



Richard M. Erickson
Manager
Corporate Contributions

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re2154@sbccom

January 5, 2005

Elgin Community College Foundation
1700 Spartan Drive
Elgin, IL 60123

Dear Alice Eakin:

Enclosed is an SBC Foundation check for \$18,000 to Elgin Community College Foundation. This constitutes a grant to support a faculty and staff education program for the Learning Management System through each semester for a two-week technical training workshop. Online tutorials for student/staff will be developed for those interested in online courses.

This SBC Foundation grant is subject to the following terms and conditions:

1. Grantee will use the grant for the project identified above, as described in the Grantee's response to the SBC Foundation's SBC Excelsior Request for Proposals and related correspondence.
2. Grantee affirms that the project's current budget, as previously submitted to the Foundation, accurately reflects Grantee's present intentions to expend the total amount of this grant on project activities to occur within one year of the date of this agreement.
3. Grantee will provide a written report, using a format to be provided at a later date, to the Foundation's local External Affairs representative by December 9, 2006 as to the outcome of the project, as funded by the Foundation.
4. Grantee agrees to participate in individual and collective program public relations activities initiated by SBC Foundation. All public relations materials prepared by SBC Foundation that are specific to the grantee or that include the grantee will be coordinated with the grantee and available to the grantee for review and approval prior to distribution.
5. Any grant publicity initiated by the grantee organization must be coordinated and reviewed with the SBC Foundation prior to distribution or implementation.
6. Grantee agrees to use the SBC Excelsior name and/or SBC logo in all formal internal and external communications when referring to the program or programs funded through this initiative. Permission of the logo has been granted under these circumstances:

- This is a limited permissive use of the logo for the one-year term of the grant only.

- Your organization acknowledges that SBC Knowledge Ventures, L.P. is the exclusive owner of the SBC Excelerator mark (name) and SBC logo.
- Your organization will discontinue all uses of the SBC logo at the conclusion of the one-year grant term.
- Your organization will adhere to the SBC logo guidelines provided with the logo artwork.
- Your organization must print proper attribution wherever the SBC logo is displayed (e.g. SBC Excelerator is a trademark of SBC Knowledge Ventures, L.P.).
- Your organization will allow the SBC Foundation's local External Affairs representative to review the manner and condition in which the logo will be used.
- Any other use of the SBC logo is prohibited and requires written authorization/permission from the SBC Foundation.

To access the logo and guidelines and to review and confirm your acceptance of the conditions, please log onto:

<https://extranet.sbc.com/>

> login: Excelerator

>password: sbc1!logo


Note: The login and password are case sensitive

Grantee's deposit, negotiation or endorsement of the enclosed check will constitute its agreement to the terms and conditions set forth above. However, for the Foundation's files, please have the enclosed copy of this letter reviewed and signed where indicated by an authorized officer of grantee and then returned to us at your earliest convenience.

Sincerely,



On behalf of grantee, I understand and agree to the foregoing terms and conditions of the SBC Foundation's grant, and hereby certify my authority to execute this agreement on the grantee's behalf.

Signature: 

Name: Alice L. EAKIN
(Type or Print)

Title: President, ECC Foundation

Date: 1/11/2005

DRAFT # 4840002372 DATED 12/16/2004 ** TOTAL DRAFT AMOUNT:
INV 3BC GRANT DEC 2004 1 12/17/2004 \$18,000.00
TO SUPPORT A FACULTY AND STAFF EDUCATION PROGRAM FO
R THE LEA

\$18,000.00 **



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DEFACED CHECK ADDING THIS PERFORATION

the order of
SBC FOUNDATION GRANT TO
ELGIN COMMUNITY COLLEGE FOUNDATION
1700 SPARTAN DR
ELGIN, IL 60123

FOUNDAT

XEOM

Check Printing
Company

12/15/2006 5057.00
310-484-0000-2872

Date 12/15/2006

Valid 180 days from print date

Pay this amount

*****18 000 000

840000237211 100311002671630153059250911

Grant award



SBC FOUNDATION 2004 PROPOSAL APPLICATION USE AS COVER SHEET

(Please type)

OFFICE USE ONLY
Date received:

Name of Organization: Elgin Community College Foundation

Project Title: Learning Management Software System Training

Address: 1700 Spartan Drive

City: Elgin

State: Illinois

Zip: 60123

Web Site: www.elgin.edu/eccfoundation

Amount Requested: \$25,000

PRESIDENT OR CEO

PROGRAM CONTACT

Name and Title: Alice Eakin, President of ECC Foundation

Name and Title: (same)

Phone: (847) 214-7143 Fax: (847)214-7537

Phone: (same)

Fax: (same)

E-mail: aeakin@elgin.edu

E-mail: (same)

Signature: *Alice Eakin*

Signature: _____

PROGRAM INFORMATION

Type of Organization: (please select one) _____

Education

Health & Human Services

Community Development

Arts & Culture

Racial and Ethnic Clients Served: (please list by percentages, so that total equals 100 percent)

African-American 5%

Hispanic 17%

White 73%

Asian-American 5%

Native American %

Other %

Are you applying as a Collaborative? No Yes

Name(s) of Collaborator(s): _____

1-10-05
cc: KW

Proposed 8-10-04

**Elgin Community College Foundation
Proposal to SBC Foundation
in support of Elgin Community College's**

LEARNING MANAGEMENT SOFTWARE SYSTEM TRAINING

Applicant Organization

Elgin Community College is the central institution for post-secondary education in communities that encompass District 509. In order to fulfill ECC's mission "to improve people's lives through learning," the College works in conjunction with district and state partners to prepare its students for competitive employment and continued education by supporting the creation of diverse modes of learning. The mission of the ECC Foundation, in cooperation with community business and civic leaders, is "to provide private financial support to students and programs of ECC in order to help further the college's mission and vision." Funds raised through the Foundation's efforts support student scholarships, the acquisition of instructional equipment, and student-focused career motivational activities.

Through the implementation of Learning Management Systems (LMS), colleges can more effectively manage, deliver, and track multiple modes of learning. The primary role of LMS is to provide the foundation for "an online learning environment," according to John Hall, Senior Vice President of Oracle University. LMS can also increase communication by assisting departments such as registration/records and student accounts with the integration of services. Consequently, by implementing the LMS, colleges can offer students a more supportive and collaborative educational community that offers multiple modes of learning—from self-paced work, to scheduled classes, to group learning. Not only can the LMS offer high availability, it has the ability to integrate, organize, and standardize learning across broad organizational requirements so that the services blend seamlessly. By implementing a robust LMS, serving

thousands of learners, otherwise fragmented and widely diverse information becomes more accessible, creating a more collaborative multi-media environment for administrators, staff, and students.

The College's LMS Implementation Committee has chosen Desire2Learn (D2L) as its LMS provider because the D2L platform has proven its usability and scalability through its successful implementation at the University of Wisconsin's main and branch campuses, which serve about 160,000 students. D2L can also provide ECC with a single, common infrastructure to manage learning and training initiatives across the organization. Using D2L, instructors will have access to powerful management systems and communication tools allowing them to create multi-media course web sites with state-of-the-art communication, collaboration, content delivery and student assessment capabilities. They can also develop stand-alone online courses for distance learning or create resource rich web sites to supplement traditional courses. D2L software also has the interoperability and security to allow instructors to manage course content and control access to materials in order to provide secure assessment and evaluation. Students using D2L will be able to easily access course materials independent of time and space through a standard web browser, conference in "real-time" with instructors, participate in chat sessions with other classmates, or contribute to online discussion forums for their classes.

Currently, ECC does not offer a dynamic portal for students to access course materials and resources. Faculty who teach online courses do not have a reliable web-based instructional management system, so they must rely on individual instructor web sites and static list-serves. Faculty teaching online courses perform some of the functions typically associated with a Learning Management System by using standard Web servers with the assistance of the distance

learning staff. Further technological and pedagogical training on the LMS would allow instructors greater flexibility and creativity in the organization and management of courses as well as provide more instructional and communication support to traditional, distance, and online courses.

Project Summary

Elgin Community College Foundation is requesting \$25,000 in support for faculty and staff training on the College's Learning Management System. This training fits with the College's mission "to improve people's lives through learning," by providing more diverse educational delivery modes to community residents. Funding from SBC will allow the College to host representatives from D2L and LMS Specialists at the beginning of each semester for two weeks of technical training workshops for faculty. This technical support will be crucial in addressing student use issues, curriculum/course planning, learning improvement, and policy training for faculty and staff. Committee members will also be able to attend annual conferences on LMS improvements and pedagogical strategies. Additionally, the LMS Implementation Committee and D2L technical staff will develop online tutorials for students interested in online courses and create a "D2L forum" so that faculty can access support materials through the College's intranet.

Training on the LMS is essential for faculty so that they may better serve residents from ECC's District communities that face diverse economic and social challenges and turn to post-secondary institutions for re-training and continuous development. Since ECC is the center for post-secondary training in the region, it is of paramount importance that it provides a broad range of non-traditional educational delivery options to allow greater access for community residents. Non-traditional delivery modes have experienced, according to the Illinois Virtual Campus, a

24% increase in delivery since 2002, and the numbers are only increasing with the demands of society on individual student's time (ivc.illinois.edu).

Training on a LMS addresses ECC's mission "to improve people's lives through learning" by providing students with more effective delivery of distance and traditional educational initiatives and providing faculty with the sound instructional functionality necessary for on-line course development as well as a supplemental in-class learning and communication resource. The LMS training will allow students and instructors to utilize self-instructional learning activities and self-instructional materials that will provide them with a competitive education and opportunities to become more successful in their endeavors.

