ILLINOIS EASTERN COMMUNITY COLLEGES

BOARD OF TRUSTEES

MONTHLY MEETING

December 9, 2008

Location:

Olney Central College
305 North West Street
Olney, Illinois 62450

Dinner – 6:00 p.m. – Banquet Room
Meeting – 7:00 p.m. – Banquet Room

The mission of Illinois Eastern Community College District 529 is to provide excellence in teaching, learning, public service, and economic development.

Illinois Eastern Community Colleges
Board Agenda

December 9, 2008
7:00 p.m.
Olney Central College

1. Call to Order & Roll Call...Chairman Fischer
2. Disposition of Minutes...CEO Bruce
3. Recognition of Visitors and Guests ....Bruce
   A. Visitors and Guests
   B. IECEA Representative

4. Public Comment

5. Reports
   A. Trustees
   B. Presidents
   C. Cabinet
      Coal Mining Technology/Telecom

6. Policy First Reading (and Possible Approval)..Bruce
   A. None

7. Policy Second Reading ....Bruce
   A. None

8. Staff Recommendations for Approval
   A. Report on Assessment...Cantwell
   B. IECC Strategic Plan 2009-2010 ....Cantwell
   C. College Emergency Plans...Cantwell
   D. Joint Agreement with Lewis & Clark College..Cantwell
   E. 2008 Student Satisfaction Survey Results ....Schwartz
   F. 2008 Employee Satisfaction Survey Results ....Schwartz
   G. 2009-2010 Holiday Calendar..Browning
   H. 2009 Board of Trustees Meeting Dates ....Bruce
   I. Payment of End of Year Bills..Bruce
   J. Memorandum of Agreement with Association – Applied Music Rate ....Bruce
   K. Deed of Property to Lincoln Trail College Foundation ....Bruce

9. Bid Committee Report ....Bruce
       <u>Frontier Community College</u>
         1. Automotive Alignment Equipment
         2. Utility Pole Transport Trailer

       <u>Wabash Valley College</u>
         1. Office Furniture and Seating for Main Hall

10. District Finance
      A. Financial Report...Browning
      B. Approval of Financial Obligations...Browning

11. Chief Executive Officer's Report ....Bruce

12. Executive Session ....Bruce

13. Approval of Executive Session Minutes
      A. Written Executive Session Minutes ....Bruce
      B. Audio Executive Session Minutes...Bruce
      C. Semi-Annual Review of Executive Session Minutes.....................................Bruce

14. Approval of Personnel Report ....Bruce

15. Collective Bargaining ....Bruce

16. Litigation..Bruce

17. Acquisition and Disposition of Property..Bruce

18. Other Items

19. Adjournment

Minutes of a regular meeting of the Board of Trustees of Illinois Eastern Community Colleges – Frontier Community College, Lincoln Trail College, Olney Central College, Wabash Valley College – Community College District No. 529, Counties of Clark, Clay, Crawford, Cumberland, Edwards, Hamilton, Jasper, Lawrence, Richland, Wabash, Wayne and White, and State of Illinois held in the Cafeteria, at Lincoln Trail College, 11220 State Highway 1, Robinson, Illinois, Tuesday, November 18, 2008.

AGENDA #1 – "Call to Order & Roll Call" – Chairman George Andrew Fischer called the meeting to order at 7:00 p.m. and directed the Board Secretary, Harry Hillis, Jr., to call the roll.

Roll Call: The Secretary called the roll of members present and the following trustees answered to their names as called and were found to be present:

John D. Brooks, George Andrew Fischer, William C. Hudson "Jr.," Walter L. Koertge, Larry Rost, Marilyn J. Wolfe. Also present was Terra Ochs, student trustee. Trustees absent: Brenda K. Culver. There being a quorum present, the Chair declared the Board of Trustees to be in open, public session for the transaction of business.

(Note: In accordance with Board of Trustees Policy No. 100.4, the student trustee shall have an advisory vote, to be recorded in the Board Minutes. The advisory vote may not be counted in declaring a motion to have passed or failed.)

Also present at this meeting, in addition to trustees:
  Terry L. Bruce, Chief Executive Officer/Chief Operating Officer.
  Matt Fowler, President of Wabash Valley College.
  Timothy Taylor, President of Frontier Community College.
  Beverly Turkal, President of Lincoln Trail College.
  Roger Browning, Chief Finance Officer/Treasurer.
  Tara Buerster, Director of Human Resources.
  Christine Cantwell, Associate Dean of Academic & Student Support Services.
  Alex Cline, Director of Information & Communications Technology.
  Kathleen Pampe, Associate Dean, Career Education & Economic Development.
  George Woods, Dean of Workforce Education.

Abbreviations Used in Minutes:
        DO – District Office
        DOC – Department of Corrections
        FCC – Frontier Community College
        HLC – Higher Learning Commission
        ICCB – Illinois Community College Board
        ICCTA – Illinois Community College Trustees Association
        IECC – Illinois Eastern Community Colleges
        IECEA – Illinois Eastern Colleges Education Association
        LCC – Lawrence Correctional Center
        LTC – Lincoln Trail College
        OCC – Olney Central College
        PHS – Protection, Health & Safety
        RCC – Robinson Correctional Center
        SURS – State Universities Retirement System
        WED – Workforce Education
        WVC – Wabash Valley College

AGENDA #2 – "Disposition of Minutes" – Open meeting minutes as prepared for the regular meeting held Tuesday, October 21, 2008 were presented for disposition.

        Board Action to Approve Minutes: Trustee Larry Rost made a motion to approve minutes of the foregoing meeting as prepared. Trustee Walter Koertge seconded the motion. The Chair asked trustees in favor of the motion to say "Aye" and those opposed to say "No." The viva voce (by the voice) vote was taken and the Chair declared the "Ayes" have it and the motion carried.

AGENDA #3 – "Recognition of Visitors and Guests" –

        #3-A. Visitors and Guests: Visitors and guests present were recognized.

        (1) Special Presentation: Cora Weger, Student Advantage Network Advisor, and four of her students were introduced. She gave a brief review of SAN activities. Renee Ackman, student, reviewed the Fall 2008 Leadership Class Project: To increase public awareness of the importance of recycling. SAN is required to serve 190 students and this year there are 210 students.

        #3-B. IECEA Representative: None.

AGENDA #4 – "Public Comment" None.

AGENDA #5 – "Reports" –

        #5-A. Trustees: Trustee John Brooks informed the trustees that Marathon Petroleum has filed a lawsuit against Robinson Community Unit School District No. 2, relative to Marathon's tax assessment. CEO Terry Bruce updated the Board of Trustees on the status of negotiations between Marathon and the various taxing bodies in Crawford County relative to the assessment of the Marathon property.

        #5-B. Report from Presidents: Reports were noted from each of the colleges.

        #5-C. Report from Cabinet: None.

AGENDA #6 – "Policy First Readings (and Possible Approval)" – Tara Buerster, Director of Human Resources, has been working on the evaluation process for staff at Illinois Eastern Community Colleges. Currently, full-time administrative, professional non-faculty, technical, clerical secretarial, and maintenance custodial employees are evaluated once a year. In reviewing current policy, it has been decided that the District needs to evaluate new employees ninety days after their initial employment. This will allow the District to have a goal of ensuring high level performance by promoting communication between supervisor and employees after the initial hire date. The District would continue its annual evaluation. The revised policy also clarifies that student workers need not be formally evaluated, but should be monitored during their employment and feedback given on an informal basis by supervisors.

        Recommendation: The CEO recommended that second reading be waived and that Evaluation Policy 400.2 be adopted with the changes noted.

        Board Action: Trustee Marilyn Wolfe made a motion to waive second reading and adopt the revised Evaluation Policy 400.2 as recommended. Trustee William Hudson seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student

advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

AGENDA #7 – "Policy Second Readings" – None.

AGENDA #8 – "Staff Recommendations for Approval" – The following staff recommendations were presented for approval.

      #8-A. Biennial Review Report for 2008: Chris Cantwell reviewed the Biennial Review Report for 2008.   The Drug-Free Schools and Campus Regulations, as articulated in the Education Department of General Administrative Regulations (EDGAR) Part 86.100, requires that, as a condition of receiving funds or any form of financial assistance under any federal program, an institution of higher education must certify that it has adopted and implemented a program to prevent the unlawful possession, use, or distribution of illicit drugs and alcohol by students and employees.

      In order to certify the District's compliance with the Part 86 regulations, IECC is required to create a program that complies with the regulations as follows:

      1. Annually notify each employee and student, in writing, of standards of conduct; a description of appropriate sanctions for violation of federal, state, and local law and campus policy; a description of health risks associated with Alcohol and Other Drug (AOD) use; and a description of available treatment programs.

      2. Develop a sound method for distribution of the policy to every student and staff member each year.

      3. Prepare a biennial report on the effectiveness of its alcohol and other drug programs and the consistency of policy enforcement.

      4. Maintain its biennial review report on file, so that if requested to do so by the U.S. Department of Education, the campus can submit it.

      IECC is in total compliance with these regulations.

      The CEO recommended approval of IECC's 2008 Biennial Review as presented.

      Board Action: Student Trustee Terra Ochs made a motion to approve IECC's 2008 Biennial Review as recommended. Trustee Walter Koertge seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

      #8-B. Environmental Scan for FY2009: The Environmental Scan for IECC for fiscal year 2009, as prepared by Jack Davis, President of Olney Central College, was presented. To do accurate strategic planning, the District prepares the environmental scan utilizing historical data to forecast future internal and external needs for college programs and services. The data assist the District in developing the Strategic Plan, completing the Program Review process, and developing the Institutional Effectiveness Plan, the Career and Technical Education Plan, and the On-Line Education Plan.

      A number of elements were selected for scanning, including District population, District high school graduates, Indiana border county high school graduates, credit hours generated, equalized assessed valuation, per capita personal income, and many others.

      Among other details, the plan shows the following about the IECC District:

      1.   Population is Declining.

      2.   Equalized Assessed Valuation is Increasing Slightly.

3.   Reimbursable Credit Hour Grants Show Steady Increases.

4.   Future Revenue Increases will Come From Tuition Increases and State Funding.

5.   District Income is Lower than the State-Wide Average.

6.   Farm Employments are Declining, Manufacturing Employments are Relatively Level, and Educational Services Employment Show Steady Increases.

7.   Enrollment of Both Full and Part-Time Students Increased Last Year.

8.   There has been a 49.5% Increase in the Number of Program Completers Comparing fiscal year 1983 to fiscal year 2008.

The FY2009 Environmental Scan indicates that the District's Colleges must continue to offer educational programs and services that prepare students to meet the demands of an ever changing market place. By doing so, the District will benefit the local economy, which in turn, will better serve the residents of the District.

The CEO recommended acceptance of the Environmental Scan for FY2009.

Board Action: Trustee Larry Rost made a motion to accept the Environmental Scan for FY2009 as recommended. Trustee Walter Koertge seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

#8-C.   Dell Contract: In 1996, the District committed itself to a five year $2 million Technology Plan and each year spent a minimum of $400,000 on upgrading technology at each of the four colleges and the District Office. In more recent years, the annual amount has been increased to more than $500,000 per year. More than three years ago, the District made a policy decision approved by the Board of Trustees that the District would purchase servers, located at each college and the District exclusively from Dell Computers. The uniformity of servers has allowed the District to have a server programmed that could immediately be placed into service in the event of a server malfunction. Having uniform servers has been a great benefit and a cost savings to the District. For several years, the Technology Committee and the Cabinet has discussed the increasing need to go to a single source supplier of IECC computers. Alex Cline, Director of Information Services, has been working with the Dell Corporation to develop a master purchasing agreement that will allow the District to purchase computers from Dell at substantially reduced costs from prevailing market prices. Dell will provide training for District technicians and allow the District access to company proprietary information, on a limited basis, so that IECC's technicians can more rapidly and easily repair computers that malfunction. Dell has been a leader in providing training and access to company data on each computer built.

The District has developed an agreement with Dell which will allow the most competitive pricing with a review each six months with possible price reductions if Dell suppliers have reduced the price of components in the computer. The agreement is not exclusive and allows the District to purchase equipment from other supplies if it so desires. However, it is likely that the District, under this agreement, will purchase virtually exclusively from Dell.

The CEO recommended approval of the Agreement with Dell Computers as presented.

Board Action: Trustee Marilyn Wolfe made a motion to accept the Agreement with Dell Computers as recommended. Student Trustee Terra Ochs seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

#8-D. Marathon Conservation Project at LTC: Marathon Petroleum Company, LLC (Marathon) has proposed the development of a wildlife habitat area at Lincoln Trail College. The proposed habitat improvement will include the placement of nesting boxes and create a wetlands area which will cover approximately three acres. Marathon will capture water from the existing Miller Lake at times of overflow and the actual wetlands will be approximately 1.5 feet deep. Marathon will utilize LTC's Horticulture program to grow plant species to be planted in the wetlands (3,000-4,000 plants) and will plant Bald Cypress trees in the wetlands. In addition, acreage will be placed into the Conservation Reserve Program (CRP) for planting of native grasses. The cost of the portion of this program will be largely paid for by enrolling in the CRP cost share program. This grassland area will improve conservation and enhance wildlife habitat. Marathon proposes also to include a park-like setting by adding additional trees, by clean-up of the area, adding picnic tables, and a walking path.

The entire cost of the program will be paid for by funds from the Wetland Development Program, Marathon ($5,000), The National Wildlife Federation, and Ducks Unlimited. Lincoln Trail College Foundation will also be involved in the project and has indicated its support. Von Meeks was present at the meeting representing Marathon Petroleum.

Recommendation: The CEO recommended that the Board of Trustees authorize the Chairman and the CEO to execute documents as required to put this proposed wildlife habitat development into place.

Board Action: Trustee John Brooks made a motion to authorize the Chairman and the CEO to execute documents as required for the proposed Marathon Conservation Project at LTC as recommended. Trustee Walter Koertge seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

#8-E. Acceptance of McCoy Property: Mrs. Jane McCoy currently owns a building located in downtown Robinson, which she wishes to deed to IECC/LTC. Mrs. McCoy is the widow of W. "Red" McCoy, who operated a local welding and heavy equipment repair business. The McCoy's started their business shortly after World War II. They built a substantial brick building and over the years added to the structure as their business expanded. Following the death of Mr. McCoy, the business was closed and the building is now vacant. It has been kept in good repair over the years and with renovations can be converted into a building that could house a welding program for Lincoln Trail College. LTC President Beverly Turkal has been working with George Woods and IECC's Workforce Development Program to develop a welding program at this facility.

Recommendation: The CEO recommended that the Board of Trustees accept the deed of property as offered by Mrs. Jane McCoy.

Board Action: Trustee John Brooks made a motion to accept the offer of Mrs. Jane McCoy for a deed to the McCoy building property in downtown Robinson as recommended. Trustee William Hudson seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

#8-F. LTC Van Lease: The LTC Foundation has agreed to purchase a van that will be leased to Illinois Eastern Community Colleges/Lincoln Trail College, under terms of a lease agreement, the van being described as follows:

2008 Ford 15 Passenger Econoline Van, 23,832 miles, VIN IFBNE31LX8DA99842.

The consideration to be paid for the lease shall be $13,868.00, plus 4.5% simple interest to reflect a total lease amount, including interest, of $15,614.35, payable as follows: Five payments of $3,122.87, to be due and payable on the 15th day of July 2009, 2010, 2011, 2012, and 2013. The final payment, due July 15, 2013, shall be adjusted to reflect actual payment activity during the course of the contract. No penalty will be charged for prepayments. Lessee is hereby given the option of purchasing the above referenced vehicle for an additional one dollar ($1.00) to be paid with the final payment. Obligations of lessee are outlined in the lease agreement. The CEO recommended approval of the van lease agreement.

Board Action: Trustee Marilyn Wolfe made a motion to approve the foregoing van lease agreement between the LTC Foundation and IECC/LTC as recommended. Student Trustee Terra Ochs seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

#8-G. LTC Van Lease: The LTC Foundation has agreed to purchase a van that will be leased to Illinois Eastern Community Colleges/Lincoln Trail College, under terms of a lease agreement, the van being described as follows:

2008 Ford 15 Passenger Econoline Van, 6,500 miles, VIN IFBME31L78DB37284.

The consideration to be paid for the lease shall be $15,368.00, plus 4.5% simple interest to reflect a total lease amount, including interest, of $17,303.25, payable as follows: Five payments of $3,460.65, to be due and payable on the 15th day of July 2009, 2010, 2011, 2012, and 2013. The final payment, due July 15, 2013, shall be adjusted to reflect actual payment activity during the course of the contract. No penalty will be charged for prepayments. Lessee is hereby given the option of purchasing the above referenced vehicle for an additional one dollar ($1.00) to be paid with the final payment. Obligations of lessee are outlined in the lease agreement. The CEO recommended approval of the van lease agreement.

Board Action: Trustee Marilyn Wolfe made a motion to approve the foregoing van lease agreement between the LTC Foundation and IECC/LTC as recommended. Student Trustee Terra Ochs seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

AGENDA #9 – "Bid Committee Report" – None.

