



ILCCO Newsletter: March, 2012

Jeff's Jargon

Jeff Newell, ILCCO Director

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Waubonsee Community College: Advising Students at a Distance (Featured College)

Susan Harmon, Waubonsee Community College

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Building a 5th Campus in Cyberspace

Patrice Hess, Illinois Central College

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31 new courses from College of DuPage and Harper College.

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- ION Faculty Summer Institute, May 14 – 16
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Tech Tool Talk

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Web 2.0 Resource

Keeping up with some of the great Web 2.0 free tools nowadays is challenging! As we have prepared for a couple of online learning experiences for our faculty in the past few months, we discovered some really amazing ones that we have compiled information about...

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Jeff's Jargon (full article)

ILCCO-NILRC Meeting

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Growing Online Learning 2012

ILCCO's 4th annual Growing Online Learning conference was held February 21 – 23, 2012. Eight presentations addressed the theme of "Student Engagement." Recordings of the presentations are available for free at <http://ilcco.net/ILCCO/?p=conferences>. 137 people from 36 colleges registered for the conference.

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ILCCO Featured College (full article)

Waubonsee Community College: Advising Students at a Distance

Susan Harmon, Waubonsee Community College

It is every institution's challenge to provide support for their online students. Registration and technical assistance are usually the first services to go online. Tutoring assistance has also been simplified through online tutoring services. But how does a college reach out to students who never set foot on campus with timely answers to questions regarding academic advising?

One solution was found through a partnering between Waubonsee Community College's Distance Learning department and their Counseling Center. The process that was in place, although workable, was to get simple questions answered through back-and-forth emails or phone calls. It was evident that the process needed to be updated in order to get answers to students' questions in a more timely manner.

Because of students' preference for texting, it was decided that a live chat would be piloted. The decision was based in part on the fact that the college's library had been using live chat software that had proven to be popular with students. The software the library had been using was PHP Live which was completely web-browser based. This meant that there was no need for students to download any software to initiate the chat. After testing out the library's chat system, the software was found to be easy to use and inexpensive. The product also allowed any number of departments to use it. Thus, allowing both the Counseling department and Distance Learning to use the same chat tool. The cost was the initial purchase of the software, which was very affordable, with no annual licensing fee.

After the decision was made to purchase the software, the next concern of the Counseling and Distance Learning department was how much time to allow for staff to devote to online chatting. Since the Counseling department has little down time, it was decided that specific time blocks would be set aside for chatting with students, allowing one counselor to focus exclusively on the chat during their "office" hours. The Distance Learning department opted for being online during all hours the department is open, since there would be more staff available to answer chat questions. Prior to going live, an email was sent college-wide to not only students, but to faculty and student development staff advertising the availability of the live chat. A postcard was also sent via the U.S. Postal Service to all students enrolled in at least one online course.

To learn more about ILCCO, contact Jeff Newell at jeff.newell@illinois.gov

With much anticipation the chat went live the first week in January, just prior to the start of the Spring 2012 semester. Students were able to get last minute questions answered before the semester start-up. Through the chat tool, the advisor is now able to answer students' more basic advising needs such as choosing a major, understanding the transfer process, selecting their next semester of courses, transcript evaluation, or help with graduation. Students needing more complicated advising or support are able to schedule a phone or office appointment via the live chat also.

Overall, the demand for online advising far exceeded initial expectations. Future plans are to expand online advising services by offering special topic webinars through the use of the college's Live Classroom software.

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Building a 5th Campus in Cyberspace Illinois Central College's New Online Learning Initiative (full article)

Patrice Hess
Interim Associate Dean of Online Learning
Illinois Central College

Illinois Central College (ICC) delivered its first fully-online class in 1998. For nearly 15 years, online learning at ICC has evolved in an attempt to keep pace with changes in academic technology and the needs of students seeking the convenience and flexibility of online classes. In a 2002 telephone survey, local ICC community members responded "offer more internet classes" when asked what ICC could do differently. In 2003, the Higher Learning Commission granted ICC with accreditation for distance delivery of degree programs. In 2002-2003, ICC offered 172 sections of online classes with enrollment in 2,424 virtual "seats". In the last 10 years, ICC has traversed a number of upgrades and passed a number of milestones. The major technological changes we managed were rooted in the use of a course management system for online learning. Since 1998 we have gone from a basic internally-hosted version of Blackboard 3.0 to an externally-hosted Enterprise version of Blackboard Learn 9.1. In 2011-2012, we exceeded 500 section offerings of online courses and 10,000 virtual seats for online enrollments.