Project Specifics

Beginning in January 2005, funding from the SBC Excelsior grant will support costs associated with D2L representatives conducting three 2-day sessions on technical aspects of the software as well as conducting three day-long topical sessions with LMS specialists on online policies and procedures, online course management and design, online usage and security, and assessment. In the summer of 2005, LMS Implementation Committee members and faculty will also participate in two LMS conferences: the Illinois Summer Institute Conference and the D2L Users Conference. Conference workshops will provide further technical and pedagogical training on the design, dissemination, and support of courses through Learning Management Systems. In the spring of 2005, ECC's Instructional Technologist will work with the LMS Implementation Committee to develop online LMS tutorials as prerequisites for faculty and students who are interested in teaching or taking online courses. These online tutorials will assist students in using

the LMS and faculty in designing online courses or integrating more technology into their traditional courses.

In Fall 2005, the College will create an online "D2L forum," compiling materials from D2L conferences and sessions, to support "just-in-time" learning as well as continuous faculty development. This online forum will provide a place for faculty to share ideas on pedagogical issues as well as supplement LMS workshops and address policy and procedure issues with LMS.

Project Budget Summary

Project Budget FY05
July 1, 2004-June 30, 2005

Expense Description	EGC Support	Proposed ICCB Grant Support	Proposed SBC Grant Support
Salaries	139,981		
Benefits	26,887		
Contractual Services	38,515	15,000	13,100
Supplies	9,039		
Printing	117		
Software	85,000	20,000	
Travel	2,505	5,000	11,900
	<u>302,044</u>	<u>40,000</u>	<u>25,000</u>

In order to sustain the LMS, the Foundation will be seeking additional funding from other private foundations and organizations. Additionally, the College has proposed funding from the Illinois Community College Board for FY05 for the LMS project, and it has increased the support for the LMS and continuous training along with support for faculty, staff, and students. Also, the College's Distance Learning budget was increased from the prior year in order to support software maintenance contracts, additional salary and benefits, travel, and contractual services (i.e. consultants, trainers). In the event the College is not successful in securing external support, the number of individuals who will be able to attend D2L and other LMS training and

the days available for outside consultants to train on-campus will be limited. As studies have shown, this more diverse learning platform increases student enrollment, success, and retention. As such, the College anticipates increased financial support through successfully implementing this system.

Budget Detail

	<u>AMOUNT</u>	<u>DESCRIPTION</u>
<i>Technological training</i>		
Desire2Learn training on campus:		
Consulting Fees \$	5,100.00	A technical training consultant will conduct three 2-day training sessions each semester for faculty and staff new to the software.
Travel Expenses \$	3,000.00	

Desire2Learn Users conference:		
Registration fee (\$85/person) \$	680.00	A users conference in August 2005 open to faculty and Committee members (Approx. 8) who will then share this knowledge with Distance Learning staff and faculty.
Travel Expenses \$	1,720.00	

ILCCO Summer Institute:		
Travel Expenses \$	1,500.00	Faculty and Committee members who attend the training held by ILCCO Academy during summer 2005 will share this knowledge with Distance Learning staff and faculty.

LMS specialists:		
Consulting Fees \$	6,000.00	LMS specialists will provide three 2-day training sessions each semester on online student policy development.
Travel Expenses \$	4,000.00	

<i>Pedagogical training</i>		
LMS Professionals:		
Consulting Fees \$	2,000.00	Throughout the summer, ECC faculty or faculty from other universities will conduct workshops on, but not limited to, online classroom management, grading policies, and curriculum management.
Travel Expenses \$	1,000.00	

TOTAL	<u>\$ 25,000.00</u>	

Project Outcomes

There are specific technical and pedagogical outcomes the LMS Implementation Committee and College will use to measure the effectiveness of the training. By January 2006, 25% of full-time and part-time faculty will be trained and will have successfully incorporated D2L into traditional and online courses.

In the 2006-2007 academic year, the College will record increases in the number of hybrid courses, the number of online courses, and system use in supplementing traditional classroom teaching. With D2L training, the College will also record increased success rates in online courses in the 2006-2007 academic year. Additionally, students' usage will be evaluated throughout the semester using D2L testing tools, and this data will be analyzed by Institutional Research and shared with the Committee to identify and implement continuous system and training enhancements.

Project Communication

In recognition of SBC's support of the College's training program, the College will announce the funding from SBC and describe ECC's training goals in press releases to newspapers serving the ECC community. These press releases will also be included on the College's website for access by faculty, staff, and community residents. The Foundation will also include the grant award from SBC and information about the LMS training in its monthly newsletter, "Bridges," which is mailed to over 5,000 residents and businesses. At the discretion of SBC, the Foundation would like to acknowledge the award through a check presentation ceremony at the College and attended by state political representatives.



ELGIN COMMUNITY COLLEGE
FOUNDATION
SINCE 1984

1700 SPARTAN DRIVE ELGIN, IL 60123-7193 • PHONE 847.214.7377 • FAX: 847.214.7537
www.elgin.edu/eccfoundation

2004 Elgin Community College Foundation Board of Directors

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District
Director

File

Elgin Community College
1700 Spartan Drive
Elgin, Illinois 60120
Attn: Donald Waters

Person to Contact: EO:TPA

Telephone Number: (312) 886-5571

Refer Reply to: 87-1123

Date: July 6, 1987

RE: ELGIN COMMUNITY COLLEGE FOUNDATION
EIN: 36-3358690

This is in response to the letter dated October 30, 1986 regarding your status as an organization exempt from Federal income tax.

Our records indicate that a ruling letter was issued in November 1986, granting your organization an exemption from Federal income tax under the provisions of Section 501(c)(3) of the Internal Revenue Code of 1954. Our records also indicate that your organization is not a private foundation but one that is described in 501(c)(3), 509(A)(1), & 170 (B)(1)(A)(vi).

Contributions made to you are deductible by donors in computing their taxable income in the manner and to the extent provided in Section 170 of the Internal Revenue Code.

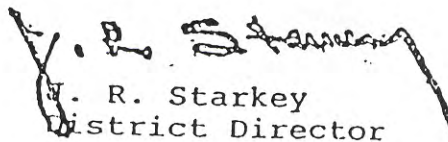
If your gross receipts each year are normally \$25,000.00 or more, you are required to file Form 990, Return of Organizations Exempt from Income Tax by the fifteenth day of the fifth month after the end of your annual accounting period.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under Section 511 of the Code. If you are subject to this tax, you must file an income tax return on F-990-T.

If any question arises with respect to your status for Federal income tax purposes, you may use this letter as evidence of your exemption.

This is an advisory letter.

Sincerely yours,


V. R. Starkey
District Director

NOTE: This your final determination letter.



Submit SBC Excelsior RFPs based on the geographic scope of your project to the appropriate local contact indicated below. For questions, you may contact us at 1-800-591-9663.

Local or statewide for Arkansas
SBC Excelsior
1111 W. Capitol, Room 1070
Little Rock, Arkansas 72201

Local for Orange Co. California
SBC Excelsior
1442 Edinger Ave.
Tustin, California 92780

Local or statewide for Oklahoma
SBC Excelsior
800 North Harvey, Room 373
Oklahoma City, Oklahoma 73102

Local for San Antonio/ South Texas
SBC Excelsior
105 Auditorium Circle,
Room 107
San Antonio, Texas 78205

Statewide for California
SBC Excelsior
140 New Montgomery
Room 2238
San Francisco, California 94105

Local for Los Angeles
SBC Excelsior
1010 Wilshire Blvd.
Room 1672
Los Angeles, California 90017

Local or statewide for Nevada
SBC Excelsior
645 E. Plumb Lane, C-142
P.O. Box 11010
Reno, Nevada 89520

Local for Rio Grande Valley
SBC Excelsior
721 Beech Ave., Floor 1
McAllen, Texas 78501

Local for South Bay Area
SBC Excelsior
100 Park Center Plaza
Suite 325
San Jose, California 95113

Local for Sacramento/ Northern California
SBC Excelsior
P.O. Box 15038
2700 Watt Avenue, Room 2278
Sacramento, California 95851

Statewide for Texas and Local for Austin-Central Texas
SBC Excelsior
1616 Guadalupe, Room 634
Austin, Texas 78701

Local or statewide for Ohio
SBC Excelsior
150 E. Gay, Room 4A
Columbus, Ohio 43215

Local for E. Bay Area – Alameda and Contra Costa Counties
SBC Excelsior
2150 Webster St., Room 1030
Oakland, California 94612

Local for San Diego – California
SBC Excelsior
101 W. Broadway, Suite 1440
San Diego, California 92101

Local for Dallas/North Texas
SBC Excelsior
308 S. Akard, Room 1100
Dallas, Texas 75202

Local or statewide for Indiana
SBC Excelsior
240 N. Meridian Street,
Room 1827
Indianapolis, Indiana 46204

Local for West Bay Area – San Francisco, Marin, San Mateo
SBC Excelsior
140 New Montgomery,
Room 2244
San Francisco, California 94105

Local or statewide for Connecticut
SBC Excelsior
310 Orange Street, Room 911
New Haven, Connecticut 06510

Local for El Paso/West Texas
SBC Excelsior
500 Texas, Room 312
El Paso, Texas 79901

Local or statewide for Michigan
SBC Excelsior
444 Michigan Avenue,
Room 1700
Detroit, Michigan 48226

Local for Central California
SBC Excelsior
5555 East Olive, Room B162
Fresno, California 93762

Local or statewide for Kansas
SBC Excelsior
220 East 6th Street, Room 505
Topeka, Kansas 66603

Local for Fort Worth/ North Texas
SBC Excelsior
1116 Houston, Room 104
Fort Worth, Texas 76102

Local or statewide for Illinois
SBC Excelsior
225 W. Randolph, Room 27C
Chicago, Illinois 60606

Local or statewide for Missouri
SBC Excelsior
One SBC Center, Room 41-L-01
St. Louis, Missouri 63101

Local for Houston/East Texas
SBC Excelsior
6500 W. Loop S., Zone 4.2
Bellaire, Texas 77401

Local or statewide for Wisconsin
SBC Excelsior
722 N. Broadway, 13th Floor
Milwaukee, Wisconsin 53202

send grant app + proposal

SBC Excelerator competitive grants range from \$2,500 to \$25,000 and are for one year in length.