AGENDA #10 – "District Finance" – The following district financial matters were presented:

#10-A. Financial Reports: The monthly financial reports were presented, including the treasurer's report, showing a balance in all funds of $8,610,662.66, as of October 31, 2008.

#10-B. Approval of Financial Obligations: District financial obligations (Listing of Board Bills) for November 2008, totaling $868,369.99, were presented for approval.

Board Approval for Payment of Financial Obligations: Trustee Marilyn Wolfe made a motion to approve payment of district financial obligations for November 2008, in the amounts listed, and payments from the revolving fund for October 2008. Trustee Larry Rost seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

AGENDA #11 – "Chief Executive Officer's Report" – None.

AGENDA #12 – "Executive Session" – The Board of Trustees did <u>not</u> hold an executive session at this meeting.

AGENDA #13 – "Approval of Executive Session Minutes" – The Board of Trustees did not hold an executive session at the regular meeting, Tuesday, October 21, 2008.

AGENDA #14 – "Approval of Personnel Report" – The CEO presented the following Personnel Report and recommended approval:

400.1. Change in Status

    A.   Administrative

        1.   Jervaise McGlone, Interim Associate Dean of Adult and Continuing Education, FCC, to Associate Dean of Adult and Continuing Education, FCC, effective November 19, 2008.

400.2. Retirement

    A.   Faculty

        1. Terry Russell, Workforce Education Instructor, effective December 31, 2008.

Board Action: Trustee Walter Koertge made a motion to approve the foregoing Personnel Report as recommended. Student Trustee Terra Ochs seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: Brenda Culver. The motion having received 6 yea votes and 0 nay votes, the Chair declared the motion carried.

AGENDA #15 – "Collective Bargaining" – None.

AGENDA #16 – "Litigation" – None.

AGENDA #17 – "Acquisition and Disposition of Property" – None.

AGENDA #18 – "Other Items" – None.

AGENDA #19 – "Adjournment" – Trustee William Hudson made a motion to adjourn. Trustee Larry Rost seconded the motion. The Chair asked trustees in favor of the motion to say "Aye" and

those opposed to say "No." The viva voce (by the voice) vote was taken. The Chair declared the "Ayes" have it, the motion is adopted, and the meeting was adjourned at 8:00 p.m.

Approved: Chairman: _____

                Secretary: _____

Agenda Item #1

Call to Order and Roll Call

Agenda Item #2

Disposition of Minutes

Agenda Item #3

Recognition of Visitors and Guests
A. Visitors and Guests
B. IECEA Representatives

Agenda Item #4

Public Comment

Agenda Item #5

Reports
A. Trustees
B. Presidents
 C. Cabinet
Coal Mining Technology/Telecom

Agenda Item #6

Policy First Reading (and Possible Approval)

None

Agenda Item #7

Policy Second Reading

None

Agenda Item #8

Staff Recommendations for Approval

Agenda Item #8A

Report on Assessment

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: Report on Assessment 2007-2008

In October 2006, Illinois Eastern Community Colleges was accepted into the Higher Learning Commission's (HLC) Academy for the Assessment of Student Learning. The Assessment Academy offers HLC member institutions a four-year sequence of events and interactions that are focused on student learning, targeted at accelerating and advancing efforts to assess and improve student learning, and designed to build institution-wide commitment to assessment of student learning.

The Assessment Academy experience is intended to develop institutional culture and increase institutional commitment to assessing and improving student learning. IECC's successful participation in the Academy is designed to generate evidence for accreditation evaluations and serve in place of mandated progress and monitoring reports on assessment of student learning.

As a part of the District's participation in the Assessment Academy, a report of IECC's assessment efforts has been prepared by the Faculty Assessment Team and is presented annually to the Board for its review and acceptance. The report includes the following:

- Summary of the History of Assessment of Student Learning at IECC
- Year in Review of Assessment Events
- Committee Meetings 2007-2008
- Assessment of Student Learning at all Levels
- Feedback on Students First! Project
- Future of Assessment of Student Learning at IECC
- Appendices

The Faculty Assessment Team is led by Nixie Hnetkovsky, with strong assistance of faculty members Amie Mayhall, Kelly Payne, Mark Pettigrew, Kim Stevens, and many other faculty members. These five individuals have done an extraordinary job during the 2008 calendar year as the report indicates.

I ask the Board's acceptance of the Report on Assessment 2007-2008.

TLB/rs

Illinois Eastern Community Colleges
Report on Assessment

2007-2008

Prepared by:
Nixie Hnetkovsky
Faculty Director of Student Learning Assessment

Reviewed by:
Amie Mayhall-FCC
Kim Stevens-LTC
Kelly Payne-OCC
Mark Pettigrew-WVC
Kathy Pampe-Associate Dean, Career and Technical Education
Chris Cantwell-Associate Dean, Academic & Student Support
Services
Penny Quinn-Dean of Instruction, LTC

Presented to the Cabinet: December 1, 2008
Presented to the Board: December 9, 2008

Table of Contents:

IECC Mission

The mission of Illinois Eastern Community Colleges District 529 is to provide excellence in teaching, learning, public service, and economic development.

Summary of the History of Assessment of Student Learning at IECC

Illinois Eastern Community Colleges is striving to fulfill its educational mission as a comprehensive community college district by providing high-quality student learning and effective teaching environments to the citizens of southeastern Illinois. Several assessment-related activities and initiatives have been implemented that emphasize the district's commitment to maintaining a curriculum and an educational delivery system that focuses on the future needs of an increasingly diverse global society. Please refer to the 2005-2006 Report and 2006-2007 Report on Assessment for complete history and background of assessment at IECC.

Assessment Activities Year In Review 2007-2008

August 16, 2007 – Faculty Assessment Work Day

Faculty from all four colleges met at Wabash Valley College. Major points of interest for the day:

Presentation on Turning Point Software

Turning Point is an audience response system that can be used as a formative assessment tool in the classroom. This is an especially valuable tool as it allows the instructor to receive immediate feedback. The instructor will know immediately if the students understand today's lecture. Nixie Hnetkovsky demonstrated the system which utilizes "clickers" and questions built into a PowerPoint presentation.

Faculty Discipline/Program Work Time

Faculty were given time to work within their programs, disciplines, and specific courses to work on their individual assessment efforts in conjunction with the faculty from all four colleges. This is always the high point of the work days. Since we are divided among four colleges, this provides time where the faculty can sit and work together on the assessment efforts of their discipline.

October 2, 2007 – District Workshop Day

Faculty and staff from all four colleges met at Frontier Community College with an emphasis on Adult Education.   Eddie Slowikowski provided the morning's motivational presentation stressing the role we all have in ensuring student success. Other guest speakers during the day were from McDonald's Corporate, Fairfield's McDonald's owner, and other Adult Education Professional Development Instructors.

The Assessment Team introduced the new Students First! Project which fulfills our participation in the HLC Assessment Academy. The emphasis of this project is extending assessment from the classroom across the institution to all support services. All departments within IECC impact student learning, and, therefore, institution-wide assessment is essential in improving student learning. Major points of interest for the day:

Faculty Discipline Work Time

Faculty were given time to work within their programs, disciplines, and specific courses to work on their individual assessment efforts in conjunction with faculty from all four colleges.

Students First Staff Areas Work Time

All non-instructional areas were given time to work within their departments or groups to plan assessment for the Spring 2008 semester.

January 7, 2008 – Faculty Assessment Work Day

Faculty from all four colleges met at Olney Central College. Major points of interest for the day:

Overview of Angel Learning Object Repository (LOR)

IECC continually strives to use technology to increase the efficiency and efficacy of assessment in the classroom. Jeff Gumbel presented an overview of the Angel LOR. Later in the morning, he offered hands-on training for faculty on the usage of this new tool which will allow faculty and staff from among the colleges to more easily share assessment tools and results for faster and easier compiling.

Faculty Discipline Work Time

Faculty were given work time to work within their programs, disciplines and courses to review results and develop assessment plans for the spring semester.

April 12-14, 2008 – HLC 112th Annual Meeting – Chicago, IL

Chris Cantwell, Amie Mayhall and Nixie Hnetkovsky attended the 113th Annual Meeting of the Higher Learning Commission in Chicago, Illinois. The three assessment team members attended the assessment track of the meeting.

The main highlights of the conference included: break-out sessions on various assessment topics and time to meet with a mentor for feedback on the Students First! Project.

June 19-20, 2008 – Students First! Retreat – New Harmony, IN

The Students First! Organizational Team including Chris Cantwell, Kathy Pampe, Penny Quinn, Amie Mayhall, Nixie Hnetkovsky, Mark Pettigrew, Kelly Payne, and Kim Stevens planned and executed a Students First! Retreat. Faculty and staff from various areas of IECC were invited to this two-day, comprehensive retreat. The participant list is

found in Appendix A. The retreat focused on reporting results for each area of the district, brainstorming ways to improve the existing General Education Assessment Process, and networking with other departments in order to improve the assessment process. The agenda is found in Appendix B.

Participation by all attendees was inspiring and enlightening. Reports gave opportunities for everyone to discuss good practices and brainstorm application of those practices elsewhere in the institution. Knowledge of other departments has encouraged appreciation of those departments and their goals, and discussion of how those departments might aid one another's individual efforts. The Students First! Retreat, overall, encourages accepting assessment as a culture across the IECC district.

A group of faculty including Robert Mason, Paul Stouse, Dave Wilderman, Kim Stevens, and Nixie Hnetkovsky discussed the need to revise IECC's General Education Assessment. The decision was made to keep the outcomes as stated. However, the assessment tool and timing of the tests are not serving their intended purpose. Currently, the assessment pre-test is administered to students attending the Freshman Orientation at each college preceding the Fall semester. The assessment post-test is administered online to graduates at the end of the Spring semester. The timing, format, and atmosphere are not conducive to students performing at their highest level. At Freshman Orientation, only a short amount of time is available to explain the importance of the assessment, and have the student read and fill out the exam. In addition, the amount of new information being presented is overwhelming which may influence a student's ability to perform well. The post-test is administered online. In both situations, the students may not understand or appreciate the value of the results of these assessments; therefore, they may not perform to their full potential. In addition, the faculty group stated that the tool currently does not assess all the outcomes.

The group concluded that assessing one or two outcomes each year would allow a tool to be developed that is not overwhelming to either the student or the faculty member administering it. Assessment would entail using an existing assignment in the instructor's course. This would ensure motivation on the student's part and help maintain a reasonable workload for the faculty member. The group also recommended that a common rubric be created by faculty teaching the General Education courses which would ensure standardization of the assessment and provide data that pertains directly to the outcomes of interest. In addition, this method would allow results to be easily compiled and relayed to instructors of General Education courses in order to improve learning within those courses.

A decision was made to present this idea to the entire faculty in August 2008 at the Faculty Work Day. In addition, a meeting would be held with faculty teaching the General Education courses covered by the first two outcomes in order to create a common rubric and request feedback on the proposed changes.

Ongoing Events:

Students First Newsletter

The district began distribution of an Accreditation and Assessment Newsletter in September 2002. The title has been changed to reflect the goal of the Assessment Academy project and our overall goal at IECC. The Olney Central College Assessment Coordinator, Kelly Payne, continues working with Pam Schwartz to keep this newsletter current and relevant to faculty.

Assessment Toolkit

The Assessment Toolkit (http://www.iecc.edu/assessment/) houses a variety of resources for faculty and staff at IECC. Assessment Committee meeting minutes are posted, along with current and past assessment efforts, including classroom, course, and program assessment information. The Toolkit is updated periodically to reflect the assessment efforts undertaken by all areas, instructional and non-instructional, throughout the district.

Changes are being made to the Toolkit currently that would allow staff and faculty to upload outcomes and results themselves. In order to fully institute assessment as a culture, it must be self-sustaining. The Toolkit must become a tool for which group leaders are responsible. At that point, the Toolkit will be a true reflection of the assessment efforts continually occurring across the district.

Committee Meetings 2007-2008

General Education Assessment Committee

The General Education Committee meets as needed to review General Education Assessment results and prepare for the pre-test and post-test events. This committee is comprised of the Students First! Committee plus additional faculty and staff from various areas.

General Education Assessment Committee Meeting Dates:

September 14, 2007 – 1:00 PM

September 26, 2007 – via email

January 25, 2008 – 2:00 PM

January 31, 2008 – via email

June 19-20, 2008 – Students First! Retreat

July 2, 2008 – via email

July 28, 2008 – via email

Students First! Committee

The Students First! Committee includes Nixie Hnetkovsky-Director of Student Learning Assessment; Amie Mayhall-FCC Coordinator; Kim Stevens-LTC Coordinator; Kelly Payne-OCC Coordinator; Mark Pettigrew-WVC Coordinator; Kathy Pampe-Associate Dean, Career and Technical Education; Chris Cantwell-Associate Dean, Academic & Student Support Services; Penny Quinn-Dean of Instruction, LTC. The lead contacts for each area are also invited to at least one meeting per year to prepare them to move forward with assessment in their areas.

Meeting Dates:

September 14, 2007 – 1:00 PM

September 21, 2007 – 1:00 PM

November 30, 2007 – 2:00 PM

February 22, 2008 – 2:00 PM

March 30, 2008 – 1:30 PM

April 16, 2008 – 1:30 PM

May 9, 2008 – 1:00 PM

June 12, 2008 – 11:00 AM

July 22, 2008 – 1:00 PM

Assessment of Student Learning at All Levels

Classroom Assessment:

Faculty throughout the district use a variety of tools for classroom assessment; that is, assessment in that particular classroom and course only. At workshops, faculty are presented with many different methods for classroom assessment as well as encouraged to utilize a variety of methods in the classroom. We administer the faculty classroom assessment survey every other year. This survey asks faculty to list the tools they use for classroom assessment and will be administered during the 2008-2009 academic year.

Course Assessment:

Student learning outcomes are created for all courses and included on all course master syllabi; the syllabi are posted on the Intranet, under the Documents tab, under Syllabi. As new courses are added, the Student Learning Outcomes Committee reviews and approves the student learning outcomes. Faculty review outcomes in many courses on a semi-annual basis, add student learning outcomes to their assessment cycle, or change courses within the discipline.

Many faculty have established a process for course assessment within their disciplines. The courses being assessed have results posted for Fall 2007-Spring 2008 online in the Assessment Toolkit (http://www.iecc.edu/assessment/).

To help improve communication in our four-college district, the district, along with the Faculty Assessment Team, continues to provide faculty with assessment work time within their programs and disciplines at district workshops. Each college supports and helps organize assessment workshops and informational meetings, and promotes and emphasizes faculty involvement in the assessment process.

Program Assessment:

The initiative to develop program outcomes continues. A list of programs, along with their outcomes, is posted online in the Assessment Toolkit.

IECC career and technical education program faculty have selected assessment tools to assess their written outcomes, assessed students, reported results, and are piloting these tools in their programs. The goal is to use the results to make educated decisions concerning courses, programs, sequence, budgetary needs, and staffing. Many faculty members have chosen to use the student portfolio for program assessment. This is a valuable tool when aligned with outcomes, and verified by the program instructors for assessment purposes. Other faculty members have chosen to give exams that tie to the program outcomes, and others use standardized tests or licensure exams.

Many programs use measures such as licensure exam pass rates, standardized testing, focus groups, and program review as indirect measures of assessment, or direct measures in a few circumstances. Unless these standards can be tied to our program outcomes, these measures are considered indirect and should be used in conjunction with direct measures of student learning.

Several programs began their initial program assessment this year. We anticipate that all programs with written outcomes will report action and results by Fall 2008. The results of all program assessment reported for the 2007-2008 year can be found online in the Assessment Toolkit.

General Education Assessment:

The General Education Assessment Committee collected data from the general education assessment pre-test and post-test that began in 2005. Based on the faculty discussion at the Students First! Retreat, the current assessment method will cease following the Spring 2009 semester.

Overall, the committee concluded that based on the results of the multiple choice portion of the exam there is a positive increase in the scores on this exam following two years of education at IECC. However, the committee also saw several shortcomings in the General Education Assessment that need to be addressed.

After review of the past data using this assessment format and making comparisons, the committee has the following conclusions. First, all of the outcomes are not assessed in this tool, namely information literacy and lifelong learning. Second, many of the questions on the pre-test are not at the appropriate level. Higher benchmarks need to be set in order to accurately gauge the knowledge base entering and exiting IECC. Third, the questions and results are too general and do not give enough detail in regard to a specific skill set. Therefore, only general conclusions can be made which may not be helpful to instructors. Finally, the same article and questions are continually being used; thus, the same students that took the assessment as freshmen are taking it again as they exit the institution.

The General Education Assessment Committee looks forward to the changes proposed by the faculty attending the Retreat and views the changes as necessary to improve learning and instruction.

Students First! Project

The Student's First! Project is IECC's Action Project fulfilling the participation requirement for the HLC Assessment Academy. The goal of the project is to engage all facets of the institution to ensure shared responsibility for student success. The project plans include holding events, improving communication patterns, and continuing these events each year to reinforce importance and help identify trends. Activities to be undertaken by each area in the institution include writing outcomes, creating data

collection instrument(s), collecting and analyzing data, and using data to implement

change.

The following is a listing of courses, programs, and areas being assessed within

IECC:

23 Students First Areas (Non-instructional)

10 Transfer Disciplines (Instructional)

124 Career & Technical Education Programs (Instructional)

A complete description of the Student's First! Project is in Appendix C.