Given the persistent interest in online classes, it is likely ICC will attempt to grow online class offerings over the next few years. A closer look at our college enrollments inspired us to take another look at online learning in the future. Citing a decline in high school graduates within our college district, the uncertainty in state funding and competition among other institutions offering online classes and programs, ICC included an online learning initiative in the 2011-2012 Blueprint for the Future, ICC's strategic plan. The initiative focuses on growing online enrollment as a way to maintain or grow enrollment for the college. To that end, we are building a virtual campus presence while examining the need for expanding online courses, degree and certificate programs and online services for students.

In January 2011, ICC became a Charter Member of OnlineCommunityColleges.org, a membership-based consortium of community colleges interested in working together to promote access to online degree and certificate programs among our nation's public community colleges. The work of the consortium in the past year has focused on designing and deploying a comprehensive website with accurate information about fully online degree and certificate programs offered by member institutions. While it is likely no individual college or even the pooled resources of the OCC.org consortium can compete with the marketing and search engine optimization budgets held by the online for-profit schools offering associates degrees and certificates, the OCC.org consortium intends to raise the level of awareness of

[To learn more about ILCCO, contact Jeff Newell at \[jeff.newell@illinois.gov\]\(mailto:jeff.newell@illinois.gov\)](#)

and access to affordable online degree and certificate programs offered by accredited US public community colleges.

As of July 1, 2011, Patrice Hess was appointed the Interim Associate Dean of Online Learning and charged with forming a task force of ICC personnel who would help guide the online learning strategic initiative. The Online Learning Task Force was formed with 30 faculty, staff and administrators. The task force met for two day-long retreat meetings in summer 2011 to set the priorities for the work of the task force in the 2011-2012 academic year. Those priorities included:

- Designing and deploying a virtual campus website;
- Piloting a process for assessment of online student readiness in reading and technology skill;
- Expanding online class, certificate and degree program offerings, including a fully-online public speaking class and a fully-online lab science class;
- Assessing and expanding all student services necessary for serving and support students completely at a distance;
- Piloting online tutoring;
- Expanding programs and services to provide effective and meaningful faculty training, mentoring and support for online teaching and learning.

In the past year, ICC administrators and faculty have also been closely monitoring or planning for regulatory changes at the national level and significant policy changes at the local college level. At the national level, ICC personnel are monitoring the Higher Education Opportunity Act and specifically the State Authorization component. As we continue to examine our out-of-state enrollments in online classes, we weigh the actual and indirect costs of pursuing and obtaining authorization in other states against actual revenue and benefits. When offering online education to students who are residents of other states is cost-prohibitive we may find the need to restrict access to out-of-state students using federal aid or respond to the differentiated costs of enrolling out-of-state students by considering differentiated tuition. At the local level we are planning for college-wide changes in pre-requisites for general education transfer-level courses. In fall 2012, students enrolling in general education transfer-level courses, many which are delivered in various instructional modes including online, will be required to meet or exceed a benchmark reading placement score as an enrollment pre-requisite. While this change may restrict enrollment for some students, the overall sentiment of the ICC Online Learning Task Force members is this change in the reading pre-requisite should positively influence student success in online general education transfer-level courses as college-ready reading skills are generally necessary for the amount of reading and self-guided study most online classes require.

As the online learning initiative continues to evolve and the Virtual Campus at ICC is “built”, ICC faculty, staff and students will continue to rely on and leverage the partnerships of organizations like Illinois Community Colleges Online (ILCCO) for networking, professional development and course exchanges; the Illinois Online Network (ION) for the Master Online Teacher program; the Instructional Technology Council (ITC) for news, publications and webinars and OCC.org (OnlineCommunityColleges.org) for promoting community college online degrees and certificates. We also continue to work with organizations such as the Council for Adult and Experiential Learning (CAEL) and LearningCounts.org for prior learning assessment options for students and are considering membership in Sloan-C or Quality Matters to implement a framework for online course and program design, delivery and continuous improvement.

For more information about ICC, visit www.icc.edu. For more information about OnlineCommunityColleges.org, the national consortium, visit www.onlinecommunitycolleges.org or contact Patrice Hess, phess@icc.edu, 309-694-5295.