NOTE: The majority of grants will be at the \$5,000 level.

Collaborations by two or more organizations will be considered for grants up to \$50,000 for one year. No grants over \$50,000 will be awarded.

Grant funds may be used for data communications services, hardware, software, technology training, personnel, and application development.

Grant recipients of the 2003 SBC Excelerator program are eligible to submit for the 2004 program.

GRANTS WILL NOT BE AWARDED FOR:

- Projects outside SBC operating areas. (SBC is the primary telecommunications provider in Arkansas, California, Connecticut, Illinois, Indiana, Kansas, Michigan, Missouri, Nevada, Ohio, Oklahoma, Texas, and Wisconsin.)
- Individual K-12 schools, districts, systems foundations, both public and private. (Please note the K-12 schools may be part of a collaborative grant request, but not the lead agents.)
- Individuals
- United Ways that receive corporate contributions from the SBC Foundation
- 211 Information and Referral Service Agencies/Collaboratives
- Organizations without 501(c)3 public charity or government instrumentality status
- Private foundations
- Programs that SBC Foundation is currently funding
- Capital campaigns or endowments
- Facility construction or renovation
- Religious organizations for sectarian purposes
- Events or sponsorships
- Projects that include only a planning/development phase

PROPOSAL SUBMISSION

Although we do not require a technology plan as a part of this application, the primary goal of this RFP is to select projects that use technology to support the overall goals and mission of your organization. Going through a strategic technology planning process may help your organization identify ways in which technology can support your mission and uncover good technology projects. If you want more information about developing a technology plan for your organization, please refer to the information on our web site at: www.sbc.com/foundation or refer to TechAtlas, a free online technology planning guide. TechAtlas can be found at www.TechAtlas.org. For those nonprofits without access to the internet, you may contact the SBC Foundation at 1-800-591-9663 to request a copy of the booklet, *Technology Literacy Benchmarks for Nonprofits*, to facilitate your technology plan development process.

Your proposal package should be no more than five to eight typed pages (excluding required attachments), double-spaced, with 12-point font and one-inch margins. Each page is to be numbered at the bottom. Additionally, the attached proposal application is to be completed and submitted as the cover of your proposal. Submit one original and four (4) copies of your proposal package, identified as "SBC Excelerator," to your appropriate office as listed on the final page. *Faxed copies will not be accepted.* REMINDER: All proposals must be received in SBC offices by 5 p.m. on August 13, 2004.



BUDGET INFORMATION:

Please use this budget form as a guide for outlining your expenses for the PROJECT ONLY. You may modify it or submit your own budgets if they approximate this format and provide all necessary information.

Total Project Budget: \$ _____	
Amount Applied for: \$ _____	
Name of Organization:	
Budget Period: _____ to _____	
Technology	
Data Communications Services	
Hardware	
Software	
Technology Training	
Personnel	
Application Development	
(A) Total Technology	\$ _____
Other Project-related Expenses	

(B) Total Other Project-related Expenses	\$ _____
Total Direct Cost (A+B)	\$ _____



ELGIN COMMUNITY COLLEGE
FOUNDATION

SINCE 1984

1700 SPARTAN DRIVE ELGIN, IL 60123-7193 • PHONE 847.214.7377 • FAX: 847.214.7537
www.elgin.edu/eccfoundation

10 August, 2004

Mr. Ron Mori
SBC Exceleator
225 W. Randolph, Room 27B
Chicago, Illinois 60606

Dear Mr. Mori,

On behalf of the Elgin Community College (ECC) Foundation, I am pleased to submit our funding request to the SBC Exceleator Program for \$25,000 in support of training for ECC faculty and staff on a new learning management system (LMS). This amount will match the College's commitment to training and will enable the Foundation to provide faculty and staff with the technical and pedagogical training necessary to help improve the lives of ECC students by making available more diverse modes of learning.

The ECC Foundation was established in 1984 by the leadership of the college and a dedicated group of local business, educational, and civic leaders in response to a growing need for private contributions to augment traditional college revenues. The Foundation's mission is to provide private financial support to the students and programs of ECC in order to help further the College's mission of enhancing people's lives through learning.

Our formal proposal and attachments are enclosed. Please contact me at 847. 214.7143 if you have any questions or need additional information. Thank you for considering our request.

Sincerely,

Alice Eakin
President, ECC Foundation

Enclosures

**Elgin Community College
Proposal for Mini Grant
October 9, 2006**

Technology Training for Student Support Staff

The General Education Learning Outcome

Elgin Community College emphasizes in the general education outcomes that: “Students will demonstrate ability to use electronic technology for learning.” (College Catalog, P. 7)

The Challenge

Many students feel challenged and need assistance when using the set of electronic technology skills for learning because of the fast development and incorporation of technology in instruction and learning. At present, there are over 220 D2L enhanced classes; students can access ECC to enroll themselves in classes online; students can access library resources online, etc. All these services are provided to improve students’ learning experiences at ECC. However, to the students who are disadvantaged in technology skills development these services are also challenges.

The Necessary Support

Thus, support to these students becomes imperative. We need to support them in developing their basic technology skills to be successful in their classes, and we need to support them in developing information technology skills to meet the general education outcome. Our students are all over the campus, in the library, in the various computer labs, and the wireless internet hot spots using desktops and laptops.

The Targeted Support Provider

ECC staff members have already expressed their desire to be trained with the above mentioned use of technology so as to assist students whenever the situation presents itself.

Provider of Training

To better support our students, the divisions of Academic Development and Learning Resources, Student Services, and Student Account will collaborate to develop and offer mini training programs to ECC employees (staff members, administrators, tutors, etc.) who are in the learning support role.

Expected Outcomes:

Upon completion of each mini training program, the participants will develop competence assisting students in

1. accessing D2L and working on its major functions,

2. accessing ECC for registration and tuition payment,
3. accessing library resources, library online consulting, and INN-REACH services

Proposed Project Timeline:

A total of 20 one-hour training sessions will be provided.

1. The curricula for the mini training programs are developed by November 15, 2006.
2. The mini training classes are scheduled to start by November 15, 2006.
3. The training project will be completed by mid-May 2007.

Project Budget:

We can schedule training sessions at CETL Lab (SRC 116.)

1. Four trainers from Distance Learning, Library, and Student Services at \$40 per hour. $\$40 \times 20 \text{ sessions} = \800
2. Participants will take their lunch hour for attending these training sessions. We provide lunch at \$7 per person. Each session we can have 15 participants. $\$7 \times 15 \times 20 = \$2,100$
3. Handouts and marketing cost \$100

The proposed budget for this 20 week project will be \$3,000.

Assessment:

A mini survey will be developed to evaluate each training session for improvement and for identifying future training needs.

Project Coordinator: Mi Hu

Tim Moore, Mark Zera
Carol Cowles, Sharon Konny

**Mini-Grant Project:
Technology Training for Student Support Staff Summary
February – April 2007**

Project Coordinator: Mi Hu, Tim Moore, Mark Zera, Carol Cowles, and Sharon Konny

Purpose of the Project

To better support our students, the divisions of Academic Development and Learning Resources, Student Services, and Student Accounts will collaborate to develop and offer mini training programs to ECC employees (staff members, administrators, tutors, etc.) who are in the learning support role.

Expected Outcomes

Upon completion of each mini training program, the participants will develop competence assisting students in:

4. accessing D2L and working on its major functions,
5. accessing ECC for registration and tuition payment, and
3. accessing library resources, library online consulting, and INN-REACH services

Note: We expanded our training by adding Illinois Virtual Campus (IVC) Online Tutoring Services, Illinois Community College Online (ILLCO) online course sharing within the consortium to ECC counselors, and Illinois Online Network (ION) workshop on utilizing the rubric from Quality Online Course Initiative (QOCI) to guide and evaluate the development of online classes.

Assessment

A mini survey was developed to evaluate each training session for improvement and identifying future training needs.

Note: We were not able to collect all evaluations after each training session. For example, the Library had two training sessions, but we did not collect the evaluation from the participants. Financial Aid provided two training sessions on the financial aid application process and students using online tools to pay tuition, and we did not collect evaluation from participants. One IVC online tutoring service was provided, and no evaluation was collected. We noticed that the trainers did not collect evaluations from the participants when the sessions had fewer than five participants. Since the ILLCO training session to counselors was provided by a representative from the consortium, we did not give our evaluation form to the participants.

The project successfully met its objectives. Please see the attached spreadsheet which provides feedback from participants about the training they received. The ACCESS ECC was the most in demand, so we offered 8 sessions. We were funded with \$1,100 and used \$588.75 as most of our trainers are ECC employees, who used their company time

to provide training. This mini-grant supports the college's new initiatives and changes in using technology. It could be replicated when new needs occur.