Feedback on Students First! Project

One of the benefits of participating in the HLC Assessment Academy is receiving

feedback from other institutions on our project as a whole. The following feedback was

received from Front Range Community College on October 10, 2008. Comments from

Front Range, in their entirety, are in Appendix D.

On Project Strengths: "This is a large project, but it appears that an effective infrastructure is in place to support success (such as use of forms and surveys to report to the committee, the annual retreat, faculty workshops each semester, and the web-based assessment toolkit)."

"…it appears that IECC functions at a high level in its use of formative and summative assessment by faculty. In addition, examples provided by departmental surveys by the library and food service department demonstrate that these tools are being utilized by other than instructional areas."

Overall Impression: "Exceptional project design and progress. This is a large-scale project, but its planning and implementation appear to be appropriate to the project scope. Evidence I used to make this judgment include established assessment training of faculty twice per year, the annual retreat that involves faculty and staff from each department, communication via the newsletter and the assessment toolkit on the college's website, feedback obtained from faculty, staff, and administration via the form available at the website, and the follow-up process by committee members to each department throughout the college. In addition to a comprehensive plan, there was evidence that most of the activities planned had been successfully executed, such as faculty training, the annual retreat, and the newsletter. There were also examples of survey efforts from non-

instructional departments, indicating that expanding assessment beyond instructional departments was taking place."

Future of Assessment of Student Learning at IECC

This has been a productive year for assessment at IECC. Faculty and staff continue to make strides in their assessment education and efforts as they are involved in training sessions and one-on-one consultations with assessment team members. Although progress has been made, there is still more work to be done. Assessment is evolving at IECC, shifting from a task to be done to instead becoming a tool to be used. As assessment is now taking place institution-wide, the institutions employees also seem to be more aware of one another and how their jobs affect not only the students, but other coworkers, as well. Assessment has brought awareness and interdependence to IECC which helps ensure improvement of learning and instruction.

The Assessment Academy has opened an array of new opportunities for the district. As part of the agreement, we participate in learning experiences, share feedback between institutions, and have the assistance needed to keep the district progressing in assessment.

In classroom assessment, faculty need to continue to use classroom assessment tools to improve student learning, and submit the classroom assessment survey for a record of tools that are being used and how it impacts learning in the classroom. Some of the new "best practices" that have been presented are: "Hot Seat", where a student is asked a short list of questions at the conclusion of a lecture in order to demonstrate knowledge learned and comprehension; Skills and Knowledge check-off survey, in which students check off topics they cover in a particular chapter. At the conclusion of the chapter, they turn in the sheet and note any topics that were poorly understood. At this time, they may schedule an appointment with the instructor. In this method, students

reflect on and take responsibility for their learning experience. Another classroom assessment that has been implemented this year is via in class clicker systems. The clicker systems allow faculty to get immediate feedback from the class on whether they understand concepts that have previously been covered.

In course assessment, faculty should continue choosing outcomes to assess in courses across the district. Faculty should continue incorporating part-time and dual credit faculty into the course assessment process (not necessarily the development of, but the implementation of the assessments). Within Entrata, a list of faculty, full-time and part-time within IECC, is linked to each course along with their contact information. In addition, if the faculty choose to use the Angel LOR, the lead instructor can disseminate the online test and collect the results from all cooperating Angel courses her/himself.

Faculty should continue to report and document the assessment results and how they are utilizing the data that is collected through assessment. We must remember that providing a feedback loop is one of the most important steps in outcome assessment. Without completing the loop and taking action based on the results, the data is worthless.

For program assessment, faculty implemented their chosen assessment tools and are in the process of reporting that data. Most programs have effective program outcomes written that may be revised if needed. Faculty should notify Nixie Hnetkovsky at hnetkovskyn@iecc.edu, if they wish to revise outcomes. Any program faculty member without outcomes should work with an assessment team member to develop outcomes as soon as possible. Some faculty members have chosen the student portfolio as their assessment method; others are embedding final exam questions; or still others are using software programs or simulations to gauge how the students are doing. As faculty are using these tools to assess their outcomes, they should document the results using either the Program Outcomes Report Form (found on the Toolkit) or a form of their own that

answers the same questions. This form can be a Word or Excel file, completed, saved, and emailed as an attachment to Nixie Hnetkovsky.

The Students First! Staff Areas will continue to assess their outcomes as specified in the past year. A great deal of progress was made in these non-instructional areas. Areas are using a wide variety of assessment methods including student surveys, personnel surveys, student skill checks in using services, and Banner reports monitoring various processes. The results from these areas can be found on the Assessment Toolkit.

As a district, IECC is moving forward and using results for their intended uses: to improve and gauge our student learning and the effectiveness of the district. The efforts, including work and time that faculty, staff, and administration put into student learning assessment, do not go unnoticed. It is our goal as a district that student learning assessment brings value to the students of IECC.

If you have any questions about this report or any statements in the report, please contact Nixie Hnetkovsky at x4016 or hnetkovskyn@iecc.edu.

Appendix A
Participant List for Students First! Retreat
June 19-20, 2008

Sarah Brooks	Public Information & Marketing
Chris Cantwell	Students First! Organizational Team
Kristi Crawford	Non-Credit & Community Services
Jennifer Elliott	Information Technology
Ada Fleeharty	Human Resources
Matt Fowler	Presidents
Jennifer Guillen	Students
Brian Haskins	Adult Education & Learning Skills
Darletta Helm	Athletics
Alice Holtzhouser	Corrections
Linda Horn	Clerks & Receptionists
John Howard	Workforce Education
Eva Hubble	Administrative Assistants
Janet Kinkade	Nursing & Allied Health
Dan Leggitt	Operations & Maintenance
Rob Mason	Faculty
Amie Mayhall	Students First! Organizational Team
LaVonna Miller	Business Office
Kathy Pampe	Students First! Organizational Team
Steve Patberg	Student Services
Kelly Payne	Students First! Organizational Team
Mark Pettigrew	Students First! Organizational Team
Tina Pierce	International
Penny Quinn	Students First! Organizational Team
Lisa Rauch	Radiography
Pam Schwartz	Public Information & Marketing
Kim Stevens	Students First! Organizational Team
Paul Stouse	Faculty
Vicki Stuckey	Financial Aid
Kathy Swinson	BIS/Economic Development
Chris Webber	Student Records
Cora Weger	TRIO
Dave Wilderman	Faculty
Ed Wright	Bookstores & Food Services
Merna Youngblood	Library Resource Center

Appendix B
Students First Retreat Agenda
June 19-20, 2008
New Harmony Inn and Conference Center A
New Harmony, IN

Thursday, June 19, 2008
12:30 p.m.   Welcome – Conference Center A (Amie)
               Students First! Kick-off/Orientation/Binders (Nixie, Amie)
               Ice Breaker Activity (Penny)

1:30 p.m.   Reports from Area Assessments – Progress, Problems, Attempts, Results,
Actions (Amie)

2:30 p.m.   Break and Room Check-In
               New Harmony Inn (http://www.newharmonyinn.com)

3:00 p.m.   General Education Assessment - The Three P's! Past, Present and Problems!
(Nixie)

3:30 p.m.   Students First! Areas Work Groups (Team)
               General Education Work Groups (Nixie)

4:45 p.m.   Wrap-up/Questions (Mark)

6:00 p.m.   Dinner at Yellow Tavern

7:30 p.m.   Social Time at Duclos House – Euchre, board games, etc.
               Soda, water, and light snacks will be provided

Friday, June 20, 2008
8:00 a.m.   Breakfast Buffet – Conference Center A

9:00 a.m.   Guest Speaker – John Howard (Chris)
                          Leadership Skills of Students First! Leaders

10:15 a.m.   Discussion and Plans for District Workshop Oct. 7, 2008 (Mark)

10:30 a.m.   Break

10:45 a.m.   Checklist and where do we go from here? (Kelly)

11:00 a.m.   Area Assessment Plan Updates, Q & A, Evaluation (Team)

11:30 a.m.   Workshop Concludes

- All group meetings and sessions will take place in Conference Center A at the New
  Harmony Inn.
- Rooms, meals and refreshment breaks will be paid for by the Students First!
  Assessment Committee.

- Casual and comfortable dress is suggested. Conference Center can be cool, so long-sleeves, jeans, sweaters or sweatshirts are suggested for those who tend get cold.

Directions to New Harmony Inn are located at
http://www.newharmonyinn.com/directions.php

Appendix C
Students First! Project Description

Describe this Student Learning Project

The goal of the Students First! project is to engage all facets of the institution to ensure shared responsibility for student success. The project plans include holding events, improving communication patterns, and making this an institution wide effort to ensure student success and continuing these events each year to reinforce importance and help identify trends.

Each employee of Illinois Eastern Community Colleges plays a distinct role in the success of every student in our district. We feel, through the implementation of this project, that we can help everyone recognize exactly how they impact student learning, and think of ways to improve in their department to ensure student success.

Focus of the Student Learning Project

Comprehensive Assessment System

Degree Level

Associate Degree

Assessment Activities

Writing Outcomes; Creating data collection instrument(s) ; Collecting data; Analyzing data; Using data to implement change

Organizational Areas Involved

Presidents
Deans
Administrative Assistants
Student Records/Student Services
Business Offices
Financial Aid Offices
Bookstores
Perkins Grant Department
Advisors/TRAC Members
Public Info & Marketing Personnel
Operations and Maintenance Employees
IT Administration and Staff

Food Services
Athletics
Libraries
Corrections
Workforce Education
Community Service & Non-Credit
OCC Faculty
LTC Faculty
WVC Faculty
FCC Faculty
TRIO
International Student Program
Nursing
Radiography
Office Assistants and Clerks
Learning Skills Center

Desired results from the project

The main goal/desired result(s) of the project is to not just assess student learning, but to bring that focus back to student success. Too often, people hear "learning" and assume that is something that only takes place within the confines of the classroom, which we know is not the case. Everyone on campus—administration, student services, faculty, maintenance, etc.—have an impact on student learning and how successful students are here at IECC and later on as they pursue their degrees and careers. In engaging more/all areas of the institution (breadth, as opposed to depth) we hope to communicate this essential idea. By involving at least one representative in the planned retreat, we hope to get all areas jump started in thinking about and documenting their particular student success outcomes, and develop tools (surveys, pre/post tests, job satisfaction surveys, etc.) that can help them measure the impact of their area in a student's overall success. In doing so, we can truly see how effective our institution is in providing our students with a comprehensive college education.

SMART Outcomes:
* Promote the institution's commitment to the assessment of student learning through retreats, informational sessions, and ongoing support of development of assessment processes.
* Develop a direct connection from the assessment of student learning to the strategic plan.
* Involve at least one representative from each area of the institution in an up-beat, informative, overnight retreat.
* Specify student success outcomes for each area of the institution by October 2007 - Outcome met!
* The Students First! Organizational team will deliver a comprehensive guide for all faculty, staff, and administration to use in implementing assessment.
* Create a timeline for team review of the institutional areas and instructional areas following the program review schedule.
* Establish a feedback process for review of the institutional areas.

* Create an online reporting form for the institutional areas.
* Develop an online presence for our Students First! project and further develop our online student assessment site.
* Integrate our Assessment Tools and forms into an online Angel format.
* Begin to focus faculty toward teaching and learning styles as they bring in assessment results, and help them to make improvements to the courses.

Planning and Managing the Student Learning Project

Feb-April, 2007: Plan Students First! Retreat
□ Who to invite?
□ Where to have it?
□ Speaker?
□ Agenda?
□ Specific Workshops?
□ Food
□ Accommodations
□ Logistics

June 20-21, 2007: Students First! Retreat
□ One representative from each area of the institution
□ Train reps to become an active member of the Students First! Team

August 16, 2007: Faculty Fall Workshop
□ Continue working with Course and Program assessment

October 2, 2007: District Workshop
□ Introduce the Students First! Project to the rest of the district!
□ Wear your Students First! t-shirt to District Workshop!!!
□ Write measurable student success outcomes for your area and how you will measure them
□ Turn in completed Fall District Workshop Form to Students First! Organizational Committee by end of day

November/December 2007
□ Attend Students First! Team meeting at District Office

Spring 2008 Semester
□ Schedule or continue to attend monthly contact with your area as needed/necessary to discuss progress on assessment cycle and student success
□ Gather results from each college and compile - to be presented at retreat Summer 2008
□ Review results with your area and decide what changes or revisions need to be made
□ Fill out required Students First! Area Reporting Form and submit directly online
□ Begin planning assessment cycle to begin in Fall 2008 semester (i.e., continue with same outcome for another semester, move on to next outcome, etc.)

Summer 2008
□ Continue plans for Fall 2008 assessment cycle

□ Schedule monthly contact with your area to further discuss changes (if necessary)
□ Develop new assessment tools to better assess your outcome or to move on with next outcome (if necessary)
□ Attend Retreat at New Harmony, IN, and report out on results and what has been done to improve each area. The team will work with their designated areas to improve and build upon their plans.

Fall 2008 Semester
□ Implement next assessment cycle developed by your area
□ October: attend Fall District Workshop with Students First! Required Session
□ Discuss progress of your area's assessment cycle and impact on student success
□ Review your student success outcomes – make any needed changes
□ Begin discussion on future assessment cycles
□ Complete Students First! Area Annual Report and submit to the Students First! Organizational Team by October 15, 2008
□ Schedule monthly contact with your area as needed/necessary to discuss progress on assessment cycle and student success

Spring 2009 Semester
□ Implement next assessment cycle developed by your area
□ January - No workshop required, but a day will be set aside for areas to meet together to work on their assessment plans.
□ Review of submitted results by the TEAM
□ Feedback from October 15, 2008, results will be given to areas.
□ Begin discussion on future assessment cycles
□ Schedule monthly contact with your area as needed/necessary to discuss progress on assessment cycle and student success
□ Begin planning the next summer retreat--including more faculty representation.

The Students First! Organizational Committee will review the progress of each area in each Spring semester, following the same schedule as the Program Review cycle.

Students First! Team meetings will be scheduled once per semester as needed.

Monitoring Plan

Faculty, staff, and administration will submit results in an online form that is then uploaded onto our Assessment Toolkit (which houses not only results, but program outcomes and other helpful assessment documents). The Students First! Organizational team will review each area based upon the Program Review schedule and provide feedback to each area. We feel this process will help the Students First! committee better track everyone all together and schedule meetings with areas that are having trouble with their process, when needed. We will also be assigning specific areas to team members to check in, and help as needed. The Students First! Team will also meet (including reps from each area of the institution) once per semester.

The team has reviewed each areas initial plans. We provided feedback to each area. Next, we divided the areas up for each team member to stay in contact with and advise as

needed. We will have them report out at the June retreat to update us on progress. The team will provide feedback to each area at the June retreat.

At the June 2008 retreat, the Students First! areas reported out on their progress and action taken due to results. This was an excellent session in the retreat, and all areas had taken significant action based on their assessment results. These results will be reported on paper by October 15, 2008.

Following the October 15, 2008, deadline the Team will review submissions and provide feedback to areas as needed.

Evidence of Success

First, just the added retreats, meetings, and increase in numbers involved will help the general attitude and understanding of assessment. At this point, there are many employees who do not know or understand what this means.

The feedback from our Students First! retreat in June will be a good indicator of how this project is progressing district-wide—the committee hopes that this different approach will help faculty and staff see assessment for what it truly is: ensuring student success (in and out of the classroom). Thus, it won't simply be "extra work" for employees to do, but an integral part of all of our jobs and our commitment to the students that they are getting a quality education in all areas (from the appearance and maintenance of the grounds, to the food served in the cafeteria, to the instruction received in the classroom).

Likewise, once results are collected in various areas, people will begin to see (hopefully) the impact they have on student success; these results will help us improve our processes, curriculum, approach, etc., all to the betterment of the students.

As the assessment of student success is built into the strategic plan and major processes such as program review, we believe that it will become more widely implemented.

We have already seen some success as employees invited to the retreat are excited about it--Great start!

Update: The June 2008 retreat provided many indicators of success for the Students First! project. All areas reported significant action steps toward improving student success.

The energy level and enthusiasm from the retreat attendees remains high even following the second retreat.

The next step for us is to involve more faculty in the retreat and help keep the momentum of assessment moving forward.

We know that if areas are improving processes and are excited about student success the project will be successful.

Products Resulting from the Student Learning Project

The Assessment Toolkit http://www.iecc.edu/assessment/ provides the most comprehensive look at what we're doing right now—highlighting outcomes, our reporting forms, and resources. A few of the items listed will be added shortly.

The Students First! newsletter will feature various faculty, staff, and students reporting on their experiences and how they have used assessment to improve student success.

Various reporting and tracking forms at each level of assessment are available.

The Student Success Guide for faculty and staff with a comprehensive look at IECC assessment of student learning at all levels.

Project Links

Assessment of Student Learning

Update Section

Accomplishments

1. Held Students First Retreat - June 20-21, 2007
The retreat was a phenomenal success. We did have enthusiastic participation from each area in the district. The retreat consisted of training on how to write measurable outcomes and in turn how to assess them, and examples of what results can tell you about your processes in each area.

