment #1

**Illinois Community Colleges Online (ILCCO)
Steering Committee Members**

First	Last	Title/Position	College
Presidents			
Jon	Astroth	President	Heartland Community College
Ben	Cullers	President	Southeastern Illinois College
Peg	Lee	President	Oakton Community College
Trustees			
John	Ahern	Trustee	Black Hawk College
Kris	Howard	Trustee	William Rainey Harper College
Dave	Maguire	Trustee	Spoon River College
Administrators			
Jane	Johnson	Vice President, Student Development & Services	Richland Community College
Mary Kay	Kickels	Vice President, Academic Affairs	Moraine Valley Community College
Irene	Kovala	Dean, Alternative Learning	College of DuPage
Pamela	Lattimore	Assistant Dean, Center for Open Learning	Harold Washington College
Gus	Pekara	Vice President, Academic Services	Lake Land College
Tom	Ramage	Chair, Distance Education & Virtual Learning	Parkland College
Valerie	Thaxton	Vice President, Community Services	Southwestern Illinois Community College
Faculty			
Ellen	Lindeen	Faculty	Waubonsee Community College
Dan	Petrosko	Faculty	College of Lake County
Kip	Strasma	Faculty	Illinois Central College
Other			
Diane	Davis	Chair, Behavioral & Social Studies	Oakton Community College
Todd	Jorns	Senior Director for Instructional Technology	Illinois Community College Board
Ivan	Lach	Associate Director, Illinois Virtual College	University of Illinois-Springfield
Carol	Lanning	Senior Director for Program Planning & Accountability	Illinois Community College Board
Virginia	McMillan	Executive Vice President	Illinois Community College Board

Attachment #2

Illinois Community Colleges Online (ILCCO) Subcommittees Members

Administrative Concerns

(governance, implementation, leadership, marketing, partnerships, mission/vision statement, statement of purposes, etc.)

Mary	Hales	Faculty	Lewis & Clark Community College
Mike	Henry	Director, Admissions & Enrollment Management	Parkland College
Peg	Lee	President	Oakton Community College
Dave	Maguire	Trustee	Spoon River College
Gus	Pekara	Vice President, Academic Services	Lake Land College
Valerie	Thaxton	Vice President, Community Services	Southwestern Illinois Community College

Curriculum Concerns

(development, scheduling, transferring, outcomes assessment, ownership, non-credit, maintenance/revisions of courses, etc.)

Stacy	Ehmen	Registrar	Danville Area Community College
Mary Kay	Kickels	Vice President, Academic Affairs	Moraine Valley Community College
Ivan	Lach	Associate Director	Illinois Virtual Campus
Dan	Petrosko	Faculty	College of Lake County
Tom	Ramage	Chair, Dist. Education & Virtual Learning	Parkland College

Faculty Concerns

(class size, class load, selection, course evaluation, contract issues, professional development, intellectual property rights, assessment, textbooks, etc.)

Irene	Kovala	Dean, Alternative Learning	College of DuPage
Kathy	Lewis	Director for the Center for Virtual Learning	Parkland College
Ellen	Lindeen	Faculty	Waubensee Community College
Libby	Roeger	Faculty	Shawnee Community College
Bruce	Scism	Director of Virtual Learning	Lake Land College
Kip	Strasma	Faculty	Illinois Central College

Financial Concerns

(compensation, funding sources, tuition charges, revenue flow, state support, collective bargaining, etc.)

Jon	Astroth	President	Heartland Community College
Ben	Cullers	President	Southeastern Illinois College
Kris	Howard	Trustee	William Rainey Harper College
Cheri	Rich	Dean of Instructional Services	Lake Land College
Carole	Robertson	V.P., Finance & Administration	Elgin Community College
Don	Wilske	Chief Financial Officer	Illinois Community College Board

Student Support Concerns

(registration, transcripts, advising, orientation, testing, tutoring, textbooks, library usage, financial aid, etc.)

John	Ahern	Trustee	Black Hawk College
George	Bickford	Exec. Dean, Programs for the Military Worldwide	Harold Washington College
Jane	Johnson	V.P., Student Development & Services	Richland Community College
Joan	Kindle	Associate V.P., for Student Affairs	William Rainey Harper College
Pamela	Lattimore	Asst. Dean, Center for Open Learning	Harold Washington College

Technical Support Concerns

(website, communication flow, technology integration, helpline, registration, computer requirements, etc.)

Tom	Bell	Director of Media Services	John A. Logan College
Phil	Carlock	Dean of Instructional Services	Southwestern Illinois College
Dennis	Happ	Technical Director	Illinois Prairie Internet Consortium
Kent	Scheffel	Director of Media Services	Lewis & Clark Community College