Dates Offered		
Attendance:		
	Staff	
	Administration	3
	Faculty	
	Students	
	Total	3
# of Evaluations Received:		3
Evaluation Feedback:		Excellent
("Excellent to Good")	Timeliness of Topic	3
	Organization	3
	Handouts	3
	Technical Quality	3
	Overall	3
Comments:		

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

FY2008 Innovation Grants: HECA

COVER PAGE

Priority Area Addressed by Proposal (Select One)

Increasing Baccalaureate Completion via:

Access & Affordability P-20 Persistence Research & Evaluation

Proposal Title Increasing Retention in Online Courses Through Peer Mentoring
(Limit to total of 70 characters and/or spaces)

Total Fiscal Year 2008 Funds Requested <u> \$17,459 </u>	(For IBHE use only) Total Fiscal year 2008 Funds Awarded _____
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The undersigned institution or institutions understand that this proposal (including applicable attachments 1-11) represents an offer, which if accepted by the Illinois Board of Higher Education in writing, will become part of a grant agreement subject to the Illinois Grant Funds Recovery Act and all other applicable laws governing contracts and agreements in the State of Illinois. If the undersigned institution or institutions intend to use a Fiscal Agent, the undersigned institution or institutions further authorize the Fiscal Agent listed in this application to act as the agent and to execute on behalf of the undersigned institution or institutions any amendments to any grant agreement or contract which is executed as a result of this proposal, which amendments may include but are not limited to changes in the grant amounts, evaluation procedures, purposes or budget.

Project Director Jeff Newell
(print or type)

Title/Dept. Director, Illinois Community Colleges Online

Mailing address: 401 E. Capitol Ave., Springfield IL 62701

Telephone (217) 558-2066 FAX (217) 785-0091

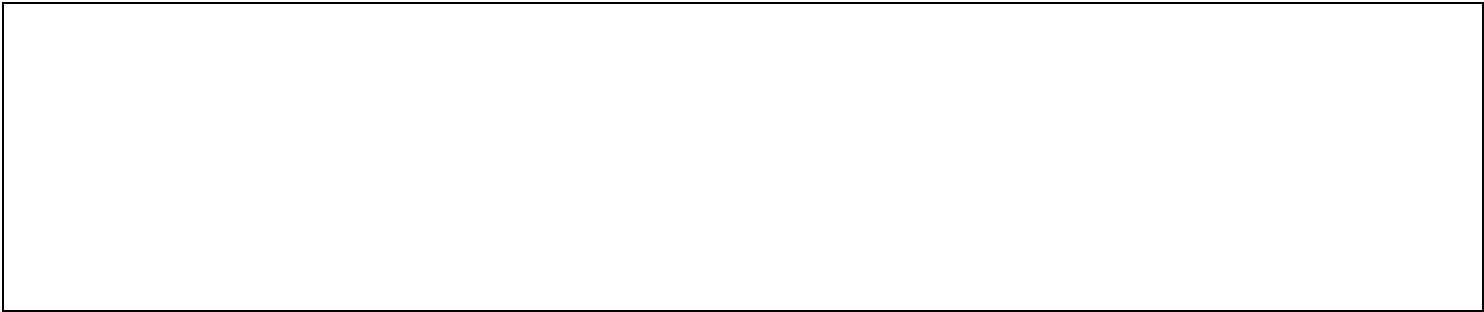
E-mail jeff.newell@illinois.gov

APPLICANT INSTITUTION/
Fiscal Agent Lake Land College

Address 5001 Lake Land Blvd.
 Mattoon IL 61938

President/CEO's Signature _____

TYPE NAME AND TITLE OF SIGNATORY: _____



ATTACHMENT 1 (continued)

PARTICIPATING INSTITUTIONS	
Institution: <u>University of Illinois at Springfield</u> Address: <u>1 University Plaza</u> <u>Springfield IL 62703</u> Telephone: <u>(217) 206-6600</u>	_____ President/CEO's Signature TYPE NAME AND TITLE OF SIGNATORY _____
Institution: _____ Address: _____ _____ Telephone: _____	_____ President/CEO's Signature TYPE NAME AND TITLE OF SIGNATORY _____
Institution: _____ Address: _____ _____ Telephone: _____	_____ President/CEO's Signature TYPE NAME AND TITLE OF SIGNATORY _____
Institution: _____ Address: _____ _____ Telephone: _____	_____ President/CEO's Signature TYPE NAME AND TITLE OF SIGNATORY _____
Institution: _____ Address: _____ _____ Telephone: _____	_____ President/CEO's Signature TYPE NAME AND TITLE OF SIGNATORY _____

This agreement may be executed in separate original counterparts; and when each party has signed an original thereof and they are assembled, they shall constitute one complete binding agreement, the same as if all parties had executed the same agreement.

Effective Date: _____

**GRANTOR:
ILLINOIS BOARD OF HIGHER EDUCATION**

By: _____
Judy Erwin
Executive Director

Date

By: _____
Michael S. Baumgartner
Deputy Director for Planning and Budgeting

By: _____
Gary T. Alexander
Deputy Director for Academic Affairs

FY2008 Innovation Grants: HECA

PROJECT SYNOPSIS

“Increasing Retention in Online Courses through Peer Mentoring” is a project designed to improve student retention rates in online courses via an online peer mentoring program. Retention of students at the course level is an important aspect of persistence to degree completion. Trained peer mentors can serve as an important support system in online courses, modeling effective behavior to students and assisting faculty in providing effective communication and support for students to foster a successful online learning experience. Implementing a peer mentoring program can reduce course-level barriers to persistence.

The project goal is to increase student retention rates by 20% in targeted online courses via a peer mentoring program. This will occur by accomplishing the following three objectives: First, seven community colleges will implement a peer mentoring program, affecting 14 low retention online courses. Second, faculty of targeted online courses will be able to identify a minimum of five key online teaching behaviors that promote student retention in their courses. Third, ILCCO will disseminate best practices for implementing a peer mentoring program that promotes improved student retention to all 48 community colleges in the state of Illinois.

Outcomes of the project include

- increased retention in the targeted online courses
- increased student satisfaction in online courses
- increase faculty knowledge about communication strategies in online courses
- increased faculty satisfaction in online courses
- dissemination of the implementation and results of the peer mentoring program to the 48 Illinois community colleges

The peer mentoring project partners include seven community colleges who are members of the Illinois Community Colleges Online (ILCCO) consortium and the University of Illinois at Springfield (UIS). ILCCO colleges who will participate in this project are Black Hawk College, Elgin Community College, Harper College, Lake Land College, Moraine Valley Community College, Triton College, and Waubesa Community College.

This online peer mentoring project seeks to replicate the success of the peer mentoring program at UIS and adapts it to the community college environment. The program hires students who have successfully completed a particular online course to be a peer mentor for students in the same course in subsequent semesters. As peer mentors, these students model effective behavior in online courses, encourage participation by posting in the discussion board, answer student questions about assignments, monitor student performance and participation, and initiate regular communication with students, especially those who appear to be at risk for one reason or another. The peer mentor can work with students who may not be keeping up with course assignments or posting lower quality contributions to the discussion board. By proactively contacting these students and identifying any particular issues that may be affecting their ability to be successful, they can provide encouragement and potentially communicate student needs to the instructor.

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PROJECT NARRATIVE

”Increasing Retention in Online Courses through Peer Mentoring” is a project designed to improve student retention rates in online courses via an online peer mentoring program. At each of the participating colleges, there are a few online courses that have retention rates that are consistently below other online courses. These lower retention rates may be attributed to a variety of factors, including faculty and student issues. Faculty may not realize, for example, the importance of bridging the increased social distance often experienced by online students. They may not know how to monitor student performance or participation when non-verbal communication is severely limited, leading to some students feeling isolated and lost. Student issues may revolve around their inability to adapt to the online environment. Trained peer mentors can serve as an important support system to assist these faculty in learning about effective student mentoring, and assist students in having a successful online learning experience.

Retention of students at the course level is an important aspect of persistence to degree completion. Students build a history of success and maintain momentum toward a degree with each completed course. A student’s failure to complete a course becomes a barrier to program completion and moving to the baccalaureate level. Implementing a peer mentoring program will reduce those course-level barriers to persistence.

The peer mentoring project partners include seven community colleges who are members of the Illinois Community Colleges Online (ILCCO) consortium and the University of Illinois at Springfield (UIS). ILCCO colleges who will participate in this project are Black Hawk College,

Elgin Community College, Harper College, Lake Land College, Moraine Valley Community College, Triton College, and Waubensee Community College.

UIS has provided a peer mentoring program for UIS's online courses with lower retention rates for several semesters. The program hires students who have successfully completed a particular online course to be a peer mentor for students in the same course in subsequent semesters. The UIS program is based on the Course Wizards program model begun in 2000 at Mercy College in New York. The Wizards program received a nationally recognized SLOAN-C award for "Online Learning Effectiveness." A similar online peer mentoring program at Florida State University (FSU) has also been recognized as a model for effective student support. Students indicated that the use of peer mentors benefited them in two specific ways: clarifying course material and providing encouragement. In evaluations, students in peer mentored courses at FSU indicated a high level of course satisfaction. (http://www.sloan-c.org/effective/details2.asp?ACC_ID=60) Mercy College describes their peer mentor role: "The duties of wizards include tutoring students and facilitating discussion, but their most essential function is to model the role of a successful student. Having successfully confronted the challenges of a college environment, they provide peers with the benefits of their experience. Their special relationship to peers enables them to make unique contributions to the class, so they are strongly encouraged to show more autonomy and initiative than traditional teaching assistants." (http://www.mercy.edu/merlin/Wizard_Webpage/index.htm)

Based on these models, the UIS mentor assigned to each class encourages participation by posting in the discussion board, answering student questions about assignments, monitoring student performance and participation, and initiating regular communication with students, especially those who appear to be at risk for one reason or another. The peer mentor can work

with students who may not be keeping up with course assignments or posting lower quality contributions to the discussion board. By proactively contacting these students and identifying any particular issues that may be affecting their ability to be successful, they can provide encouragement and potentially communicate student needs to the instructor. In many ways, these dialogues replace the in-the-hallway conversations that occur between students taking face-to-face classes, providing support and timely clarification about course-related issues and questions.