2. Held Fall Faculty Workshop - August 16, 2007
The Fall Faculty Workshop was a success in allowing faculty time to meet with their counterparts across the district. We also updated faculty on the progress of assessment across the district in areas outside of instruction.

3. Held Fall District Workshop - October 2, 2007
Prior to this workshop, we met with the representatives that attended the retreat to refresh what was expected and answer any last minute questions. We rolled out the Students First! Initiative to the entire district through an upbeat informational session followed by break-out sessions for each area. Each area was responsible with the direction of the representative that had attended the retreat to write measurable student success outcomes and decide how to measure them. All areas were required to complete a Fall District Workshop Form for the Students First! Organizational Committee by the end of day. After this workshop, the Students First! Organizational Team reviewed all forms and responded to the lead representative from each area with suggestions for improvement of their plan.

4. Held Spring Faculty Workshop - January 7, 2007

Faculty from across the district met and worked on their assessment plans for the coming semester. The faculty were also introduced to some of the tools available to enhance the assessment process via Angel.

5. Planned Second Retreat - Will be June 19-20, 2008.
At the retreat, each area will report out and the team will work with them to help utilize results and refine processes. Faculty representatives will work on our General Education Assessment.

6. Held Second Retreat - June 19-20, 2008
Areas reported out and each area is showing significant improvement. Faculty representatives met to revise the General Education Assessment process. After Spring 2009, we will revise the method for General Education Assessment. There will be no more pre and post tests for measurement. Instead, we are integrating these General Education Outcomes into projects that can be assessed using a common tool across the curriculum.

7. Held Fall Faculty Workshop - August 15, 2008
Gail Janecka, Guest Speaker from Victoria College, Texas presented "Creating a Culture of Success on Your Campus". The presentation was well received and faculty were given time to work on assessment plans and revisions.

8. Held October District Workshop - October 7, 2008
Students First! areas were allowed time with a TEAM member present to refine, discuss results, and decide on the next action steps. Instructions on reporting results were distributed.

Next Steps

Spring 2009 semester
□ Implement next cycle of assessment (measuring success on at least 1 outcome identified by your area)
□ Schedule or continue to attend monthly contact with your area as needed/necessary to discuss progress on assessment cycle and student success
□ Gather results from each college and compile
□ Review results with your area and decide what changes or revisions need to be made
□ Fill out required Students First! Area Reporting Form and submit
□ Begin planning assessment cycle to begin in Fall 2010 semester (i.e., continue with same outcome for another semester, move on to next outcome, etc.)

Summer 2009
□ Continue plans for Fall 2010 assessment cycle
□ Schedule monthly contact with your area to further discuss changes (if necessary)
□ Develop new assessment tools to better assess your outcome or to move on with next outcome (if necessary)
□ Hold another Students First! Retreat. Invite some of the same members, but also some new to help encourage all to be involved in the process. Invite more faculty members.

Fall 2010 semester
□ Implement next assessment cycle developed by your area
□ October: attend Fall District Workshop
□ Discuss progress of your area's assessment cycle and impact on student success
□ Review your student success outcomes – make any needed changes
□ Begin discussion on future assessment cycles
□ Complete Students First! Area Annual Report and submit to the Students First!
Organizational Team by deadline
□ Schedule monthly contact with your area as needed/necessary to discuss progress on
assessment cycle and student success

This basic process/timeline (implementing assessment cycle on an outcome(s), gathering
results, and taking action) will repeat each year.

The Students First! Organizational Committee will review the progress of each area in
each Spring semester, following the same schedule as the Program Review cycle.

Students First! Team meetings will be scheduled once per semester as needed.

Effective Practices

The retreat was one of our most effective practices. The retreat was extremely successful
because we involved at least one person from each area within the district. This
progressed our district for several different reasons. Faculty were happy to see that all
areas are being assessed and involved in this process, while staff and administration
enjoyed the retreat and learned a lot about the assessment process and what it can do for
their areas. The retreat was a low stress environment for faculty, staff, and administration
to work together, brainstorm, and learn how to enhance the student experience.

The feedback to areas is also one of our most effective practices. By providing feedback
to each area in a timely fashion, we keep each area heading in the right direction and also
remind them to keep working on it.

A new effective practice involves our revision of the General Education Assessment
process. Due to a cross-curricular faculty team working on revising the process, there
have been improvements made that will make the results more valuable to improving the
success of students. The General Education Assessment process will involve choosing an
outcome and creating a common assessment rubric to be used across the curriculum.
This rubric will be used to assess various projects across the curriculum to determine if
students are meeting each outcome. This information will be fed back to the faculty to
improve student success. Our first year outcome chosen is * Students will be able to
explain and defend ideas orally and in writing.

Engagement

This project has engaged a wide variety of stakeholders in assessing and improving
student learning. The stakeholders were taught how to write measurable outcomes, shown
examples where they were written, assessed, and results were put to use, required to write

outcomes with others in area, and implemented the first round of assessment in Spring 2008. Our Students First! Project includes the following areas:

Presidents
Deans
Human Resources
Business Office
Financial Aid
Student Services
Student Records
Learning Resource Centers
Learning Skills/Adult Ed
Bookstores
Food Services
Public Info & Marketing
TRIO – Talent Search, Student Advantage Network, and Upward Bound
Non Credit and Community Service
O & M, Custodial
Information Technology
Administrative Assistants
Clerk/Receptionists, Office Assistants
Athletics
Nursing and Allied Health
International Student Program
Corrections
BIT, Economic Development
Workforce Education
Faculty Groups 1, 2 & 7

#1 - Business Transfer, AIT Faculty, Accounting and Computer Faculty, Marketing, Business
Management, Legal Court Report, Medical Office Assistant, Computer Applications, Microcomputer Support Services, Network Support Services, System Networking, Information Systems Management, Massage Therapy, Cosmetology

#2 - Nursing, Practical Nursing, Radiography, Phlebotomy, Medical Assistant

#7 - Telecommunications Technology, Telcom Outside Plant-Interconnect, Radio/TV Broadcasting,
Agriculture Technology Business, Agriculture Technology Production, Agriculture Technology
Professional Ag Application, Horticulture, Automotive Service Technology, Collision Repair
Technology, Diesel Technology

Faculty Groups 3, 4, 5 & 6

#3 - Social Sciences Transfer, Social Services Specialist, Math Transfer, Computer Science, Education & Health, Early Childhood Education, Adult Education, ABE, ASE

#4 - Electronics Technology, Industrial Maintenance, HVAC, Industrial Quality Management,
Industrial Studies, Machine Shop Technology, Manufacturing Certificate, Welding & Cutting,
Diesel Equipment Technology

#5 - English, Communications, Humanities

#6 - Physical Science, Life Science

Faculty - General Education Assessment/Students First! Faculty Team

Impact of the Project

The impact of the project on our institution has been extremely positive. The students are hearing about some of the activities, our new newsletter has been distributed to faculty and staff, and the focus of assessment has made a dramatic shift. The majority of stakeholders are beginning to understand the point of assessment and what it can do to help improve the student experience.

Challenges

* Encouraging everyone to use their results to improve processes.
* Keeping the current momentum going throughout the school year.
* Encouraging faculty and staff to report their processes and results/action taken.
* Finding a way to incorporate more students into the project.

Assistance needed

We have assigned each one of our Students First! Organizational Team members to specific areas within the district. Each team member sends follow-up emails to their areas, and has personal contact to help keep the momentum moving forward.

Guest Speakers from other institutions might be helpful to remind everyone that we are not the only ones doing this! We received some suggestions from Mr. Hausaman and will be working to bring in a speaker to our Fall Faculty Workshop.

Appendix D
Students First! Feedback

Feedback From Front Range Community College
Published   10/09/2008

Project Strengths

The main strength is the systemic focus of the project, acknowledging that all areas of the college affect student learning and outcomes. You have included participants from many departments, and have implemented a feedback loop to monitor progress and follow-up by committee members as needed.

This is a large project, but it appears that an effective infrastructure is in place to support success (such as use of forms and surveys to report to the committee, the annual retreat, faculty workshops each semester, and the web-based assessment toolkit).

Questions regarding the Project

It appears that one of the main goals of this project is to effect cultural change throughout the institution to understand how each area contributes to student success and to establish measurable outcomes to assess progress toward this goal. I am interested in the opinion of faculty and staff towards this initiative; was participation in the retreat voluntary, or required? What are the number of departments that are pursuing activities to assess their service to students? I also wonder what experiences students are having as the result of departmental participation in this program.

Possibilities and Suggestions

I do not have specific recommendations regarding resources; in reviewing the project information and the information posted in the assessment toolkit at the website, it appears that IECC functions at a high level in its use of formative and summative assessment by faculty.
In addition, examples provided by departmental surveys by the library and food service department demonstrate that these tools are being utilized by other than instructional areas. I think publicizing these non-instructional examples to other departments may assist in wider participation by non-instructional departments.
As was noted by the project team, finding ways to incorporate more students into the project is a challenge. Would it be possible to provide credit for participation, such as independent study to work with a particular department or to develop ways to involve students? Obtaining a student's perspective may provide fresh ideas, an additional benefit in addition to the work the student does.

Obstacles and Challenges

The existing culture was not mentioned, such as, what the level of acceptance of this initiative is across the district? Our college experienced faculty resistance because of assessment being dictated to them. This resistance led our committee to shift the focus to student learning in the classroom, getting faculty involved by providing resources to them to explore what and how students are learning. If you encounter resistance, it may be helpful to focus on some departmental pilots of efforts to improve and assess student success. These pilots can then be used to provide guidelines to departments along with developing a network of mentors from departments that have experience with the process.

Overall Impression

Exceptional project design and progress. This is a large-scale project, but its planning and implementation appear to be appropriate to the project scope. Evidence I used to make this judgment include established assessment training of faculty twice per year, the annual retreat that involves faculty and staff from each department, communication via the newsletter and the assessment toolkit on the college's website, feedback obtained from faculty, staff, and administration via the form available at the website, and the follow-up process by committee members to each department throughout the college. In addition to a comprehensive plan, there was evidence that most of the activities planned had been successfully executed, such as faculty training, the annual retreat, and the newsletter. There were also examples of survey efforts from non-instructional departments, indicating that expanding assessment beyond instructional departments was taking place.

Project Name   Students First
Version   2.0
Published   01/08/2008
Feedback From Mentor Review
Published   01/25/2008

Project Strengths

Emphasis has been placed on student success, not just student learning. The approach is institution-wide, with broad participation and involvement. The retreat included representatives from each area. Participation by faculty, staff, and administration can enrich discussions, understanding, and ownership.

The assessment processes are connected to the strategic plan. Outcomes are being defined. A guide has been developed that defines levels of assessment, forms have been designed for online reporting, and a web site provides online presence (includes the assessment report for the past year, guide, and newsletter).

Questions regarding the Project

Did the workshop held in the summer/fall 2007 assist participants in defining the learning outcomes for their areas? For example, having such a workshop can be helpful where faculty can bring course outlines and syllabi and discuss how to define clear learning outcomes that are measurable, and start to develop appropriate assessment instruments.

Possibilities and Suggestions

Feedback will help faculty and staff improve plans and projects. It is important to follow-up with help as needed.
Implementing the same assessment activities in future years will help the institution to note trends, identify areas needing improvement, and to monitor the impact of changes.
The institution should set targets for expected performance of the learning outcomes. Such targets may be different for various levels of courses (introduction, mastery, etc.).

Obstacles and Challenges

The institution might consider student involvement in its assessment processes. What does student success mean to them? What are their goals regarding learning outcomes? Do they understand the assessment instruments and what is being measured?

Having a shared responsibility for the assessment project is helpful (e.g., team members help with follow-up). The institution needs to also be sure that someone has responsibility as overall coordinator so that activities do not lapse.

Overall Impression

Considerable effort has been made in launching the Students First! Project. The plan continues with activities into the next year, which should build upon the initial efforts and expand the processes with additional information. The institution seems aware that not everyone will be at the same level at the end of the first year, and has plans to increase involvement in subsequent years. It appears that the institution is using its project also as an improvement cycle of its overall assessment approach.

Optional: Other Comments

The institution should be sure to network with other institutions within the Academy regarding assessment projects. To identify guest speakers, the college will first need to determine what topics are of interest and importance so that workshops are directed in concert with the overall project.

Agenda Item #8B

IECC Strategic Plan 2009-2010

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE   December 9, 2008

RE: IECC Strategic Plan 2009-2010

The purpose of IECC's Strategic Plan is to prepare for the future, prioritize issues, and create strategies that will lead the District in successfully meeting its mission to provide excellence in teaching, learning, public service, and economic development. IECC's Strategic Plan for 2009-2010 was developed through a district-wide process which identified critical focus areas, established strategic goals and objectives and developed actions and activities to achieve these objectives, as well as established targets and indicators to measure success and to ensure the Plan's ongoing review and renewal. IECC Strategic Plan is designed as a "work in progress" that will evolve and be annually reviewed as IECC makes progress towards these strategic goals and sets new goals in the future.

The following Strategic Plan for Illinois Eastern Community Colleges District 529 is the result of many individuals over the past year. Numerous discussions, Strengths, Weaknesses, Opportunities, and Threats (SWOT) analyses, and reviews of various reports and documents transpired and culminated in the identification of a Strategic Planning Committee which consisted of faculty, staff and administration.

The Strategic Planning Committee reviewed, evaluated, and prioritized the input and trends from internal and external analyses, the SWOT results and other objective data to establish the following five focus areas which represent the framework of IECC's Strategic Plan:

Focus Area 1: Improve Infrastructure
Focus Area 2: Academic Excellence
Focus Area 3: Organizational Communication and Planning
Focus Area 4: Productive Partnerships
Focus Area 5: Community Outreach

In an effort to advance the direction of the District, each focus area has an overall goal which is a broad statement of what IECC hopes to achieve over the next 2-3 years. Each goal focuses on major outcomes, improvements or results and includes several objectives, actions and activities. The Strategic Planning Committee will monitor the newly implemented goals and activities through various reports and progress will be assessed at appropriate intervals to ensure the plan is on track to achieve the established outcomes and success targets.

I recommend the Board's approval of the IECC Strategic Plan 2009-2010.

TLB/rs

IECC STRATEGIC PLAN
2009-2010
Direction for Success

Mission and Purpose of IECC

The mission of Illinois Eastern Community Colleges District 529 is to provide excellence in teaching, learning, public service, and economic development. The District is committed to high academic standards for pre-baccalaureate, career and technical education (CTE) degrees and certificates that sustain and advance excellence in learning.

The purpose of IECC's Strategic Plan is to prepare for the future, prioritize issues, and create strategies that will lead the District in successfully meeting its mission to provide excellence in teaching, learning, public service, and economic development. IECC's Strategic Plan was developed through a district-wide process which identified critical focus areas, established strategic goals and objectives, and developed actions and activities to achieve these objectives, as well as establish targets and indicators to measure success and to ensure the Plan's ongoing review and renewal. IECC's Strategic Plan is designed as a "work in progress" that will evolve and be annually reviewed as IECC makes progress towards these strategic goals and objectives and sets new goals in the future.

Strategic planning is achieved through the integration of long term planning and environmental scanning. Both processes contribute to successful institutional growth and improvement. A strategic planning model results from integrating a long term plan with an environmental scan in a six step process which includes: environmental scanning, evaluating, forecasting, goal setting, implementing, monitoring and assessing. Fundamentally, the inclusion of external data in the strategic planning process is the defining factor in creating a "strategic plan" verses a long range plan.

Strategic planning allows the District to assess where it is, determine where it wants to be, and define the steps necessary to get there.

Building upon the existing mission and values of IECC, our Strategic Plan has identified prioritized goals and the activities and strategies necessary for attainment. Additionally, strategic planning will help IECC face a variety of emerging educational challenges which include changing student demographics, declining district-wide population, emerging models of higher education, and decreasing state funding.

The following Strategic Plan for Illinois Eastern Community Colleges District 529 is the result of the efforts of many individuals over the past year. The initial steps to develop this strategic plan officially began in the fall of 2007. Numerous discussions, SWOT analyses, and reviews of various reports and documents transpired and culminated in the identification of a Strategic Planning Committee which met for the first time in November 2007. The committee consisted of faculty, staff, and administration.

Environmental Scanning
Internal Analysis
On February 29, 2008, all employees of IECC were invited to respond anonymously to a Strategic Planning survey which used the IECC mission statement as a framework for consideration of our "new" strategic plan. The four categories of framework were: teaching excellence, learning, public service and economic development. The results of the survey were electronically compiled and shared with the Strategic Planning Committee the following month. From the survey results and comments of IECC employees, new categories to frame the strategic plan were identified, and later became the focus areas described in this document.

External Analysis
Scanning the District environment enables IECC to analyze issues of potential impact and prepare appropriately, as well as assist the District in meeting the identified mission. The Environment Scan for fiscal year 2008 was compiled by Dr. Jack Davis, President of Olney Central College. This document was recommended by the Cabinet on November 5, 2008, and presented to the Board of Trustees on November 18, 2008. The following data elements were identified for scanning.