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New ICE Courses (full article)

College of DuPage is now offering 29 new courses online:

CIS 2561:	Introduction to C# .NET (4 Cr. Hr.)
CIS 2571:	Introduction to Java (4 Cr. Hr.)
CRIMJ 1110:	Police Operations and Procedures (3 Cr. Hr.)
ENGLI 2221:	British Literature 1800 – Present (3 Cr. Hr.)
ENGLI 2250:	Introduction to Creative Writing (3 Cr. Hr.)
ENGLI 2262:	Non-Western Literature (3 Cr. Hr.)
FACM 1100:	Introduction to Facility Management (3 Cr. Hr.)
FASHI 2460:	Fashion Law and Ethics (3 Cr. Hr.)
FIRE 2230:	Hazardous Materials (3 Cr. Hr.)
FIRE 2255:	Fire Service Instructor I (3 Cr. Hr.)
GEOGR 1105:	Eastern World Geography (3 Cr. Hr.)
GEOGR 1151:	Geographic Information Systems I (3 Cr. Hr.)
HUMAN 2286:	Assessment of Trauma for Veterans (3 Cr. Hr.)
HUMAN 2287:	PTSD and Co-Morbid Disorders (3 Cr. Hr.)
HUMAN 2288:	Treatment Approaches for Veteran Population (3 Cr. Hr.)
HUMAN 2289:	Counseling Focused on Veteran Population (3 Cr. Hr.)
HUMAN 2290:	Assessment for Appropriate Referral Focused on Veteran Population (1 Cr. Hr.)
HUMNT 1103:	Introduction to World Mythology (3 Cr. Hr.)
LIBRA 2200:	Serving the Public (4 Cr. Hr.)
MATH 1428:	College Algebra with Applications (3 Cr. Hr.)
MATH 2134:	Calculus for Business and Social Sciences (4 Cr. Hr.)
PHILO 1112:	Biomedical Ethics (3 Cr. Hr.)
PHILO 1125:	Critical Thinking (3 Cr. Hr.)
PLGL 2275:	Environmental Law (3 Cr. Hr.)
PLGL 2280:	Elder Law (3 Cr. Hr.)
SOCIO 2205:	Statistics for the Social and Behavioral Sciences (3 Cr. Hr.)
SOCIO 2251:	Health and Illness in Contemporary Society (3 Cr. Hr.)
SPANI 2201:	Intermediate Spanish I (4 Cr. Hr.)
SPANI 2202:	Intermediate Spanish II (4 Cr. Hr.)

Contact Min Pan, panmin@cod.edu, for more information

Harper College has 2 new online courses available for sharing:

HST 243 The Far East in the Modern World (3 Cr. Hr.)

Studies history of East Asia since 1800. The traditional cultures of China and Japan, the Western impact and the Asian response will be covered. IAI S2 909N

MTH 103 College Algebra (3 Cr. Hr.)

Emphasizes algebraic and graphical approaches to college algebra. Topics include but are not limited to: polynomial, rational, exponential, and logarithmic functions; systems of equations and inequalities; matrices; sequences and series, mathematical modeling. NOTE: This course does not fulfill the math requirement for the AA or AS degree.

Prerequisite: MTH 070 or equivalent with a grade of C or better or Geometry placement test and MTH 080 with a grade of C or better, or math placement test. An ACT Math score of 23 or more will satisfy all the previous prerequisites mentioned for this course.

Contact Matt Ensenberger, mensenbe@harpercollege.edu, for more information.

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Coming Events (full article)**ILCCO-NILRC Meeting**

Thursday, April 12 – Friday, April 13

Lincoln Land Community College Capital Training Center

ILCCO and NILRC are holding a free 2-day, face-to-face event for April 12 & 13. It is open to all Illinois community colleges. The program includes a number of college and vendor presentations. Topics include mobile technology, QR codes, student support, etextbooks and more.

The conference will be held at the Lincoln Land Community College Capital City Training Center, 130 W. Mason Street, in downtown Springfield. A block of rooms is reserved at the State House Inn, 101 East Adams Street, Springfield, (217) 528-5100. Use the code “NILRC” by March 19 to get the conference rate.

Register for the event at <https://www.surveymonkey.com/s/J796W9V>. Please note there is a free group dinner on Thursday evening and you can register for that as well.

For more information, contact Jeff Newell, jeff.newell@illinois.gov, or Lisa Sikora, lsikora@tds.net.

ILCCO Webinar: HyFlex Course Model: Face-Time With the Option of Online

Tuesday, April 17, 3:00 – 4:00 PM

Judi Zaplatynsky

Professor, Computer Information Systems

Harper College

Explore the emerging world of HyFlex learning - a world where learners are given control over how and when they participate in planned learning activities. HyFlex is a course design model that presents learning in a flexible course structure that gives students the option of attending sessions in the classroom, participating online, or doing both. Students decide according to need or preference. Watch this short [video](#) to learn what students think about the Hyflex model. Attend a presentation about the Hyflex model, how Blackboard Collaborate is used and the flexibility that it provides you and the students. There will be a question and answer session following the presentation.