Peer mentors are not teaching assistants and do not grade or have authority in the class. They serve as an intermediary, assisting students so that they can complete the course successfully, while assisting faculty in understanding the various issues that might be impacting student success. A peer mentor works in tandem with the instructor, creating a positive classroom experience. UIS's model program has been demonstrating that UIS students in peer mentored classes are less likely to drop out and have a higher rate of satisfaction with online learning . The students have connected with the value a peer mentor brings in building community in the online class setting. Peer mentors also perform assignment monitoring duties, keeping track of assignment submissions, responding to late students, and providing encouragement and support to those who need clarification on assignments. These activities free faculty to focus on teaching and course development.

This online peer mentoring project seeks to replicate the success of the peer mentoring program at UIS and adapts it to the community college environment. The fall 2007 semester will be a development period for the project. Participating colleges will identify two low retention online courses that could benefit from the use of peer mentoring and recruit the faculty for participation in the project. Selected faculty will then nominate former students who successfully completed their course who they think would be good peer mentor candidates. Project staff will

select the peer mentors. UIS will adapt their peer mentoring training program with significant input from community college personnel, and implement a schedule of peer mentor and faculty training for the project. UIS will also develop a communication and resources portal to support interaction and ongoing development between project partners throughout the duration of the grant period.

In the spring 2008 semester, peer mentoring will be implemented at the seven partner colleges in the identified courses. The communication and resource portal will be used to create a sharing community among all project partners, including the UIS peer mentors and staff, community college participating faculty and peer mentors, and college peer mentoring coordinators. It will also serve as the basis for recording best practices and tips for implementing a successful peer mentoring program.

The peer mentoring experience will be evaluated toward the end of the spring 2008 semester, by soliciting input from all stakeholders, including the students, faculty, and program coordinators. In addition, enrollment data will be collected to measure the impact of the program on the retention of online students. Evaluation and best practices data will be used to develop recommended changes to the program for subsequent semesters and will be shared with other community colleges in Illinois through a variety of state-wide meetings, Webinars, and the ILCCO Web site. The peer mentoring project is an opportunity for colleges to test a sustainable process for addressing lower retention in online courses at the community college level.

The target population for the grant is online students at community colleges. Online learning is a high-growth segment in community college enrollments. The Illinois Virtual Campus (2007) reports that in Illinois, online course enrollments increased 2,060% between

1999 and 2006. In Fall 2006, community colleges offered 3,263 online course sections and had 43,791 student enrollments.

Horn and Berger (2004) state that the community college student population is a diverse population with many holding one or more risk factors for persistence toward a degree. For example, some common characteristics placing community college students at risk for completing postsecondary studies include starting with part-time enrollment, working full-time while enrolled, and being a single parent.

The American Association of Community Colleges (AACC) (2007) reports that nationally 27% of full-time and 50% of part-time students are employed full-time. Also, 17% of students are single parents. Additionally, Nunez and Cuccaro-Alamin (1998) reports that first generation students enroll predominantly at community colleges and persist to completion at a lower rate than the average. Large segments of the community college student population are inherently at-risk students.

Bellevue Community College (2006) found that of the students who did not complete online courses, over 20% reported that they did not complete online courses because they did not know where to get help, and over 35% reported that the unstructured nature of the online courses contributed to their decision to drop the class. According to the ILCCO Research Report (2005), one of the most significant retention factors in online courses was faculty responsiveness to student questions. This finding is consistent with research conducted by Noel-Levitz, Inc. (2006) that found online students placed a high priority on, but low satisfaction with, faculty responsiveness to student needs. Peer mentoring in online courses addresses these issues by improving communication with the students to increase comfort and course satisfaction.

The peer mentoring project will serve 316 people total. On average, there will be 20 students per class, with two classes per college, with seven colleges participating in the project, totaling 280 students served. Additionally, two faculty and two peer mentors per institution will be served through the development of teaching and facilitation skills. These skills will benefit the faculty as they become involved with implementing model instructional practices in future courses. Finally, seven college personnel who are leading the project at each institution plus the peer mentoring project director will also be served, as they learn the best practices for conducting peer mentoring programs. While the project will impact 280 students, as the new model is implemented across additional online courses at the seven colleges and beyond, the project could impact student online retention for thousands of students.

The project goals and objectives are as follows:

Goal: To increase student retention rates by 20% in targeted online courses via a peer mentoring program.

Objective 1: Seven community colleges will implement a peer mentoring program, affecting 14 low retention online courses.

Objective 2: Faculty of targeted online courses will be able to identify a minimum of five key online teaching behaviors that promote student retention in their courses.

Objective 3: ILCCO will disseminate best practices for implementing a peer mentoring program that promotes improved student retention to all 48 community colleges in the state of Illinois.

The project will be led by Jeff Newell, Director, Illinois Community Colleges Online (ILCCO) at the Illinois Community College Board. Mr. Newell will oversee the project, ensuring its successful implementation. Mr. Newell will work with college personnel at the seven

participating colleges to implement the online peer mentoring program. The role of ICCB/ILCCO will be to oversee the project to ensure that the colleges, UIS, and the evaluators collaborate to complete the work while meeting goals.

College personnel leading campus implementation of the project are:

- Molly Baker, Director, Teaching/Learning Center and Online Learning, Black Hawk College
- Tim Moore, Associate Dean, Instructional Improvement & Distance Learning, Elgin Community College
- Sarah Stark, Director, Instructional Technology, Harper College
- Steve Garren, Director of Learning Technologies, Lake Land College
- Jane Long, Manager of Online Learning, Moraine Valley Community College
- Angelee Johns, Associate Vice President of Academic Affairs, Triton College
- Susan Harmon, Manager of Distance Learning, Waubensee Community College

The role of the colleges will be to implement the model peer mentoring program developed and adapted by UIS, and build support for its ongoing expansion following the evaluation of the project.

Ray Schroeder, Director, Office of Technology Enhanced Learning at the University of Illinois at Springfield will lead the development of the workshops, training materials, and web resources. The role of UIS will be as content expert and content developer, creating the communication and resource web site and assisting the colleges in developing and implementing their on-campus programs.

Dr. Leonard Bogle will serve as the project evaluator. He will design the evaluation instruments, manage the evaluation process, conduct the data analysis from these instruments

and the communication portal, synthesize the results into a report, and assist with the dissemination of the results to Illinois community colleges.

The expected outcome of the peer mentoring program is to increase student retention in each of the targeted online courses by at least 20%. Student ratings on an end-of-course evaluation instrument will also demonstrate satisfaction with the online course delivery and peer mentoring process. We anticipate an average rating of at least a 3 on a 4-point scale. Faculty ratings on a post-course survey will also show that they were satisfied with the peer mentoring process (at least a 3 on a 4-point scale) and can document specific online teaching behaviors that strengthen student retention.

Following the life of the grant, participating colleges anticipate tracking these students to determine if they enrolled in additional courses. Such data will assist the colleges in determining in what ways the peer mentoring program provided return on investment so that continued institutional support will occur. Likewise, follow-up research into faculty implementation of learned teaching behaviors will make it possible for the colleges to document the longer-range impact of the peer mentoring program on online retention at the college.

Sustainability of this project at institutions will be built through successful implementation of the peer mentoring program. Funding from this grant will allow participating colleges and UIS to refine this best practice at the community college level. Institutions will use the outcomes of this project to refine the program, including the faculty and peer mentor training. Data such as retention rates compared to previous rates, cost breakdowns, and documented best practices will help participating colleges build institutional support for continuing the program, including justification for institutional dollars, internal grant funding, and support from external funding sources such as Perkins or student services funds. Results will also assist the colleges

with developing plans for independent implementation and research over the next three years. The resource and communication web site as well as the faculty and peer mentor training will become the responsibility of ILCCO for additional college participation in the future.

References

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- Nunez, A., and Cuccaro-Alamin, S. (1998) *First-Generation Students: Undergraduates Whose Parents Never Enrolled in Postsecondary Education* (NCES 98-082). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.

FY2008 Innovation Grants: HECA

OBJECTIVES AND ACTIVITIES WORKSHEET

GOAL: To increase student retention rates by 20% in targeted online courses via a peer mentoring program.

OBJECTIVE # 1: Seven community colleges will implement a peer mentoring program, affecting 14 low retention online courses.