- Population data within the District
- Employment categorization data – farm, construction, manufacturing, wholesale trade, retail trade, financial services, educational services, and unemployment rates
- Income data – average wage, per capita personal income and percent per capita
- High school graduate population – within the District and within our neighboring states' border counties
- Financial aid data – distribution and family income of recipients
- Enrollment related – student age distribution, unduplicated headcount, reimbursable credit hour generation, distributions between transfer, technical and online enrollment
- State equalized assessed valuation

Summary and Recommendations from Environmental Scan
IECC's environmental scan provides several views of the district's environment that are used by the CEO and Cabinet to plan for future student and institutional demand. The data analysis in the environmental scan, combined with local information and community input, supports the District in developing the annual Strategic Plan, completing the Program Review process, developing Institutional

Effectiveness, developing the Career and Technical Education Plan, and the Online Education. The complete Environmental Scan for FY2009 is located on the intranet.

Recommendations from the data analysis of the FY09 Environment Scan include:
- increase the number of online course offerings;
- increase dual credit offerings at local high schools;
- increase student tuition and fees;
- generate more state reimbursable credit hours to receive more state funding;
- continue to support local manufacturing entities through programs, courses and training;
- increase program offerings in retail trade and financial services employment areas;
- evaluate student support services to determine if changes are necessary to existing services and support programs;
- utilize program review process to determine program feasibility and sustainability;
- continue efforts to reach students by offerings programs that are in demand relative to our southwestern Indiana neighbors; and,
- continue to offer educational programs and services that prepare students to meet the demands of a global human capital economy, especially students from low-income families.

Evaluating and Forecasting
The Strategic Planning Committee reviewed, evaluated and prioritized the input and trends from the internal and external analyses, the SWOT results, and other objective data to establish the following five focus areas which represent the framework of IECC's Strategic Plan:

Focus Area 1: Improve Infrastructure
Focus Area 2: Academic Excellence
Focus Area 3: Organizational Communication and Planning
Focus Area 4: Productive Partnerships
Focus Area 5: Community Outreach

Goal Setting and Implementation
In an effort to advance the direction of the District, each focus area has an overall goal which is a broad statement of what IECC hopes to achieve over the next 2-3 years. Each goal focuses on major outcomes, improvements or results and includes several objectives which are specific, relevant and time-based. Actions and activities are listed as methods of specifying how an objective is achieved. Activity specification includes staff responsible for the activity, timeframe, targets to measure success, and resources necessary for the implementation of the activity.

Monitoring and Assessing
Periodic evaluation and monitoring of the strategies, goals, and activities are essential to assessing the success of the strategic planning process. The Strategic Planning Committee will monitor the newly implemented goals and activities through reports and assessments submitted by staff responsible for each activity. Progress will be assessed at appropriate intervals to ensure that activities and actions are on track and continuing to achieve the established outcomes and success targets.

Review of the Strategic Plan
After assessing the progress of the strategic planning process, IECC will review the current plan, make necessary changes, and adjust goals, objectives, and activities based on these evaluations. The strategic plan will be revised and updated annually to include any emergent strategies and changes impacting IECC's mission.

Institutional Effectiveness
The Strategic Plan is designed to serve as both a reporting mechanism and a guide for planning and institutional effectiveness activities at Illinois Eastern Community Colleges.   The strategic planning process will allow IECC to measure performance annually and to evaluate the effect of specific actions on long-term results and on IECC's vision and mission.

Approvals
The Strategic Plan for 2009-2010 will be presented to the Cabinet for approval on December 1, 2008, and to the Board of Trustees for approval on December 9, 2008.

Strategic Planning Committee Members
Roger Browning
Chris Cantwell
Alex Cline
Laurel Cutright
Matt Fowler
John Howard
Jervaise McGlone
Kathy Pampe
Penny Quinn
Chris Webber

IECC Strategic Plan Charting Document
2009-2010

FOCUS AREA: Improve Infrastructure

Preparing for the Future – The organization's allocation of resources and its processes for evaluation and planning demonstrates its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities (HLC Criterion 2).

GOAL 1: To improve the infrastructure to effectively prepare for the needs of internal and external stake holders.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 1.1 To enhance the quality of instructional and non-instructional equipment used throughout the district.	A. Formalize deadlines for the CTE plan as it pertains to requests, justifications, awards, bidding and procurement of equipment.	Deans, Presidents, CEO, Cabinet	Spring 2009	Monitor whether CTE money was spent timely for enhanced institutional equipment.	Career & Technical Education Plan
	B. Maintain the quality and funding of the Technology Plan.	Cabinet, IT	Ongoing	Monitor whether CTE and Technology Plan money was spent timely on enhanced equipment.	Technology Plan
Objective 1.2 To enhance the quality of current programs and explore the feasibility of new programs.	A. Start the program review process earlier in the year and use Program Review Process as a preemptive decision making tool.	Deans	In progress Spring 2009	Program Review document is used for decision making earlier in the academic year. ICCB recognition for program review "Best Practices".	Program Review document
	B. Matriculate Dean's meeting agenda up to the Cabinet level for effective communications and planning.	Deans	Ongoing	Deans Report recurring information item on the Cabinet agenda	Deans' Meeting Minutes

FOCUS AREA: Improve Infrastructure (continued)
Preparing for the Future – The organization's allocation of resources and its processes for evaluation and planning demonstrates its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities (HLC Criterion 2).
GOAL 1:   To improve the infrastructure to effectively prepare for the needs of internal and external stake holders.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 1.3 To enhance the effectiveness of our marketing program.	A. Create a separate website for marketing purposes only.	Marketing Committee	Summer 2009	"Day Zero" Fall enrollment. (Those are existing students we have recruited prior to dual credit enrollment, workforce education, or other factors that affect enrollment.)	Marketing Plan Marketing Teams Marketing Budget
	B. Promote and market our online courses and degree offerings beyond our borders.	Marketing Committee	Summer 2009	Increase enrollments in online courses and degrees.	
	C. Utilize IECC database to target current and past students and to analyze our strengths and weaknesses in recruitment.	Marketing Committee	Fall 2009	Semi-annual or annual report to Cabinet analyzing our recruiting progress.	Marketing Plan Marketing Teams Marketing Budget
	D. Retool the Marketing Plan to focus on goals rather than tasks being done.	Marketing Committee	Fall 2009	Update and revise Marketing Plan which focuses on future goals.	

FOCUS AREA: Improve Infrastructure (continued)
Preparing for the Future – The organization's allocation of resources and its processes for evaluation and planning demonstrates its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities (HLC Criterion 2).
GOAL 1:   To improve the infrastructure to effectively prepare for the needs of internal and external stake holders.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 1.4 Enhance productivity, morale, and utilization of human resources.	A. Develop a succession plan to address retirements and attrition in key positions over the next several years.	Human Resources Dept.	Fall 2009	Implementation of a succession plan.	District H.R. Department, Senior Management
	B. Use existing technology to conduct meetings and reduce travel time for participating employees.	IT	Annually	Reduction of travel time and increased use of technology for meetings.	IT, Cabinet, current equipment and software
	C. Improve professional development by implementing "Train the Trainer Program".	Human Resources	Annually	Implementation of a "Train the Trainer" program.	HR, Cabinet
	D. Improve morale by creating a very prestigious "extra-mile" award for each college that would recognize recipients at the District Workshop, in local media and formally at the Board of Trustees meeting.	Human Resources	Annually	Implementation of an extra mile award.	HR, Cabinet

FOCUS AREA: Improve Infrastructure (continued)

Preparing for the Future – The organization's allocation of resources and its processes for evaluation and planning demonstrates its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities (HLC Criterion 2).

GOAL 1:   To improve the infrastructure to effectively prepare for the needs of internal and external stake holders.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 1.5 Enhance the quality and appearance of existing facilities, and explore possible expansion.	A. Update our Facilities Five-Year Master Plan to include possible expansion or renovations.	CEO, CFO, Presidents, Cabinet	Annually	Development of an updated Facilities Master Plan.	Facilities Fee Reserve for Contingencies
	B. Restructure the Facilities Master Plan to focus on the future, rather than just listing current facilities.	CEO, CFO, Presidents, Cabinet	Spring 2009	Development of an Infrastructure Improvement budget.	Facilities Fee Facilities Master Plan
	C. Review and analyze current Facilities Fee rates.	Cabinet	Annually	Ensure Facilities Fees are sufficient and compatible w/ actual facility provided to students.	Facilities Fee Facilities Master Plan

FOCUS AREA: Academic Excellence

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (HLC Criterion 3).

GOAL 2:   To provide high academic standards for pre-baccalaureate and career and technical education which sustain and advance excellence in learning.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 2.1 To provide supportive learning environments to promote and ensure student success.	A. Review current advising practices and course placement and come to agreement on placement testing cut-off scores.	Advisors, Deans, Faculty, TRAC, Perkins, Assoc. Deans, etc.	Ongoing	Improve and standardize advising practices Improve consistency among colleges in advising and course placement	College catalog, student handbooks, advisor handbooks, etc.
	B. Develop advisement training resources.	TRAC, College Support Services, Deans, Assoc. Deans, Faculty Advisors	Summer 2009	Organize Annual Advisor Training Workshop	Student handbooks, catalog, Deans Meeting minutes
	C. Administer student surveys to evaluate advising practices and standards.	Student Services Staff	Fall 2009	Increase student satisfaction of advising Provide feedback regarding survey results	Student Surveys
	D. Compile and analyze program enrollment and retention results.	Deans, Associate Deans, IT	Annually	Increase enrollments and retentions due to improved advising practices	Course Enrollment Reports, IECC Fact Book

FOCUS AREA: Academic Excellence (continued)
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (HLC Criterion 3).
GOAL 2:   To provide high academic standards for pre-baccalaureate and career and technical education that sustain and advance excellence in learning.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 2.2 To deliver high quality, accessible and affordable learning opportunities to all District residents.	A. Evaluate programs and activities that assist special populations (single parent, displaced homemakers, etc.) to prepare for high-demand occupations that will lead to self-sufficiency.	Deans, Faculty, Perkins Advisors, Assoc. Dean, Adult Education	Annually	Improve program quality, services and activities for special populations	Program review, Perkins/PCCS report, Data and Characteristics, enrollment reports, student satisfaction surveys.
	B. Compile and analyze special population enrollment and services data.	Deans, Assoc. Deans, LSC Directors, Perkins Advisors, SAN Dir. and Advisors, Adult Education	Annually	Increase special population enrollment Enhance special populations services	Enrollment reports, Trio Performance Reports, IECC Fact Book, Perkins Report
	C. Review of alternative delivery methods to enhance student access to programs and services	Presidents, Deans, Associate Deans, Student Records, TRAC, Adult Education	Annually	Increase alternative delivery methods and enrollments	Enrollment reports, IECC Fact Book, Program Review

FOCUS AREA: Academic Excellence (continued)

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (HLC Criterion 3).

GOAL 2:   To provide high academic standards for pre-baccalaureate and career and technical education that sustain and advance excellence in learning.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 2.3 To build, maintain, and evaluate quality academic programs to ensure student success, employability, and transferability.	A. Complete program review to assure continuing quality, level of need, and cost-effectiveness of CTE and transfer programs.	Associate Dean of CTE, College Deans, Faculty	Annually – Due to ICCB August 1	Strengthen and revitalize CTE and transfer programs	Perkins/Tech Prep $$, Ed Fund
	B. Identify training needs for underemployed/ unemployed workforce	Associate Dean of CTE, Associate Dean of Adult Ed, College Deans	Each Semester	Increase training workshops and enrollments Improve student employability	B & I training needs survey, Student & Employer Follow-Up Surveys, Adult Ed Reports
	C. Identify and communicate new program development and ICCB approvals.	Associate Deans, Deans, College Support Services	As changes are approved	Development of college distribution list to improved college and district communication	BOT submission approvals, ICCB confirmation letters, IT

FOCUS AREA: Academic Excellence (continued)

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (HLC Criterion 3).

GOAL 2:   To provide high academic standards for pre-baccalaureate and career and technical education that sustain and advance excellence in learning.

Objectives	Action or Activities to Achieve Objective	Person Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 2.4 To develop a quality online education program that provides excellence in teaching, learning, public service, and economic development through courses, programs, and services which respond to the needs of the students and communities served.	A. Review and evaluate the goals and objectives of IECC's Online Education Plan for improvement.	Online Instruction Committee, Faculty, Deans	Annually	Use results to support and improve the goals and objectives of the online education plan Develop a long term quality assurance plan for online degree programs.	Online Education Plan, Online Course Reports, Student Course Evaluations
	B. Develop greater clarity regarding the target audience being served.	CEO, Presidents, Deans, Associate Deans, Faculty Staff	Fall 2009	Target markets identified for marketing online degree programs	Advancement Section of HLC Report of a Requested Focus Visit for Change
	C. Improve coordination of course scheduling district-wide.	Deans, Assoc. Deans	Summer 2009	Clearly define online course scheduling services	Advancement Section of HLC Report of a Requested Focus Visit for Change
	D. Analyze Help Desk availability to meet online student needs.	IT, Help Desk	Summer 2009	Improve Help Desk availability to serve online learners	Advancement Section of HLC Report of a Requested Focus Visit for Change

FOCUS AREA: Academic Excellence (continued)

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (HLC Criterion 3).

GOAL 2:   To provide high academic standards for pre-baccalaureate and career and technical education that sustain and advance excellence in learning.

Objectives	Action or Activities to Achieve Objective	Person Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 2.4 (Cont:) – To develop a quality online education program that provides excellence in teaching, learning, public service, and economic development through courses, programs and services which respond to the needs of the students and communities served.	F. Offer adjunct faculty training and incentives.	Deans, Assoc. Deans, Adjunct Faculty	Annually	Improve adjunct instructor involvement, expertise, and quality	Advancement Section of HLC Report of a Requested Focus Visit for Change
	G. Provide additional support to 1st time online faculty	Deans, OIC, Educational Support Services	Each Semester	Improve support to new online faculty	Advancement Section of HLC Report of a Requested Focus Visit for Change

FOCUS AREA: Academic Excellence (continued)

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (HLC Criterion 3).

GOAL 2: To provide high academic standards for pre-baccalaureate and career and technical education that sustain and advance excellence in learning.

Objectives	Action Activities to Achieve Objective	Person Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 2.5 – To provide environments that support student learning and effective teaching by continuous quality improvement of academic programs and student support services.	A. Review assessment of student learning outcomes in courses, programs and general education	Faculty, deans, Associate Deans, etc.	Annually	Revise and improve assessment of student learning at multiple levels Utilize results of assessments to enhance student learning and effective teaching	Course and program assessment plans and results, Students First! area assessment results, General Education Assessment results, etc.
	B. Review and evaluate Students First! action project which was developed through IECC's participation in the HLC Academy for Assessment of Student Learning	Students First Assessment Team, faculty, staff, etc.	Each semester	Develop an institution wide assessment that will ensure shared responsibility for student success.	Students First assessment plans and results, Students First Retreat, HLC Academy for Assessment of Student Learning

FOCUS AREA: Academic Excellence (continued)

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (HLC Criterion 3).

GOAL 2:   To provide high academic standards for pre-baccalaureate and career and technical education that sustain and advance excellence in learning.

Objectives	Action Activities to Achieve Objective	Person Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 2.6 – To recruit and retain high quality faculty who will provide excellence in teaching and learning.	A. Review faculty salaries for full and part time instruction.	IECC Administration, IECTA Reps	During Contract Negotiation **DONE**	Increase retention of quality faculty members Attract new quality faculty	Faculty Contract, HR Payroll Documents
	B. Review professional development opportunities for full- and part-faculty.	CEO, Presidents, HR, Deans, Associate Deans	Annually	Increase faculty professional development opportunities (CTE, program development, student learning assessment, technology, etc.)	Faculty Workshops, Assessment Academy, CTE Conferences, Workshops, Technology Training
	C. Engage adjunct instructors in the college experience.	Deans	Annually	Improve and increase part-time faculty's involvement in the colleges' organization and environment	Faculty mentors, webinar training, Faculty Workshops, Assessment Academy, CTE Conferences, Workshops, Technology Training

FOCUS AREA: Academic Excellence (continued)

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission (HLC Criterion 3).

GOAL 2:   To provide high academic standards for pre-baccalaureate and career and technical education that sustain and advance excellence in learning.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 2.7 To provide career placement services and assistance.	A. Review current placement services and assistance.	Deans, Associate Deans, Advisors, Trio, SAN, Perkins, etc.	Fall 2009	Expand and improve career placement services and assistance based upon student surveys and follow-up recommendations	Employer Follow-up Surveys, Follow-up Student Surveys, Perkins Reports

FOCUS AREA: Organizational Communication & Planning

Mission and Integrity – the organization operates with the integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students (HLC Criterion 1).