ION Faculty Summer Institute

Monday, May 14 – Wednesday, May 16
University of Illinois Urbana-Champaign

The Faculty Summer Institute (FSI) is a conference for Illinois higher education instructors and professionals. Presentations, workshops, and hands-on training address technology use in education. See the conference page at <http://www.conferences.uiuc.edu/facultysummerinstitute/> for details and contact Scott Johnson, sbjhnsn@uillinois.edu, for more information.

Working Connections IT Faculty Development Institute

Monday, May 21 – Friday, May 25
Lincoln Land Community College Capital Training Center

Working Connections provides high quality, timely, affordable professional development for faculty in emergent technologies with opportunities for peer networking and industry/business interaction. Multiple information technology and education technology tracks are offered each year. See the conference page at <http://workingconnectionsillinois.org/> for details and contact Todd Jorns, todd.jorns@illinois.gov, for more information.

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Research to Read (full article)**Assessing Quality in Mobile Learning**

Emily Vescogni, Illinois Valley Community College

Parsons, David and Hokyong, Ryu. Framework for Assessing the Quality of Mobile Learning. International Conference for Process Improvement, Research and Education (2006). <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.108.2612&rep=rep1&type=pdf>

How do we measure improved skills, new knowledge, social skills and team building acquired through mobile learning? This article provides a solid overview of how mobility can be leveraged in education, noting that learners are seeking “relevance, flexibility, and richness of experience” over reputation or status of the information provider.

The authors look at both the quality aspects and the softer aspects of the user experience. The technical side stresses that the experience needs to be free of technical problems, and acknowledges the problems brought on by multiple user platforms. Looking at past studies of user experience, they point to research that suggests some learners don't require highly sophisticated graphical interfaces and likened the success of mobility to the success of low-tech clickers in the classroom. Mobile learning should target location dependencies, interaction, and/or student downtime. Too much reading should be avoided. Mobile learning should connect to class activities, and connect students to classmates, external experts or tutors.

The framework developed by the authors is based upon a combination of software development standards, game design principles, and dimensions of contextual learning. They map these separate systems together to identify already existing metrics that help to assess design issues such as learning on the move, interface design and media types. However user role and collaboration support are gaps in existing systems. The research team identified three additional metrics for the mlearning environment: metaphor, interactivity, and learning content. Metaphor helps the student gain a vision of the process and can be measured through questionnaires. Interactivity is measured through observance of student

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behavior, measuring opportunities used by the learner against total interaction opportunities available. The learning content metric measures student satisfaction level with the learning activity.

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Web Site Watch (full article)

Connexions

Matt Ensenberger, Harper College

While preparing for this year's ILCCO Book Discussion, I came across a great site for sharing course content modules. The site is called Connexions and the address is <http://cnx.org>. Created in 1999, Connexions is maintained by Rice University. This database has over 17,000 learning objects referenced by more than 2 million users every month.

Connexions is governed by creative commons license and allows visitors to be both a consumer and creator of content. The way the site is set up, you create a free user account. This enables you to have a workspace that you can use to create content or convert existing content from Word documents. This account also allows you to cherry pick from all of the content in the Connexions catalog to build a course. They have made an effort to ensure that the content included on the site is accessible to those with handicaps.

The next time you are dealing with an issue designing a module for a class, connect with the Connexions Web site. Even if it is for nothing more than to get your creative juices flowing there is a robust collection that spans many fields of study.

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Tech Tool Talk (full article)

Web 2.0 Resource

Molly Baker, Black Hawk College

Keeping up with some of the great Web 2.0 free tools nowadays is challenging! As we have prepared for a couple of online learning experiences for our faculty in the past few months, we discovered some really amazing ones that we have compiled information about on our TLC web site. Feel free to visit our page to see some of the ones that we think could be most valuable for college instructors, grouped by type: <http://elc.bhc.edu/toolbox/web-2-0-tools>. One category, for example, includes tools that can be used to create a variety of course materials, making design and production easier and more visual. The top few links also provide access to some massive compendiums of free, rated tools, for easy hunting for what you need!

Many of the tools we feature can make one's faculty life more efficient. For example, Google Bookmarks is a great way for instructors to put all of their bookmarks in one place that can be accessed with any browser from any location (office, home, classroom, smart phone, hotel room, coffee shop, kiosk...anywhere there is an Internet connection). In addition, Google Bookmarks depends on tagging rather than folders, so that valuable sites can be tagged with multiple terms. No more hunting for a bookmark you know you have but can't remember which logical folder you stored it in! [See our handy tutorial here.](#)

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