ACTIVITIES RELATED TO PRIORITY GOALS	IMPLEMENTATION DATES	NUMBER OF PERSONS SERVED	MEASURABLE INDICATOR OF EXPECTED RESULTS (OUTCOMES)	HECA GRANT BUDGET AMOUNT	OTHER FUND SOURCES
ACTIVITY 1: Colleges identify faculty and courses with lower retention as candidates for project	Oct. – Nov. 07		Each of the 7 colleges provides a list of online courses with typically lower retention rates.		See Budget Detail for information on in-kind contribution for all activities.
ACTIVITY 2: Colleges select two faculty participants and invite them to identify students as potential mentors.	Oct. – Nov. 07		Each of the 7 colleges select 2 faculty to participate.		
ACTIVITY 3: Colleges select peer mentors for two spring courses.	Oct. – Dec. 07		Each of the faculty from the 7 colleges nominate and select student peer mentors.		
ACTIVITY 4: Faculty and peer mentors participate in training for peer mentor program.	Nov. 07 – Jan. 11, 08	36 (includes 7 college personnel and project director)	All selected faculty, peer mentors and other personnel participate in the training.	\$2,100 (stipends) + \$3,150 (UIS)	
ACTIVITY 5: Peer mentoring program runs for all selected online classes.	Jan. 08 – May 08	316 (280 students, 36 college personnel and project director)	All selected faculty, peer mentors and other personnel participate in the program.	\$11,009	
ACTIVITY 6: Communication tools used to monitor and document lessons learned and best practices between peer mentors, faculty and trainers.	Jan. 08 – May 08	36 (includes 7 college personnel and project director)	Communication tools reflect input on lessons learned and best practices.		
ACTIVITY 7: Evaluation instruments used to measure student and faculty satisfaction regarding the peer mentoring process.	May 08		An average rating of 3 on a 4-point scale on end-of-course evaluations by students and faculty will reflect satisfaction with the peer mentoring process.		

FY2008 Innovation Grants: HECA

OBJECTIVES AND ACTIVITIES WORKSHEET

GOAL: To increase student retention rates by 20% in targeted online courses via a peer mentoring program.

OBJECTIVE # 2: Faculty of targeted online courses will be able to identify a minimum of five key online teaching behaviors that promote student retention in their courses.

ACTIVITIES RELATED TO PRIORITY GOALS	IMPLEMENTATION DATES	NUMBER OF PERSONS SERVED	MEASURABLE INDICATOR OF EXPECTED RESULTS (OUTCOMES)	HECA GRANT BUDGET AMOUNT	OTHER FUND SOURCES
ACTIVITY 1: Adapt UIS peer mentoring training curriculum for use at the seven participating community colleges (for coordinators, faculty, peer mentors)	Oct. – Nov. 07	36 (includes 7 college personnel and project director)	Peer mentoring training curriculum is fully adapted for use by October at the participating colleges.	Included in UIS workshop price	
ACTIVITY 2: Develop communication and resource portal for use by faculty, peer mentors, and coordinators to ask questions, share resources and ideas, document lessons learned and share best practices.	Oct. – Nov. 07	36 (includes 7 college personnel and project director)	Curriculum and resource portal is fully adapted for use by October at the participating colleges.	See above amount	
ACTIVITY 3: Survey faculty to determine what they have learned through training and working with peer mentors about specific teaching behaviors that impact student retention.	May 08		14 faculty complete survey and share at least 5 teaching behaviors that impact student retention.		See Budget Detail for information on in-kind contribution for Activities 3 and 4.
ACTIVITY 4: Harvest lessons learned and best practices from training, communication, and resource tools to inform the evaluator, populate the dissemination materials, and refine the peer mentoring process for future implementation and expansion	May 08 – June 08	48 community colleges	Final report including lessons learned and best practices for online teaching behaviors is completed by end of June and included in the dissemination materials. Other materials as appropriate are also completed by the end of June.	See Objective #3, Activity 3 for budget amount.	

FY2008 Innovation Grants: HECA

OBJECTIVES AND ACTIVITIES WORKSHEET

GOAL: To increase student retention rates by 20% in targeted online courses via a peer mentoring program.

OBJECTIVE # 3: ILCCO will disseminate best practices for implementing a peer mentoring program that promotes improved student retention to all 48 community colleges in the state of Illinois.

ACTIVITIES RELATED TO PRIORITY GOALS	IMPLEMENTATION DATES	NUMBER OF PERSONS SERVED	MEASURABLE INDICATOR OF EXPECTED RESULTS (OUTCOMES)	HECA GRANT BUDGET AMOUNT	OTHER FUND SOURCES
ACTIVITY 1: Survey college personnel leading campus implementation of project to determine what they have learned through training and interacting with faculty and peer mentors about specific teaching behaviors that impact student retention.	May 08		8 college personnel and project director complete survey and share what was learned about teaching behaviors.		See Budget Detail for information on in-kind contribution for Activities 1 and 2.
ACTIVITY 2: The seven colleges will collect and provide data to external evaluator.	May 08		All 7 colleges collect and provide course retention and harvest communication data.		
ACTIVITY 3: Evaluator completes evaluation and prepares dissemination materials.	May 08 – June 08		Evaluator completes evaluation and dissemination materials by end of June.	\$1,200	
ACTIVITY 4: ILCCO shares program information with all 48 community colleges.	July 08	48 community colleges	Post grant period: ILCCO disseminates report and program information to all 48 community colleges, facilitates peer mentoring training for members and delivers up to 5 program information sessions via state conferences and Webinars.		ILCCO budget
ACTIVITY 5: ILCCO facilitates peer mentoring training for its members in FY09.	FY09	27 community colleges			In-kind contribution of time by ILCCO Director and lead college personnel
ACTIVITY 6: ILCCO delivers peer mentoring program information at state-wide events in Illinois, such as the Illinois Council of Community College Administrators Conference, the Illinois Community College Faculty Association Conference, the Faculty Summer Institute, the Illinois Online Conference, and professional development Webinars.	FY09	Potential for over 300 individuals to learn about this project			

**BUDGET
FY2008 INNOVATION GRANTS: HECA**

Institution Name: Illinois Community Colleges Online

Project Name: Increasing Retention in Online Courses through Peer Mentoring

Amount Requested*

FY2008	<u>\$17,459</u>
FY2009	<u> </u>
FY2010	<u> </u>

Total Request \$17,459

BUDGET DETAIL FOR FY2008		
Categories	HECA Grant Amount*	Other Fund Sources
Personal Services	<u>\$11,009</u>	
Benefits	<u> </u>	
Awards & Grants	<u>\$2,100</u>	
Contractual Services	<u>\$700</u>	
Commodities	<u> </u>	
Travel	<u>\$2,450</u>	
Printing	<u> </u>	
Equipment	<u> </u>	
Telecommunications	<u> </u>	
Audit	<u>\$0</u>	ICCB in-kind contribution
Evaluation and Dissemination of Outcomes (3-6 percent)	<u>\$1,200</u>	<u>\$1,300 (ILCCO)</u>
TOTAL BUDGET	<u><u>\$17,459</u></u>	<u><u>\$1,300</u></u>

*All dollar amounts must be rounded to the nearest hundred dollars.

FY2008 Innovation Grants: HECA

BUDGET LINE ITEM CATEGORIES AND DEFINITIONS*

Personal Services. Expenditures as compensation made for an employee's personal services rendered on behalf of the grant project.

Benefits. Additions to the total compensation package that may include group insurance, social security, retirement and other items.

Contractual Services. Expenditures for professional or technical services and transportation charges exclusive of "Travel" and "Audit." Also expenditures incident to the grant project operation for postage, publications, subscriptions, and services exclusive of commodities.

Awards & Grants. Expenditures made for teacher stipends and other awards and grants.

Commodities. Expenditures in connection with current operation for the purchase of articles of a consumable nature which show a material change or appreciable depreciation with first usage and equipment having a unit value not in any instance exceeding \$100.

Travel. Expenditures directly incident to official travel by employees of the grant project or direct payment to private agencies providing transportation or related services.

Printing. Expenditures for printing, printing paper, stationery, pamphlets, and envelopes.

Equipment. Visible tangible property of a non-consumable nature with a unit value exceeding \$100. [Regardless of value, all equipment must be clearly marked with the institution's inventory decal and the institution must maintain adequate control over all property, regardless of cost.]

Telecommunications. Expenditures for lease, rental or purchase of telecommunications equipment, supplies, maintenance, and service, which include telephone, radio and other voice, data, or video interconnection systems.

Audit. The independent examination verifying grant expenditures and compliance with the terms of the grant agreement and applicable statutes and rules. Expenditures for audit services should be reported on this line instead of contractual services.

Evaluation and Dissemination of Outcomes. Budget at least 3 to 6 percent of grant total for expenditures related to the external evaluation and dissemination of outcomes for the project.

Other Fund Sources/Institutional Contribution. The monetary value of goods or services provided by participating institutions to support the project.

*Definitions adapted from the Statewide Accounting Management System (SAMS) Manual issued by the State of Illinois Office of the Comptroller.

FY2008 Innovation Grants: HECA

BUDGET JUSTIFICATION

Personal Services: \$11,009

- These funds will pay for two student peer mentors at each college who will serve in two different courses for the spring 2008 semester. $\$8.20/\text{hour} \times 6/\text{hours per week} \times 16 \text{ weeks} \times 14 \text{ peer mentors (seven colleges with two peer mentors each)} = \$11,009$

Awards and Grants: \$2,100

- These funds will pay for faculty and peer mentor stipends to attend initial workshop and follow-up training. $\$100/\text{workshop} \times 14 \text{ faculty stipends (two per college)} = \$1,400$; $\$50/\text{workshop} \times 14 \text{ peer mentor stipends (two per college)} = \700

Contractual Services: \$700 - rounded to nearest hundred as required in budget

- These funds will pay for UIS to adapt the peer mentor training, provide workshops at each college and develop the resource and communications Web site. $\$100/\text{institution} \times 7 \text{ workshops} = \700

Travel: \$2,450

- These funds will pay for UIS to travel to each campus to provide workshops. $\$350/\text{institution workshop} \times 7 \text{ campuses} = \$2,450$

Audit: \$0

- No additional funds required as this will be performed by the Illinois Community College Board as part of its annual state audit.