GOAL 3: **To communicate internally and externally the value of the institution and the benefits a community college education provides and to leverage this institutional vision to procure additional grants and funding.**

Objectives	Action or Activities to Achieve Objective	Person Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 3.1 To create an entrepreneurial and informative environment in pursuing and implementing grants.	A. Promote the awareness of grant availability.	Associate Dean, Academic & Student Support Services	Fall 2009	Establish a Grant Fact Book	IT, Department of Education, Business Office
	B. Communicate the value and focus of existing IECC grants by providing information on the Websites.	Grant Personnel	Ongoing	Establish an Intranet Link to feature current district grants	IT, Department of Education, district employees
	C. Establish a community of people willing to brainstorm grant ideas and read grant applications before submission.	Associate Dean/Academic & Support Services	Summer 2009	List resource team on the Website with contact information	IT, district employees
Objective 3.2 To enhance internal and external communications throughout the district.	A. Evaluate current communication tools to ensure both internal and external constituents are receiving appropriate and timely information.	Associate Deans, Deans, CEO, Presidents	Spring 2009	Conduct internal survey to evaluate communication tools	IT

FOCUS AREA: Organizational Communication & Planning (continued)

Mission and Integrity – the organization operates with the integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students (HLC Criterion 1).

GOAL 3:   To communicate internally and externally the value of the institution and the benefits a community college education provides and to leverage this institutional vision to procure additional grants and funding.

Objectives	Action or Activities to Achieve Objective	Person Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 3.2 (Cont:) <u></u> To enhance internal and external communications throughout the district.	B. Utilize the most successful communication tools to promote IECC's strengths and successes both internally and externally.	Associate Deans, Deans, CEO, Presidents, IT	Summer 2009	Utilize survey results that highlight IECC programs, strengths and success stories	Marketing Departments and Deans
Objective 3.3 To maintain and enhance the IECC image internally and externally.	A. Convey the value of an education obtained in the IECC District internally	Marketing, IT, Personnel	Ongoing	Promote the IECC fact book internally & disseminate grant statistics	IECC Fact Book, Cabinet, Administrative and Professional Staff
	B. Encourage supervisors to talk about successes within the district and their own department.	Marketing, IT, Personnel	Ongoing	TBD	District Employees
	C. Convey the value of an education obtained in the IECC District externally.	Marketing, Deans, & Cabinet	Ongoing	Create a "Hall of Fame" on the "Marketing" webpage to highlight successes within the district – maybe in conjunction with the Connections newsletter	District Employees

FOCUS AREA: Organizational Communication & Planning (continued)

Mission and Integrity – the organization operates with the integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students (HLC Criterion 1).

GOAL 3: To communicate internally and externally the value of the institution and the benefits a community college education provides and to leverage this institutional vision to procure additional grants and funding.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 3.4 Utilize marketing and recruitment to target populations for course and program offerings.	A. Review and retool the district marketing plan to focus on the future.	Marketing	Annually	Use results to support and improve the goals and objectives	Marketing Plan, Strategic Plan, Environmental Scan, Online Education Plan, CTE Plan, etc.
	B. Analyze populations the district is currently serving: ▪ F-2-F credit by college ▪ Non credit by college ▪ Online ▪ WED	Marketing, Deans, Associate Deans, IT	Fall 2009	Provide analysis to marketing and deans so that they might target those age groups. Monitor enrollment in categories to see if strategy is effective	District data and reports, Environmental Scan, IECC Fact Book.
Objective 3.5 To rapidly respond to the changing needs of our constituents	A. Identify and respond to changing educational demands.	Cabinet	Annually	Utilize Labor Market Information identifying areas of growth	Environmental Scan, IECC Fact Book, Strategic Plan, CTE Plan, Occupational Summit, Cabinet Retreat
	B. Establish budget to allow for rapid course/program offerings.	CFO, Cabinet, Deans	Annually	Dedicate budget dollars to this effort for 2009-10	CTE Budget, Online Education Budget, Assessment Budget, etc.

FOCUS AREA: Organizational Communication & Planning (continued)

Mission and Integrity – the organization operates with the integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students (HLC Criterion 1).

GOAL 3:   **To communicate internally and externally the value of the institution and the benefits a community college education provides and to leverage this institutional vision to procure additional grants and funding.**

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 3.6 Continue to work toward a more unified district	A. Identify and eliminate issues that cause negative competition between colleges.	Cabinet	Fall 2009	Follow-up with actions regarding issues and resolutions towards changing the culture at IECC	Cabinet Retreat Occupational Summit
	B. Develop partnerships between the colleges to expand on strengths and eliminate duplication of efforts.	Cabinet	Annually	Follow-up discussion brainstorming ways to partner and expand on strengths	Cabinet Retreat, Occupational Summit
	C. Review current policies and procedures to ensure consistent district-wide implementation.	Cabinet	Fall 2009	Implement and enforce consistent district-wide policies and procedures	Cabinet Retreat, Occupational Summit

FOCUS AREA: Productive Partnerships

The organization identifies its constituencies and serves them in ways both value (HLC Criterion 5).

GOAL 4: Develop productive partnerships to meet the educational and economic needs of our communities.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 4.1 To be aware of economic development opportunities in the District.	A. Maintain contacts with Chambers of Commerce and Economic Development and related community organizations.	CEO, Presidents, Deans	Ongoing	Increase contacts within the Chamber and Development organizations	Community organizations
	B. Support and utilize the District's Business and Industry Center and Workforce Education to ensure consistency in responses to training development opportunities and training requests in a timely manner.	Assoc. Dean CTE, Work Force Ed., BIS	Ongoing	Develop format to identify training needs as they arise	Businesses and Industries, Economic Development Directors, CTE and Workforce Ed Faculty, Environmental Scan, B & I Feasibility Analysis
Objective 4.2 To deliver training in a flexible format to meet the needs business and industry.	A. Provide a variety of formats for course delivery when training inquiries are made.	Associate Dean, of CTE, Deans	Ongoing & reviewed annually	Increase options for course delivery	Business and B & I partners, Deans
	B. Develop additional online training for B & I.	Associate Dean of CTE, Deans	Ongoing & reviewed annually	Develop online training for B & I	Online reports and enrollment data and B & I needs assessment

FOCUS AREA: Productive Partnerships (continued)
The organization identifies its constituencies and serves them in ways both value (HLC Criterion 5).

GOAL 4:   Develop productive partnerships to meet the educational and economic needs of our communities.

Objectives	Action/Activities to achieve objective	Person or Group Responsible for Activities	Timeframe	Targets or indicators to measure success	Resources
Objective 4.2 (Cont:) To deliver training in a flexible format to meet the needs business and industry.	C. Develop a brochure to distribute describing various delivery methods (direct mail, electronic format, etc.), maintain B & I and SBDC websites.	Associate Dean of CTE, and Deans, IT	Ongoing and reviewed annually	Direct mail of brochure to businesses and industries in our District Develop B & I listserv which will communicate training opportunities available	$500 and staff with desktop publishing skills Business and Industry partners and Deans
Objective 4.3 To strengthen our relationships with the high schools we serve and develop strategies to address high school recruitment and high school student transition.	A. Develop a tool for distribution to high school counselors and administrators which relates new program info and changes made throughout the year which highlights high school graduates.	Associate Dean of CTE, Deans, Faculty, TRAC, TRIO	Each semester	Increase percentages of enrollment from district high schools	$1000 and staff with desktop publishing skills.
	B. Develop more high school to college transition programs (Health Careers, etc.).	Associate Dean of CTE, Deans, Faculty	Ongoing	Increase enrollment	Environmental scan, B & I, Occupational Summit

FOCUS AREA: Productive Partnerships (continued)
The organization identifies its constituencies and serves them in ways both value (HLC Criterion 5).

GOAL 4:   Develop productive partnerships to meet the educational and economic needs of our communities.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 4.4 To review dual credit processes and NACEP certification.	A. Review the goals and objectives of our dual credit program/NACEP certification.	Deans, Student Records, testing staff, staff advisors and faculty	Annually	Test high school students who wish to enroll in dual credit general education courses and enforce the established placement scores necessary to earn credit	COMPASS/ ASSET Tests and testing staff. Budget for testing materials
	B. Review placement testing procedures of dual credit students.	Records, Deans	Ongoing	Conduct placement tests consistently of dual credit students	Testing and course placement data
	C. Develop testing schedules with each high school.	High schools and college staff	Ongoing	Test scheduling procedures developed and implemented	High school and college staff
	D. Evaluate and articulate dual credit offerings.	Deans and Assoc. Deans	Annually	Offer appropriate level courses	Dual credit reports
	E. Dual Credit Newsletter to go to counselors, dual credit faculty, administrators and parents and Dual Credit Student Handbook.	Deans, Associate Dean of CTE, High Schools	Ongoing	Improve communication and knowledge of dual credit opportunities	Dual credit reports
	F. Collaborative college and high school faculty and staff development opportunities.	CEO, Presidents, Deans, Faculty	In progress and ongoing	Obtain/maintain NACEP Certification, continuous quality improvement of the dual credit program	Dual Credit Standards, NACEP Standards, IECC policies and procedures relative to dual credit

FOCUS AREA: Community Outreach

The organization identifies its constituencies and serves them in ways both value (HLC Criterion 5).

GOAL 5:   Develop community outreach to meet the educational and cultural needs of our communities.

Objectives	Action or Activities to Achieve Objective	Person or Group Responsible for Activities	Timeframe	Targets or Indicators to Measure Success	Resources
Objective 5.1 To provide information about college events in a timely manner to our internal and external constituents.	A. Enhance and maintain media relationships to promote college activities in a timely manner.	College Deans and room schedulers	Annually	Increase media awareness to promote college activities and maintain website information in a timely manner	Deans, room schedulers, IT, and marketing staff
Objective 5.2 To increase community awareness of the cultural and athletic activities offered within our district.	A. Develop a format for cultural and athletic information distribution.	College Deans and room schedulers, athletic personnel and visual and performing arts staff and faculty	Annually	Increase attendance at cultural and athletic events	Athletic Directors, coaches and visual and performing arts staff/faculty
	B. Maintain and enhance the visibility of our international population and programs.	Program Director, International Student Program	Ongoing	Expand the awareness of IECC's International Student Program outside the District	International Student Program
Objective 5.3 To review community offerings and assess the need for expanded offerings.	A. Maintain and enhance our offerings to meet the educational and cultural needs of the community.	College Deans, non-credit personnel	Ongoing	Increase enrollments in both credit and non-credit offerings, and develop new instructors based on additional course offerings	Community surveys, faculty qualifications and community requests

Agenda Item #8C

College Emergency Plans

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE   December 9, 2008

RE: College Emergency Plans

        Each of the four IECC colleges have reviewed and revised their College Emergency Plans to provide an organized plan to facilitate the safety of their students, faculty and staff. The plans outline each of the college's procedures for managing major emergencies and incidents that may threaten the health, safety and welfare of the campus community or disrupt its programs and activities. The plans have been sent to you for review by electronic mail.

    Each plan contains the following information:

- Emergency Contact List
- Emergency Alert System
- College Map and Building Inventory
- Emergency Response Situations
    - Assault
    - Bomb Threat
    - Disturbance and Demonstrations
    - Earthquake
    - Fire
    - First Aid Kids and AED Locations
    - Hazardous Materials
    - Medical Emergencies (Injury, Illness, First Aid)
    - Severe Weather
    - Utility Emergencies
    - Weapons on Campus

        I recommend the Board's acceptance of each of the College Emergency Plans.

TLB/rs

Agenda Item #8D

Joint Agreement with Lewis & Clark College

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: Joint Agreement between IECC and Lewis and Clark Community College

        Attached is the Joint Agreement between Illinois Eastern and Lewis and Clark Community College. Changes and updates to this agreement from last year's are:

<u>Illinois Eastern added</u>
Health Information Management   AAS/Certificate
Horticulture   AAS/Certificate
Industrial Management   AAS

<u>Lewis & Clark removed</u>
Process Operations Technology   AAS

        I request Board approval of the joint agreement with Lewis and Clark Community College.

TLB/rs

Attachment

A JOINT AGREEMENT FOR EDUCATION COOPERATION
between
ILLINOIS EASTERN COMMUNITY COLLEGES, DISTRICT #529
and
LEWIS AND CLARK COMMUNITY COLLEGE, DISTRICT #536

This agreement is made this 22nd day of December, 2008 and entered into between ILLINOIS EASTERN COMMUNITY COLLEGES, DISTRICT #529, and LEWIS AND CLARK COMMUNITY COLLEGE, DISTRICT #536 for the expressed purpose of providing additional educational programs to the students of each district involved in this agreement.

PURPOSE
It is the desire of the Districts entering into this agreement to expand educational services to the greatest number of students. The parties believe this agreement should be one of the means of implementing the State of Illinois Master Plan – Phase III in accomplishing a viable method of cooperation between the Parties involved in the agreement.

INSTITUTIONAL IDENTIFICATION

For the purposes of this agreement, the College district sending the students to another college will be referred to as the "Sending District", and the college receiving students from another district will be referred to as the "Receiving District".

EDUCATIONAL PROGRAMS

ILLINOIS EASTERN COMMUNITY COLLEGES, DISTRICT #529 agrees to accept students from LEWIS AND CLARK COMMUNITY COLLEGE, DISTRICT #536, in the following programs:

Diesel Equipment Technology	AAS
Health Information Management	AAS/Certificate
Horticulture	AAS/Certificate
Industrial Management	AAS
Mining Technology	AAS
Telecommunications Technology	AAS & Certificate

LEWIS AND CLARK COMMUNITY COLLEGE, DISTRICT #536, agrees to accept students from ILLINOIS EASTERN COMMUNITY COLLEGES, DISTRICT #529, in the following programs:

Dental Assisting	Certificate
Dental Hygiene	AAS/Certificate
Exercise Science	AAS
Occupational Therapy Assistant	AAS
Paralegal	AAS/Certificate

STUDENT ENROLLMENT AND RESPONSIBILITY

Students wishing to pursue a program contained in this agreement may enroll in the college offering the program. The students will pay tuition, fees and any other charges applicable to the Receiving District's students. The students from the Sending District will assume the same responsibilities and comply with the same rules and regulations as in-district students of the Receiving District.

Students shall be responsible and liable for their own transportation in destination to and from both the Sending and Receiving College.

The Receiving District shall be considered the home district for athletic eligibility and/or any other activity where the student officially represents an institution, as well as for Illinois State Military Scholarships and Illinois State Scholarship Commission Grants.

RECEIVING DISTRICT'S RESPONSIBILITIES

The Receiving District shall provide access to its Learning Resources Center and other instructional resources, and provide counseling-guidance, placement, follow-up and other services that will facilitate the learning process for students from the Sending District equal to those provided for any other student on its campus.

The Receiving District will maintain the official records which include the student's transcript, grades and other related records. The records and transcripts will clearly identify the fact that the student attended under the terms of the cooperative agreement. The Receiving College will award any certificate or degree earned by the student, while informing the Sending College of the award.

The Receiving District shall, at the end of each term, provide the Sending District with a listing of the Sending District's students and the number of hours they were enrolled during the preceding term.

V.   FINANCE

The Receiving District shall claim apportionment (excluding equalization), DAVTE reimbursement and other state and any other federal reimbursement normally received for a student of its district. The Sending District will claim equalization, if appropriate. The Sending District will not pay charge-back to the Receiving College for any programs contained in this agreement.

If a student from the Sending District enrolls in a program listed in this agreement and consequently changes his/her program to pursue a degree or certificate in a program not included, this agreement shall cease to be in effect concerning that student.

Procedurally, students who wish to enroll at a Receiving District in one of the programs herein identified will secure from their Sending District a letter designating them as eligible to participate in the specific program covered by this Cooperative Agreement. This letter will either be sent directly to the Receiving District or given to the student.

VI.   PUBLICITY AND CATALOG

The Sending College will list the educational programs of the Receiving College, which are included in this agreement, in its catalog and other informational brochures. Recruitment will be a coordinated effort with prior arrangements being made.

VII.   AMENDMENTS TO AGREEMENT

This agreement will be reviewed as needed to make any revisions, additions or deletion of program or changes within a program.

VIII. TERMINATION

This agreement shall be terminated at any time by either ILLINOIS EASTERN COMMUNITY COLLEGES, DISTRICT #529, or LEWIS AND CLARK COMMUNITY COLLEGE, DISTRICT #536. In the event of such termination, students who have entered the educational programs covered under this agreement shall be allowed to complete said program.

The following commit the aforementioned agencies to this joint agreement:

ILLINOIS EASTERN COMMUNITY COLLEGES   LEWIS & CLARK COMMUNITY COLLEGE
District #529   District #536

_____   _____
Chief Executive Officer   Date   President   Date

_____   _____
Chairman, Board of Trustees   Date   Chairman, Board of Trustees   Date

_____   _____
Secretary, Board of Trustees   Date   Secretary, Board of Trustees   Date

Illinois Eastern Community Colleges and Lewis and Clark Community College do not discriminate on the basis of race, color, religion, gender, age, disability, or national origin.

Agenda Item #8E

2008 Student Satisfaction Survey Results

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: Student Satisfaction Survey

        A Satisfaction Survey was completed with students attending the colleges of the Illinois Eastern Community College District during the 2008 Fall Semester. A summary of the results of that survey are attached. The results are presented district-wide and by each individual college, and by transfer and technical students. A copy of the complete survey results document will be available for your review at the Board meeting.

        Students in all categories and at all colleges continue to be extremely satisfied with the operation of the four colleges. There continue to be concerns by students of the availability of courses at times convenient to them. In addition, they continue to express concern about financial aid and the lack of available athletic facilities.

        I ask the Board's acceptance of the results of this Student Satisfaction Survey.