Evaluation and Dissemination: \$1,200

- These funds will pay for Dr. Leonard Bogle, Illinois State University, to conduct the evaluation and develop materials for dissemination. $\$1,200 \text{ (evaluation and material dissemination)} = \$1,200$ (plus \$1,300 from ILCCO) = \$2,500

Institutional Contribution:

- Local college project coordinators will spend 10 – 12% of their weekly time on project implementation.

FY2008 Innovation Grants: HECA

**TABLE OF CURRENTLY FUNDED AND PENDING PROJECTS
AND/OR PROPOSALS**

I. Will this project receive any funding from other sources in addition to those requested for this HECA proposal?
If so, please list those other funding sources and award amounts.

Other Funding Sources:	Amount of Award:
_____	_____
_____	_____
_____	_____

II. Please provide information regarding currently funded and pending projects and/or proposals in which directors and associated program staff are involved.

a. Title: _____

b. Project Director: _____

c. Associated Project Staff: _____

d. Period: _____

e. Percent of an individual's annual time or support: _____

f. Total award: _____

g. Funding agency: _____

a. Title: _____

b. Project Director: _____

c. Associated Project Staff: _____

d. Period: _____

e. Percent of an individual's annual time or support: _____

f. Total award: _____

g. Funding agency: _____

If there are no currently funded or pending proposals, enter "None" here: NONE

Reproduce form if needed.

FY2008 Innovation Grants: HECA

EXTERNAL EVALUATION PLAN AND DISSEMINATION OF OUTCOMES

The peer mentoring program will be evaluated through a combination of quantitative and qualitative methodologies.

Satisfaction surveys will be used to measure the peer mentoring experience. Satisfaction surveys will be completed through an online instrument for students, faculty, and peer mentors. Student and faculty surveys will determine the level of satisfaction with peer mentor interaction, the level and quality of communication in the online course, perception of the effectiveness of the model, and with the overall experience in the online course. Faculty surveys will also collect data on effects of the peer mentoring experience and increased awareness of successful online teaching behaviors. Peer mentor satisfaction surveys will determine the level of satisfaction with their experience as a peer mentor, perception of the effectiveness of the model, and the overall experience in the online course. Demographic data will also be included in the surveys. Surveys of the local project coordinators will be implemented and used to evaluate satisfaction with the peer mentoring experience in targeted courses.

Collection of enrollment data will measure completion rates of students in the online courses participating in the peer mentoring program. Students enrolled in the course past the 10th day enrollment period will be tracked for completion. Students not completing the course will be surveyed to determine the reasons for non-completion. Reasons for non-completion will be based on non-completer surveys used at Bellevue Community College. The Bellevue response set includes the following categories:

- The course was too difficult
- I could not handle the combined study plus work or family responsibilities
- I had personal problems (health, job, child care)

- I signed up for too many courses and had to cut down my course load
- The online course was too unstructured for me
- I didn't know where to go for help

Completion data will also be collected for courses in the peer mentoring program from the previous 2 semesters of offering for comparison with the use of a peer mentor.

Information and communication exchanges on the communication web portal will be harvested and analyzed to provide qualitative data about the peer mentoring experience, best practices, and lessons learned.

Benchmarks for successful outcomes of the peer mentoring program are:

- a 20% increase student retention in each of the targeted online courses
- a 3 point student satisfaction rating on a 4 point scale with the peer mentoring experience
- a 3 point faculty satisfaction rating on a 4 point scale with the peer mentoring experience
- a 3 point peer mentor satisfaction rating on a 4 point scale with the peer mentoring experience
- documented increase in knowledge of effective online teaching behaviors in participating faculty
- documented evidence of support occurring on the communication web portal faculty to faculty, peer mentor to peer mentor, and faculty to peer mentor
- documented evidence of a growing body of best-practices and lessons learned communicated through the communication web portal

The project goals and objectives are as follows:

Goal: To increase student retention rates by 20% in targeted online courses via a peer mentoring program.

Objective 1: Seven community colleges will implement a peer mentoring program, affecting 14 low retention online courses.

Objective 2: Faculty of targeted online courses will be able to identify a minimum of five key online teaching behaviors that promote student retention in their courses.

Objective 3: ILCCO will disseminate best practices for implementing a peer mentoring program that promotes improved student retention to all 48 community colleges in the state of Illinois.

Three specific populations are identified in the grant:

- Students taking online courses where the courses historically have a low completion rate
- Faculty teaching online courses with historically low completion rates
- Students successfully completing the targeted online courses who return as peer mentors

The student population is expected to be representative of the community college population as a whole, following these patterns:

- Average student age is 29
- Women account for 59% and men 41% of the student population
- Minorities make up 34% of the student population
- Employment rate of students above 70%

Outcomes of the project include

- increased retention in the targeted online courses
- increased student satisfaction in online courses
- increase faculty knowledge about communication strategies in online courses
- increased faculty satisfaction in online courses

- Dissemination of the implementation and results of the peer mentoring program to the 48 Illinois community colleges

Target populations are expected to benefit from the peer mentoring program in the following ways:

- Students will complete needed courses impacting persistence towards degree completion
- Students will also develop appropriate behaviors for successful online course interaction
- Faculty will increase their communication skills in online courses
- Local project coordinators will have greater understanding of how communication affects success in online courses and have additional strategies to share with online faculty

Successful replication of this program statewide could be addressed through ILCCO. The seven ILCCO colleges participating in this project can assist the remaining ILCCO colleges in developing and implementing the program at their institutions. ILCCO can support and maintain the communication web portal past the life of the grant. The portal, training materials and ILCCO and college personnel can assist in future implementations. Successful implementation with the remaining ILCCO colleges would then provide a platform for further statewide roll-out. Additional college participation in the peer mentoring program and the communication web portal will build knowledge and best practices that will further enhance future implementations of the peer mentoring program through refined training and a growing repository of information and best practices on the portal. The web portal will be made freely available to anyone accessing the Internet, sharing resources, lessons learned, best practices.

Institutions continue to increase online course delivery and enhance their practices for a successful student experience. Information gained from this project will be freely shared and will provide data on peer-mentoring to inform future practices and implementations in the community college setting.

The recommended evaluator for the peer mentoring program is Dr. Leonard Bogle, Assistant Professor of Education Leadership at the University of Illinois at Springfield. Dr. Bogle has spent 34

years as an educator in the public schools of Illinois, the last 28 as an administrator. At UIS, Dr. Bogle received the Outstanding Performance Award at the Program and College level for 2007. He currently teaches courses in the areas of Supervision of Instruction, Introduction to Research, Collective Bargaining Online and the Capstone project.

Dr. Bogle agrees to execute the plans within the constraints of the proposed budget and timeline. Dr. Bogle also agrees to work with the Illinois Board of Higher Education as needed on development and refinement of evaluation methodology and instruments. Dr. Bogle's Curriculum Vitae follows.

Curriculum Vitae

Leonard R. Bogle, Ed.D.
Assistant Professor of Education Leadership
University of Illinois Springfield

Dr. Bogle currently teaches courses in the areas of Supervision of Instruction, Introduction to Research, Collective Bargaining On-line and the Capstone Project. Dr. Bogle has developed EDL 579 Collective Bargaining On-line, EDL 502 Finance on-line, and EDL 640 Business Applications (CSBO) – Revenue.

Dr. Bogle serves on 4 major committees at the university level and received the Outstanding Performance Award at the Program and College Level for 2007.

Degree:

Doctor of Education from Illinois State University, Normal, Illinois in Education Administration in 2000.

School Leadership Experience:

Dr. Bogle has spent 34 years as an educator in the public schools of Illinois. The last 28 years were served as an administrator. A variety of positions and duties were filled during this time to include Assistant and Head Middle School Principal, Elementary Principal, Director of Adult Education, Grant Writer and School Superintendent.

Research Interests:

Within the area of scholarship, Professor Bogle has conducted presentations at the state and national levels. At the national level, presentations have focused on the delivery of on-line education to graduate students and the identification of quality on-line programs. Similar presentations have been made at the state level along with the development and delivery of school-wide cooperative instructional programs.

National Presentations:

With Dr. Dan Matthews at the February 2006 American Association of School Administrators national convention on the topic of *"Identifying Quality On-line Instruction"*.

A poster session *"Working with Cooperative Learning Groups to Make Them Change Agents"*, will be presented May, 2007 at The Teaching Professor Conference in Atlanta.

With Vickie Cook and Scott Day at the July 2007 NCPEA National Convention entitled *Leadership Preparation – What is an Effective Clinical Experience?*

With Vickie Cook and Scott Day at the July 2007 NCPEA National Convention a Paper Session Presentation entitled: *Charting the Course of Improvement: Using Hybrid Programs to Enhance Pedagogy for the Preparation of School Leaders.*

Other presentations:

With Dr. Matthews in April 2006 at the UIS Technology Day 2006 entitled *"How Teacher Leaders in an On-line Capstone Course Influence Their Communities"*.

With Vickie Cook and Scott Day at the UIS Technology Day 2007 entitled: *"Hybrid Course Development: Planning and Preparation"*.

Publication:

Bogle, L., Cook, V., Day, S. (2007) *Charting the Course of Improvement: Using Hybrid Programs to Enhance Pedagogy for the Preparation of School Leaders.* NCPEA Yearbook.

Publications in progress:

"The \$100,000 Words" with Marcie Dutton, attorney for the Illinois Association of School Administrators.

"Cargo Pants, Terrorists and the Gun Lady: A True Story of Absurdity in the School" with Dr. Margaret Noe, UIS Associate Professor.

**FY2008 Innovation Grants: HECA
SUPPLEMENTAL INFORMATION REQUEST**

1. The Shared Enrollment and Graduation File (SEG), managed by a consortium of institutions and housed at Southern Illinois University Carbondale, is a student unit record system that collects and stores demographic, enrollment, and graduation data on a student-by-student basis. SEG is a very valuable data tool for institutions and the state that permits researchers to understand patterns of enrollment and degree completion. Such understanding is fundamental to developing institutional and state policies leading to increased educational attainment in Illinois. (For additional information, please contact Mike Baumgartner at Baumgartner@ibhe.org or 217-557-7353).

Does your institution participate in the SEG? Yes X No

2. The Course Applicability System (CAS) is a free service to anyone interested in learning about how courses transfer between participating colleges or universities, the degree programs colleges and universities offer, and how to best chart an academic plan of study involving transfer. (For additional information, see <http://www.ibhe.org/CAS/default.htm>.)

Does your institution participate in the CAS? Yes X No

3. The Illinois Articulation Initiative (IAI) is a statewide transfer agreement among more than 100 participating colleges or universities in Illinois. IAI includes a General Education Core Curriculum and recommended lower-level coursework in several common majors. IAI works best for students who know they are going to transfer but are undecided on the college or university that will grant their baccalaureate degree. (For additional information, see <http://www.ibhe.org/Academic%20Affairs/iai.htm>.)

Does your institution participate in the IAI? Yes X No

4. IBHE is committed to improving the diversity of Illinois' higher education institutions and encourages all institutions to evaluate and update institutional diversity plans. IBHE, as part of its statewide diversity efforts, administers the Diversifying Higher Education Faculty in Illinois Grant Program (DFI). The purpose of DFI is to increase the number of underrepresented faculty. The program provides fellowship awards to minority graduate students to assist in completing academic programs that lead to faculty positions. IBHE encourages institutions to utilize the DFI Program as a faculty recruitment tool in hiring underrepresented faculty. (For additional information, see <http://dfi.siu.edu/>.)

FY2008 Innovation Grants: HECA TERMS OF THE GRANT

When a proposal is selected for funding, the applicants may be asked to clarify and/or revise some aspects of their proposals and terms.

1. **Scope of Proposal.** Funds must be used exclusively for the purpose stated in the approved proposal and must be expended in accordance with the approved budget and the Grantee's policies and procedures related to such expenditures. Funds may be expended only for activities occurring during the grant period. All grant funds approved by IBHE for this project and paid to the Grantee are subject to the terms and conditions of the Higher Education Cooperation Act, the rules implementing that Act, the Illinois Grant Funds Recovery Act, and this agreement. Grantee hereby accepts such grant subject to said conditions.
2. **Time of Completion.** All services called for under the terms and conditions of this agreement, with the exception of the grant audit and contracted project evaluation services, are to be completed during the grant period. While projects may extend from one to three years, the typical grant period is one year. The FY2008 grant period will begin no sooner than August 14, 2007 and will extend through August 31, 2008. All equipment and commodities called for under the terms and conditions of this agreement are to be received or obligated on or before the grant period ending date. All final grant disbursements, including audits and contracted project evaluation services, must be completed and paid for within 90 days of the grant period ending date. Any funds that have not been obligated or expended by the grant period ending date shall be returned to the Grantor within 45 days of final day of the grant period.
3. **Payments.** An initial payment of at least one-half of the final approved budget amount will be made by invoice voucher upon the execution of the agreement. A final payment of the remaining balance will be made in accordance with the grant period date, subject to appropriation and the availability of funds.
4. **Budget Transfers.** The transfer of any funds from one category to another set forth in the budget must be approved in advance in writing by IBHE staff if that transfer will be in excess of twenty percent (20%) of the particular line item from which the funds are to be transferred. Failure to obtain such approval requires the grant recipient to refund all of the grant funds transferred in excess of twenty percent (20%). **No transfer requests will be approved within 15 days of the end of the grant period.**
5. **Interest.** For grants of less than \$250,000, interest earned by the Grantee may be retained by the recipient since the cost of accounting for the interest or allocating the interest to principal is deemed significant in terms of the amount of interest to be received. For grants of \$250,000 or more, interest earned by the Grantee must be accounted for and interest earned shall become a part of the grant principal and used only for the purposes authorized by this agreement.
6. **Audit/Retention of Records.** Each Grantee shall maintain books and records relating to the performance of the approved project and necessary to support amounts charged to the State under this agreement. Books and records, including information stored in databases or other computer systems, shall be maintained by each Grantee for a period of three (3) years from the later of the date of final payment under the agreement or completion of the approved project. Books and records required to be maintained under this section shall be available for review or audit by representatives of IBHE, the Auditor General, the Inspector General and other governmental entities with monitoring authority, upon reasonable notice and during normal business hours.

FY2008 Innovation Grants: HECA
TERMS OF THE GRANT (continued)

Each Grantee shall cooperate fully with any such audit and with any investigation conducted by any of these entities and shall allow full access without charge to all books and records covered by this agreement. Failure to maintain books and records required by this section shall establish a presumption in favor of the State for the recovery of any funds paid by the State under this agreement for which adequate books and records are not available to support the purported disbursement.

7. **Other Assets.** In the event any property (real, personal or mixed) is purchased with grant funds for use in the cooperative effort described above, and in the further event that such cooperative effort subsequently is terminated, such property may become the property of IBHE.
8. **Termination.** This agreement can be terminated by IBHE upon notice in writing. Expenditures and obligations incurred by the Grantee up to the time the notice is received shall be authorized expenses under this agreement. Unexpended funds shall be returned to IBHE.
9. **Evaluation.** The external evaluator and evaluation plan must be agreed upon in writing by the Grantee and IBHE prior to payment. The Grantee shall provide IBHE with a written external evaluation within 90 days of the grant period ending date. Projects extending beyond one grant period shall submit an interim evaluation as a requirement of the renewal application, an annual written external evaluation within 90 days of each grant period ending date, and a final culminating external evaluation within 90 days of the project's final grant period. The evaluation report must have a standard cover page signed by the chief executive officer of the institution serving as Fiscal Agent, the project director, and the external evaluator and contain the required components as specified by the external evaluation plan.
10. **Audit Reports.** The Grantee shall provide to IBHE a grant-specific audit conducted by an independent external auditor, who is registered as a public accountant with the Illinois Department of Financial and Professional Regulation, within 90 days of the grant period ending date. The grant-specific audit shall be conducted in accordance with generally accepted auditing standards and *Government Auditing Standards*, issued by the Comptroller General of the United States.
11. **Appropriation Contingency.** Obligations of the state shall cease immediately without penalty or further payment being required if, in any fiscal year, the Illinois General Assembly or the Governor fail to appropriate or otherwise make available sufficient funds for this agreement.
12. **State Certifications.** The Grantee must make the certifications listed in Attachment 11, agree to comply with the certifications listed in Attachment 11 during the grant period, certify that such certifications are true and correct, and acknowledge that such certifications are a condition of this agreement.
13. **Intellectual Property.** Any work product developed or acquired as a result of this grant shall be considered as a work for hire. Such work product will become the property of the State of Illinois and will be in the public domain.

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**STATE OF ILLINOIS
REQUIRED CERTIFICATIONS**

1. **The Applicant makes the certifications as a condition of this Agreement. These certifications are in addition to any other certification contained in this Agreement. Fiscal Agent's execution of this Agreement shall serve as its attestation that the certifications made herein are true and correct.**
2. **Applicable Law.** The Applicant agrees to comply with all applicable provisions of federal, state, and local law in the performance of its obligations pursuant to this Agreement.
3. **Drug Free Workplace Act.** The Applicant certifies that it is in compliance with the applicable provisions of the Drug Free Workplace Act (30 ILCS 580/1 et seq.) with respect to providing a drug free workplace.
4. **Non-Discrimination.** The Applicant certifies that it is in compliance with the applicable provisions of the U. S. Civil Rights Act, Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act (42 U.S.C. 12101 et seq.) and applicable rules in performance under this agreement.
5. **Discriminatory Club Dues.** The Applicant certifies that it is not barred from receiving any Contract from the State of Illinois because it pays dues or fees on behalf of its employees or agents or subsidizes or otherwise reimburses them for payment of dues or fees to any club which unlawfully discriminates (775 ILCS 25/0.01 et seq.).
6. **Equal Employment Opportunities—Affirmative Action/Sexual Harassment.** The Applicant certifies that it is in compliance with the Illinois Department of Human Rights Act (775 ILCS 5/2-105 (A)) and rules applicable to public contracts, including equal employment opportunity and affirmative action, refraining from unlawful discrimination, and having written sexual harassment policies.

FY2008 Innovation Grants: HECA

**STATE OF ILLINOIS
REQUIRED CERTIFICATIONS (continued)**

7. Taxpayer Identification Number or Certification

I certify that:

The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), **and**

I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, **and**

I am a U.S. person (including a U.S. resident alien).

Name of Institution: Illinois Community College Board

Taxpayer Identification Number: Social Security Number _____

or

Employer identification number 100068401

Legal Status (check one):

- | | |
|---|--|
| <input type="checkbox"/> Individual | <input checked="" type="checkbox"/> Government |
| <input type="checkbox"/> Sole Proprietor | <input type="checkbox"/> Nonresident Alien |
| <input type="checkbox"/> Partnership/Legal Corporation | <input type="checkbox"/> Estate or Trust |
| <input type="checkbox"/> Tax-exempt | <input type="checkbox"/> Pharmacy (Non-Corp.) |
| <input type="checkbox"/> Corporation providing or
billing medical and/or
health care services | <input type="checkbox"/> Pharmacy/Funeral Home/
Cemetery (Corp) |
| <input type="checkbox"/> Corporation NOT providing
or billing medical and/or
health care services | <input type="checkbox"/> Other _____ |