TLB/rs

Attachment

Summary of Fall 2008 Student Satisfaction Survey

394 students were surveyed across the district. Each college was asked to survey 50 transfer students and 50 technical students.

Overall, 94.65% of students surveyed show no dissatisfaction with services. Of that 71.2% were either very satisfied or satisfied with the colleges' services.

Services receiving high percentages of satisfaction (97% and above) were:

> Registration Services
> Availability of Advisor
> Courses of Instruction are Academically Challenging
> Admission Services
> Appearance of Buildings and Grounds
> Accessibility to Computer Labs
> Library Services

Areas showing lower percentages of satisfaction (92% and below) were:

> Opportunities for Involvement in College Activities
> College Concern for You as an Individual
> Financial Aid Services
> Availability of the Courses You Want at Times You Can Take Them
> Availability of Athletic Facilities for Athletes and Non-Athletes

Overall, student responses reflect they were satisfied with services that they utilize.

Agenda Item #8F

2008 Employee Satisfaction Survey Results

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: Employee Satisfaction Survey Results

Each fall around the District-wide Fall Workshop, employees are asked to review the operation of the District and its four colleges and make determinations as to whether that operation meets with their approval. A summary of the results of that survey are attached. The results are presented district-wide and by each individual college. A copy of the complete survey results document will be available for your review at the Board meeting.

Employees were asked to disclose their work location, their classification, whether they were employed full or part-time, and the years of service to the District. The employees were given an opportunity to review health and dental benefits, information availability, personnel changes, website quality, equipment and technology needs, and a variety of other questions dealing with the workplace. In general, the employees are extremely satisfied with the operation of the District, but express concerns about the evaluation process, and the ability to advance at the college.

I ask the Board's acceptance of this Employee Satisfaction Survey.

TLB/rs

Attachment

Summary of 2008 Employee Satisfaction Survey

The Employee Satisfaction Survey was offered online to all full time employees in late September through early October, 2008, with 222 employees completing the online survey. The survey included new questions regarding the operation of the district as well as individual college work experiences.

Overall 89% of employees had no disagreement with statements concerning aspects related to work environment and employee benefits, and 99% would recommend IECC to a student or prospective employee.

Areas of high agreement:

> 100% Understood the IECC mission and values
>
> 96% of those agreed the mission and values influence how
> they performed their job duties
>
> 99% agreed they would recommend IECC to a prospective student or employee
>
> 97% stated they were satisfied overall with their employment at IECC

Area of less agreement:

> 27.9% did not feel there were opportunities for advancement at their
> college or IECC
>
> 21% felt they were not fairly compensated for the work they do

Overall the district employees are highly satisfied with their work environment, district operations, and the benefits they received at IECC.

Agenda Item #8G

2009-2010 Holiday Calendar

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: 2009-2010 Scheduled Holidays

        Attached is a proposed schedule of holidays for Illinois Eastern Community College full-time employees for fiscal year 2010. There are no changes from prior IECC schedules of holidays.

        I request Board approval of this schedule.

TLB/rs

Attachment

ILLINOIS EASTERN COMMUNITY COLLEGES

2009-2010 Fiscal Year Holidays for
Administrative, Technical,
Professional Non-Faculty,
Clerical & Maintenance Staff

_____

2009	Friday	July 3	Independence Day
	Monday	September 7	Labor Day
	Monday	October 12	Columbus Day
	Wednesday	November 11	Veteran's Day
	Thursday	November 26	Thanksgiving
	Friday	November 27	
	Monday	December 21 - January 1, 2010	Winter Break Christmas New Year's Day
2010	Monday	January 18	Martin Luther King Jr. Day
	Monday	February 15	President's Day
	Friday	April 2	Spring Break
	Monday	May 31	Memorial Day

12/01/08

Agenda Item #8H

2009 Board of Trustees Meeting Dates

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: Board Meeting Dates and Locations for 2009

       The Illinois Community College Act requires that the Board annually set meeting dates, times and locations of Board meetings for the upcoming year.   The attached resolution sets forth meeting dates and locations for the IECC Board of Trustees for 2009.

       I recommend approval of this resolution.

TLB/rs

Attachment

Resolved, that the Board of Trustees regular monthly meetings shall be held as follows during the calendar year 2009:

Tuesday, January 20, 2009, 7 p.m., Frontier Community College
Tuesday, February 17, 2009, 7 p.m., Lincoln Trail College
Tuesday, March 17, 2009, 7 p.m., Olney Central College
Tuesday, April 21, 2009, 7 p.m., Wabash Valley College
Tuesday, May 19, 2009, 7 p.m., Frontier Community College
Tuesday, June 16, 2009, 7 p.m., Lincoln Trail College
Tuesday, July 21, 2009, 7 p.m., Olney Central College
Tuesday, August 18, 2009, 7 p.m., Wabash Valley College
Tuesday, September 15, 2009, 7 p.m., Frontier Community College
Tuesday, October 20, 2009, 7 p.m., Lincoln Trail College
Tuesday, November 17, 2009, 7 p.m., Olney Central College
Tuesday, December 8, 2009, 7 p.m., Wabash Valley College

12/08

Agenda Item #8I

Payment of End of Year Bills

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: Payment of End of Year Bills

Since the Board of Trustees meeting is occurring on December 9th, bills will be received that should be paid before the close of the year.

A motion should be made that will allow the Chief Executive Officer to pay bills received after the December 9th Board meeting.

Bills paid under this procedure will be made available to the Board for review at the January Board meeting.

TLB/rs

Agenda Item #8J

Memorandum of Agreement with Union – Applied Music Rate

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: Applied Music Rate Increase

      IECC pays our music instructors an applied music rate for individual instruction of music students, either in voice or instrument. During our recent contract negotiations, this matter was not addressed. In fact, the Applied Music Rate has not been changed for more than five years.

      The current Applied Music Rate is $135 per semester hour of instruction. The proposal is to increase that rate by 6% to $143 per semester hour of instruction. This rate increase has been discussed with the Association that represents the instructors affected.

      Attached is the Memorandum of Agreement that has been approved by the Association. I ask the Board's approval of this memorandum.

TLB/rs

Attachment

MEMORANDUM OF AGREEMENT

This is a Memorandum of Agreement between the Board of Trustees of Illinois Eastern Community Colleges, District No. 529 ("Board") and the Illinois Eastern Community Colleges Educational Association, IEA-NEA ("Association"). The Board and the Association hereby agree as follows:

Section 9.3 <u>Overload</u>   Both parties agree to increase the individualized applied music rate to $143 per student, per credit hour effective with the Spring 2009 semester.

IN WITNESS WHEREOF, the parties have hereunto set their hands as the dates indicated below.

BOARD OF TRUSTEES OF   ILLINOIS EASTERN COMMUNITY
ILLINOIS EASTERN COMMUNITY   COLLEGES EDUCATION
COLLEGES, DISTRICT NO. 529   ASSOCIATION, IEA-NEA

By: _____   By: _____

Date: _____   Date: _____

Agenda Item #8K

Deed of Property to Lincoln Trail College Foundation

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 9, 2008

RE: Deed of Property to Lincoln Trail College Foundation

When Marathon requested the use of Lincoln Trail College property for a conservation easement, a title search was done to prepare the necessary legal documents to make a conveyance from the Lincoln Trail College Foundation to Marathon. In that title search, it was discovered that property that had been considered conveyed to the Foundation, in either 1972 or 1974, had in fact, not been conveyed from the College District to the Foundation. I have conducted extensive research into the ownership of the property in question and can report to the Board the following.

At a regular meeting of the Board of Trustees on the 18th day of April, 1972, the Board of Trustees took action to convey property from the Board to the Lincoln Trail College Foundation. Nothing was done between April 1972 and December 4, 1974. No deed was recorded.

The minutes of the December 4, 1974 IECC Board Meeting reflect the following:

AGENDA #14 – "Site Considerations" –

  B. *Transfer of Land to Lincoln Trail College Foundation* -

Trustee David Hart made a motion to transfer certain property on the Lincoln Trail College campus to the Lincoln Trail College Foundation, pursuant to previous Board of Trustee action, and that the proper officers of the Board of Trustees be authorized to execute the necessary conveyances as recommended and prepared by the Board Attorney, Mr. Laurence L. Arnold.

   The motion was seconded by Trustee H. Carroll Bayler and on a roll call vote the following Trustees voted yea: H. Carroll Bayler, John Illyes, William E. Brubeck, David L. Hart, Conrad A. Bauer, William E. Hoffee, Dr. Kent L. Wattleworth. Trustees absent: None. The Chairman declared the motion carried.

On December 9, 1974, a certified copy of this motion was recorded in the courthouse in Crawford County, Illinois. The recording was not in the form of a deed and therefore, the conveyance was ineffective.

The land in question is approximately 22.8 acres of property located northeast of the main campus and is located mainly north of the entrance driveway. No formal and legal description of the land has been provided in any document. I have been working to get such a legal description prepared. By the Board meeting on December 9, I hope that the necessary legal documents are available, but the process of preparing a deed has been more complicated than I ever anticipated.

At the Board meeting, if I have been unable to prepare the correct documents, I will request that the Chief Executive Officer and the Board Chairman be authorized to execute a deed to convey the property that was originally conveyed in April 1972 and again in December 1974.

TLB/rs

Agenda Item #9

Bid Committee Report

BID COMMITTEE REPORT
DECEMBER 9, 2008

<u>Frontier Community College</u>
1.   Automotive Alignment Equipment
2.   Utility Pole Transport Trailer

<u>Wabash Valley College</u>
1.   Office Furniture and Seating for Main Hall

TO: Board of Trustees

FROM: Bid Committee

SUBJECT: Bid Recommendation – Automotive Alignment Equipment -
             for Frontier Community College

DATE: December 9, 2008

The following bid recommendation is based upon the lowest responsible bid, considering
conformity with specifications, terms of delivery, quality and serviceability.

Aligner, Sensors, Remote Indicator, Alignment Simulator (Item #1 thru #4):
The Bid Committee recommends acceptance of the low bid received that meets all specifications
from Snap-On Equipment located in Conway, AR for a total bid of $12,694.00.

Alignment Lift Rack (Item #5):
The Bid Committee recommends acceptance of the low alternate bid received that meets all
specifications from D & D Equipment Sales located in Murphysboro, IL for a total bid of
$8,488.04.

Bid Tabulation Sheet is attached.

                                    Respectfully submitted,
                                    Terry Bruce
                                    Harry Hillis, Jr.
                                    Rodney Maxey
                                    Tim Taylor

Source of Funds: CTE Enhancement Plan
Department: Automotive Program
Rationale for Purchase: The addition of this equipment will greatly enhance the quality of our
Automotive curricula, especially the AUM 2202 course. Further, the acquisition of this
equipment will enable us to purse NATEF/ASE program certification.
The "Advertisement for Bids" was placed in the Daily Republican Register for one (1) day.

Vendor	Item #1 thru #4 Total	Item #5 Total (New)	Item #5 Total (Used)	Alternative Alignment Machine (Snapon)	Equivalent Alignment Rack (Bendpak)	Equivalent Alignment Rack (Snapon)
D & D Equipment Sales Murphysboro, IL	$14,698.00 with turn plates	$18,487.00*	0		$8,488.04 HD-12LSX-B with two BP-RJ-6 Jacks installed with freight but does not include unloading from freight truck.	
	$14,298.00 w/o turn plates	*If ordered with items 1-4 total would be $16,999.94				
Quality Service Equipment, Inc. Overland Park, KS	$22,224.00	$26,095.00	0			
Sherwin Williams St.Louis, MO	$15,621.80	$17,287.00	0			
	Bid does not Include: Freight est. $1500.00 and Steel Surcharge $1200.00 on Rack (Item #5)					
Snap-On Equipment Conway, AR	$12,694.00	$16,828.59	0			

AUTOMOTIVE ALIGNMENT EQUIPMENT - FCC
BID TABULATION SHEET

AUTOMOTIVE ALIGNMENT EQUIPMENT - Specifications:
Item #1) Aligner
HUNTER WA141
 Intel Core 2 Duo Processor- 1.6 GHz (or greater)
 Windows Vista-Basic
 Win Align 10.0 Software (or greater)
 1 GB RAM DDR2
 80GB SATA Hard Disk Drive (or greater)
 USB 2.0 (2 front side USB ports)
 DVD/CD-RW Drive
 2 Free Years of Vehicle Specification Updates
 14" Standard Steel Turn plates
 3 Year Warranty
 17" LCD Display
 HP Color Printer
 Pull-Out Printer Tray/Drawer
 Cabinetry measuring 70"H X 29" D X 36" W

In regards to the bid specifications the Alignment Computer shall perform the following:

Vehicle Measurement & Adjustment Features
Virtual View - Provides easy-to-read, real-time, 3-dimensional models of alignment angles and their relation to specifications. Virtual View can zoom in on specific angles.

CAMM (Control Arm Movement Monitor) - Cuts the adjustment time in half on vehicles with front shim, dual cam or dual slot adjustments (30%+ of vehicles on road). CAMM instructs the technician in what direction and how much to move the front cam or slot, then how much to move the rear.

Win Toe Procedure - Eliminates need to readjust toe on one side because of movement on the opposite side. Works with all passenger cars and light trucks on the road today, virtually ensuring a straight steering wheel on the first try.

Shim Select - Eliminates guesswork when installing shims; no need to refer to charts or graphs. Calculates and displays all of the information required for proper alignment. Includes nine different shim brands.

Automatic Bushing Calculator (ABC) - Bushings adjustment display shows required bushing and position to make desired change in caster and camber on twin I-beam and other trucks. Cuts the adjustment time in half for 20% of light trucks and vans on the road.

Express Align - Each job is analyzed by the computer and reduced to the minimum steps required to align the vehicle. An analysis can be printed for explaining the needed work to customer. Provides direct shortcuts to required procedures in the proper sequence.

Alignment Procedure Bar - Toolbar displays an icon for each step of the alignment procedure. The icons are arranged in order from the first step to the last step. A check mark will appear when the step has been completed. The technician can move to any step with a click of the mouse.

Tools & Kits Database - Displays hand tools, special tools and aftermarket correction kits needed for the job. Helps the technician make the correct selection for the specific vehicle and adjustment angle.

Sound Guide - For times when it's inconvenient to view the screen, this feature allows a technician to tell how close an adjustment is with an audible tone.

AUTOMOTIVE ALIGNMENT EQUIPMENT - Specifications Continued:

Item #1) Aligner - Continued

Faster Caster - Reduces the number of steps needed to perform a caster sweep and obtain measurements for caster, S.A.I and I.A. Faster Caster uses only one bar graph to measure the angles for the left and right turning sequence. This allows for a faster more efficient caster sweep.

Vehicle Specific Procedures - Win Align software guides the technician through specific measurement and adjustment procedures prescribed by the vehicle manufacturer.

Shortcut Menus - Context sensitive menus that display the relevant operations for the specific angle being adjusted on the selected vehicle.

Toe-Out-On-Turns Measurements - Allows a technician to measure the turning angle of a vehicle. If measurements are not within specifications, toe-out-on-turns measurements can help the technician determine if the steering mechanism should be inspected for worn or damaged parts.

Vehicle Inspection - Allow operator to document condition of undercar components, including tires. (tire pressure, tread depth and were patterns.)

Work Management - Vehicle information can be conveniently stored in the database allowing shop personnel to quickly reference past alignment jobs.

Item #2) In regards to the bid specifications the Alignment Sensors shall have/perform the following:

HUNTER DSP506 SENSORS
 FOUR wheel sensors, (one for each wheel) to measure position & orientation of alignment angles
 Continuous Compensation - vehicle wheels (4) are monitored at all times, eliminates user and alignment   errors on AWD vehicles.
 High Speed processors (32Bit)
 Dual Sensor cable ports in each sensor (2 in all 4 sensors)
 4 Self-centering wheel clamps for wheels measuring 10-24.5".

Item #3) In regards to the bid specifications the Remote Indicator shall perform the following:

HUNTER 30-419-1 REMOTE INDICATOR
 Displays alignment readings in degrees, degrees/minutes, millimeters or inches
 Can control alignment console from any position
 1 cable to attach to alignment console
 Ability to view the following readings:
        1. Left or Right front camber/caster adjust
        2. Front individual toe or front total toe/steer ahead
        3. Rear individual camber
        4. Rear individual toe or rear total toe/thrust angle
        5. Caster and SAI measurement
        6. Toe-out-on-turns measurement
        7. Lock-to-lock measurement

Item #4) HUNTER 125-100-1 alignment simulator – hardware simulator with stand

Total Bid for Item #1 through #4 $_____

AUTOMOTIVE ALIGNMENT EQUIPMENT - Specifications Continued:

Item #5) In regards to the bid specifications the Alignment Lift Rack shall have/perform the following:

HUNTER L-421-43 May be bid used or new.
 14,000lb. GVW Open Front 4-Post Alignment Rack
 Maximum General Service Wheelbase of 188.5"
 Maximum Two-Wheel Alignment Wheelbase of 172.5"
 Maximum Four-Wheel Alignment Wheelbase of 158"
 Minimum Four-Wheel Alignment Wheelbase of 88"
 100% Air operated swing jacks-no hydraulic fluid
 20-position ratcheting safety locks are level for alignment at ALL heights. Maximum alignment height is   70"
 Air line kit that is built into the rack providing connections at the front & rear for air tools and powering   jacks.
 5/16" runway plate steel thickness.
 A hydraulic velocity safety fuse that shuts down the lift operation in the event of pressure loss
 Two lightweight aluminum moveable work steps
 Full floating rear wheel slip plates
 Louvered ramps with built-in wheel stops
 Front Wheel Stops
 Two Wheel Chocks
 2- 8,000lb. Capacity Swing-Air Jacks for front and rear axels

Equivalent alternatives
        Alternative alignment machine
        Company: Snapon/John Bean
        Model: Visualiner V2
        Equivalent Alignment Racks
        Company: Bendpak
        Model: HD-12LSX-B
        Model: HDO-12LSX-B
        Company: Snapon-John Bean
        Model: 44212Q

Total Bid for Item #5	**$_____ (NEW)**
	$_____ (USED)

AUTOMOTIVE ALIGNMENT EQUIPMENT - Specifications Continued:

All freight, shipping, delivery and handling charges are to be included in bid total. The quotation as submitted on this form will remain <u>firm</u> for <u>90 DAYS</u> from the date quotation is opened by Illinois Eastern Community Colleges.

Bid includes installation and on-site training by a company technical representative.
Electrical and compressed air connections to equipment should not be included in the bid.

Educational pricing requested
No sales -tax exempt institution

SIGNATURE_____
PRINT NAME_____
COMPANY_____
ADDRESS_____

_____
TELEPHONE_____
FAX NO._____
DATE_____

NOTE: PLEASE SUBMIT BID IN DUPLICATE

TO: Board of Trustees

FROM: Bid Committee

SUBJECT: Bid Recommendation – Utility Pole Transport Trailer -
            for Frontier Community College

DATE: December 9, 2008

The following bid recommendation is based upon the lowest responsible bid, considering conformity with specifications, terms of delivery, quality and serviceability.

The Bid Committee recommends acceptance of the low bid received that meets all specifications from ==CZ Engineering, Inc.== located in Dixon, Missouri for a total of ==$9,760.00==.

Bid Tabulation Sheet is attached.

                        Respectfully submitted,

                        Terry Bruce
                        Harry Hillis, Jr.
                        Steve Rafferty
                        Tim Taylor

Source of Funds: EDS Congressional Grant
Department: Electrical Distribution Systems Program
Rationale for Purchase: Trailer will be used in EDS program for transporting poles for training purposes.
The "Advertisement for Bids" was placed in the Daily Republican Register for one (1) day.

UTILITY POLE TRANSPORT TRAILER - FCC BID TABULATION SHEET	
Vendor	Total Bid
CZ Engineering, Inc. Dixon, MO	$10,760.00 $9,760.00 alternate bid
Nesco Sales & Rentals Bluffton, IN	13,900.00
Vermeer Midwest Chesterfield, MO	11,956.80

Bid specifications for utility pole transport trailer:

GVWR	10,000 lbs.
Unladen Weight	2,850 lbs.
Tires	(4) 9R x 22.5 F
Wheels (8-Hole Budd)	(4) 6.75 x 22.5
Axle (Oil Lubricated)	5" Dia. Tube, (1) 15,000 lbs.
Springs	Multi-Leaf, Slipper Type
Brakes (Electric)	12 ¼ x 5"
Overall Length (Retracted)	21'
Overall Length (Extended)	31'
Overall Width	94"
Cargo Bed	30" x 46"
Frame	Steel Channel
Bolsters	2 At Rear w/Winch Binders 94'
Bolster w/Winch Binder On Front Of Tongue	48"
Pole Chocks	4 Drop In.. Adjustable
Pole Binders	(3) Winch Type
Hitch (2 5/16" Ball or Eye)	6 Position
Tongue (Telescoping)	Tubular Steel
Tongue Jack	Swivel, Screw Type, 10,000 lbs.
Electrical Stretch Cable	Inside Tongue
Freight & setup delivered to Fairfield, IL included in bid.	
Municipal License and Title included in Bid.	

All freight, shipping, delivery and handling charges are to be included in bid total. The quotation as submitted on this form will remain **firm** for **90 DAYS** from the date quotation is opened by Illinois Eastern Community Colleges.

TOTAL BID_____ $_____

SIGNATURE_____

PRINT NAME_____

COMPANY_____

ADDRESS_____

_____

TELEPHONE_____

FAX NO._____

DATE_____

NOTE: PLEASE SUBMIT BID IN **DUPLICATE.**

TO: Board of Trustees

FROM: Bid Committee

SUBJECT: Bid Recommendation – Office Furniture and Seating for Main Hall at
                  Wabash Valley College

DATE: December 9, 2008

The following bid recommendation is based upon the lowest responsible bid, considering
conformity with specifications, terms of delivery, quality and serviceability.

Furniture:
The Bid Committee recommends acceptance of the only bid received that meets all
specifications from Indoff located in Mt. Carmel, IL for a total bid of $25,653.14.

Seating:
The Bid Committee recommends acceptance of the only bid received that meets all
specifications from Corporate Design in Evansville, IN for a total bid of $15,019.40.

Bid Tabulation Sheet is attached.

                                        Respectfully submitted,

                                        Terry Bruce
                                        Matt Fowler
                                        Harry Hillis, Jr.

Source of Funds: Wabash Valley College Foundation
Department: Wabash Valley College - Main Hall
Rationale for Purchase: Main Hall has been renovated recently with multiple room changes.
This new furniture and seats compliment the new building configuration.
The "Advertisement for Bids" was placed in the Daily Republican Register for one (1) day.

	FURNITURE AND SEATING - WVC BID TABULATION					
	Business Environments Evansville, IN	Corporate Design Evansville, IN	Indoff Mt. Carmel, IL	Premier Executive Solutions Newburgh, IN	Stiles Office Solutions Carbondale, IL	
Furniture	$17,341.24	$9,493.20	$16,091.99	$25,653.14	$15,568.00	$30,282.07
Seating						
Item #1		1,668.43	1,668.43	763.86	804.00	
Item #2		1,424.73	1,424.73	913.50	1,191.00	
Item #3		3,063.12	3,063.12	2,359.44	1,668.00	
Item #4		1,143.42**	1,143.42	475.41	615.00	
Item #5		1,381.10	1,381.10	1,386.00	2,492.00	
Item #6		2,849.46	2,849.46	1,827.00	2,382.00	
Item #7		1,154.96	1,154.96	507.50	721.00	
Item #8		1,818.83	1,818.83	2,556.06	1,339.00	
Grand Total for Seating	15,891.42	$15,019.40* *Includes $515.30 surcharge	14,504.10	10,788.77	11,212.00	16,086.39
Total for Furniture and Seating	$33,232.66	24,673.36* *Includes installation and surcharges= ($876.26)	31,691.89* *Includes installation and surcharges	$36,441.91	$26,780.00	$46,368.46

** Corporate Design submitted an incorrect bid. The correct bid amount is $1404.03. They will send us a signed letter stating why the bid amount is incorrect.

Furniture Bid

Indoff, Mt. Carmel, IL $25,653.14   Accepted as low bid. Bid items meet
                              specifications.

Business Environments, Evansville, IN $17,341.24   Rejected. Dimensions did not match
                              specifications on items 5, 6, 7, 10, 12,
                                  17, 18, 20, 26, and 27.

Corporate Design, Evansville, IN $16,091.99   Rejected.   Dimensions did not match
                              specifications on items 3, 6, 8, 14, 15,
                                  17, 22 and 28.

Premier Executive Solutions, Newburgh, IN $15,568.00   Rejected. Dimensions did not match
                              specifications on items 5, 6, 7, 10, 11,
                                  12, 14, 16, 17, 18, 19, 20, 21, 22 and 27.

Stiles Office Solutions, Carbondale, IL $30,282.07   Rejected.   Not low bid.

	Business Environments Evansville, IN	Corporate Design Evansville, IN	Indoff Mt. Carmel, IL	Premier Executive Solutions Newburgh, IN	Stiles Office Solutions Carbondale, IL
SEATING - WVC BID TABULATION
Seating					
Item #1	No Individual Bid	1,668.48	Doesn't Match Specifications	Doesn't Match Specifications	No Individual Bid
Item #2	No Individual Bid	1,424.73	Doesn't Match Specifications	Doesn't Match Specifications	No Individual Bid
Item #3	No Individual Bid	3,063.12	Doesn't Match Specifications	Doesn't Match Specifications	No Individual Bid
Item #4	No Individual Bid	1,143.42	Doesn't Match Specifications	Doesn't Match Specifications	No Individual Bid
Item #5	No Individual Bid	1,180.90	1,386.00	Doesn't Match Specifications	No Individual Bid
Item #6	No Individual Bid	2,849.46	Doesn't Match Specifications	Doesn't Match Specifications	No Individual Bid
Item #7	No Individual Bid	1,154.96	Doesn't Match Specifications	Doesn't Match Specifications	No Individual Bid
Item #8	No Individual Bid	1,818.83	Doesn't Match Specifications	Doesn't Match Specifications	No Individual Bid
Grand Total for Seating	15,891.42	14,504.10	10,788.77	11,212.00	16,086.39

	FURNITURE SPECIFICATIONS:		
Qty	**Description**	**Finish**	**Knobs**
3	36" round table w/ x-table base	Wild Cherry/Black or Brushed Nickel Leg	
1	Bow front desk 36" x 72"W w/ left FF	Wild Cherry	Brushed Nickel
4	Bridge 24"D x 42"W	Wild Cherry	
2	Credenza 24"D x 72"W w/ right FF	Wild Cherry	Brushed Nickel
4	Hutch 16"D x 72"W x 40"H w/ 4 doors and horizontal organizer	Wild Cherry	No Knobs
3	2 drawer lateral file 24"D x 36"W w/ front/bk	Wild Cherry	Brushed Nickel
2	Stacking Bookcase 13"D x 36"W	Wild Cherry	
7	Tackboard	TBD	
1	36" round table w/ café height base	Wild Cherry/Black or Brushed Nickel Leg	
2	4 door buffet credenza 20" D x 66"W x 36"H	Wild Cherry	No Knobs
1	Boat shape conference table 48" x 108" w 4" post legs	Wild Cherry/Blackor Brushed Nickel Leg	
1	Desk 30" D x 72"W w/ front recessed modesty panel 6" back and right pedestal w/ BBF	Wild Cherry	Brushed Nickel
2	Desk (Credenza) 24"D x 72"W w/ left FF	Wild Cherry	Brushed Nickel
1	42" D x 72"W bow front desk w/ right FF	Wild Cherry	Brushed Nickel
1	48" round table w/ 4 post x-base black	Wild Cherry/Black or Brushed Nickel Leg	
1	Ext Desk 30" deep x 95" wide w/ right FF	Wild Cherry	Brushed Nickel
3	Peninsula 24"d x 38"w w/ bullet top 4" post	Wild Cherry/Black or Brushed Nickel Leg	
1	Hutch 16" D x 95"W x 40"H w/ 4 doors and horizontal organizer	Wild Cherry	No Knobs
1	Ext Desk 30" deep x 98" wide w/ left FF	Wild Cherry	Brushed Nickel
2	Hutch 16"D x 98"W x 40"H w/ 4 doors and horizontal organizer	Wild Cherry	No Knobs
1	Ext Desk 30" D x 98"W w/ right FF	Wild Cherry	Brushed Nickel
1	Bow front ped desk 42"D x 72"W w/ left FF	Wild Cherry	Brushed Nickel

	FURNITURE SPECIFICATIONS CONTINUED:		
1	Desk shell 30" x 60"W w/ rounded corners and recessed full modesty	Wild Cherry	
1	Bridge 24"D x 36"W w/ full modesty	Wild Cherry	
1	Return pedestal w/ left FF w/ full modesty	Wild Cherry	Brushed Nickel
1	Corner Desk Unit 24"D x 48"W w/ 18" supports	Wild Cherry	
1	Corner Organizer 12"W x 24"H w/ shelves	Wild Cherry	
2	Rectangular table 24"D x 60"W	Wild Cherry with Y leg	

TOTAL BID FOR FURNITURE (ALL ITEMS ABOVE) $_____

Item #	Qty	Manufacturer	Series	Description	Finishes	Notes	Total Bid
					SEATING SPECIFICATIONS:		
1	3	Steelcase	Amia	Task Stool	Designtex 2872-301 Thermo Thornapple	Soft Surface Castors	
2	3	Steelcase	Amia	Task Chair	Designtex 2008-801 Friendly Faux Panther	Soft Surface Castors	
3	12	Steelcase	Jersey	Guest Chair	Back: Designtex 2594-401 Cord Ocean Seat: Designtex 2008-801 Friendly Faux Panther Frame: Platinum Metallic	Soft Surface Gliders	
4	3	Steelcase	Enea	Barstool w/Arms	Wood Back: Natural Cherry Seat: Designtex 2594-401 Cord Ocean Frame: Platinum Metallic	Hard Surface Glides	
5	14	Office Source	#5021	Swivel Tilt	Black Leather w/ Arm's Lock Mech. (#5021)	Soft Surface Castors	
6	6	Steelcase	Amia	Task Chair	Designtex 2872-301 Thermo Thornapple	Soft Surface Castors	
7	7	Steelcase	Move	Guest Chair	Back: Black 6000 Seat: Luna CFL-2261 Flash Wink	Soft Surface Glides	
8	13	Steelcase	Move	Guest Chair	Back: Black 6000 Seat: Designtex 2594-401 Cord Ocean		

TOTAL BID FOR SEATING (ALL ITEMS ABOVE) $_____

All freight, shipping, delivery and handling charges are to be included in bid total. The quotation as submitted on this form will remain <u>firm</u> for <u>six weeks</u> from the date quotation is opened by Illinois Eastern Community Colleges.

Installation and Assembly charges included in bid total.

SIGNATURE_____

PRINT NAME_____

COMPANY_____

ADDRESS_____
_____

TELEPHONE_____

FAX NO._____

DATE_____

NOTE: PLEASE SUBMIT BID IN DUPLICATE

Agenda Item #10

District Finance

A. Financial Report
B. Approval of Financial Obligations

ILLINOIS EASTERN COMMUNITY COLLEGES
DISTRICT #529

TREASURER'S REPORT November 30, 2008

FUND	BALANCE
Educational	$2,192,705.87
Operations & Maintenance	$2,247,820.25
Operations & Maintenance (Restricted)	$191,838.15
Bond & Interest	$150,766.41
Auxiliary	$1,775,286.09
Restricted Purposes	($25,813.12)
Working Cash	$61,328.05
Trust & Agency	$394,742.47
Audit	($1,611.75)
Liability, Protection & Settlement	$648,815.26
TOTAL ALL FUNDS	$7,635,877.68

Respectfully submitted,

Roger Browning, Treasurer

ILLINOIS EASTERN COMMUNITY COLLEGES
Combined Balance Sheet - All Funds
November 30, 2008

ALL FUNDS

	Fiscal Year 2009
ASSETS:	
CASH	7,635,878
IMPREST FUND	21,500
CHECK CLEARING	12,000
INVESTMENTS	9,849,591
RECEIVABLES	2,823,424
ACCRUED REVENUE	-
INTERFUND RECEIVABLES	-
INVENTORY	512,740
OTHER ASSETS	456,014
TOTAL ASSETS AND OTHER DEBITS:	21,311,147
LIABILITIES:	
PAYROLL DEDUCTIONS PAYABLE	84,304
ACCOUNTS PAYABLE	107,979
ACCRUED EXPENSES	-
INTERFUND PAYABLES	-
DEFERRED REVENUE	-
OTHER LIABILITIES	444,661
TOTAL LIABILITIES:	636,944
EQUITY AND OTHER CREDITS:	
INVESTMENT IN PLANT	2,567,241
PR YR BDGTED CHANGE TO FUND BALANCE	786,525
FUND BALANCES:	
FUND BALANCE	8,088,831
RESERVE FOR ENCUMBRANCES	9,231,606
TOTAL EQUITY AND OTHER CREDITS	20,674,203
TOTAL LIABILITIES, EQUITY, AND OTHER CREDITS	21,311,147

ILLINOIS EASTERN COMMUNITY COLLEGES
Combined Statement of Revenues, Expenses,
and Changes in Net Assets
As Of November 30, 2008

ALL FUNDS

	FY 2009 YEAR-TO-DATE
REVENUES:	
LOCAL GOVT SOURCES	4,941,511
STATE GOVT SOURCES	3,984,735
STUDENT TUITION & FEES	7,873,495
SALES & SERVICE FEES	1,486,486
FACILITIES REVENUE	2,831
INVESTMENT REVENUE	108,737
OTHER REVENUES	31,603
TOTAL REVENUES:	18,429,398
EXPENDITURES:	
INSTRUCTION	4,698,665
ACADEMIC SUPPORT	241,200
STUDENT SERVICES	534,238
PUBLIC SERV/CONT ED	29,866
OPER & MAINT PLANT	1,715,094
INSTITUTIONAL SUPPORT	4,832,377
SCH/STUDENT GRNT/WAIVERS	3,304,312
AUXILIARY SERVICES	1,919,518
TOTAL EXPENDITURES:	17,275,270
TRANSFERS AMONG FUNDS:	
INTERFUND TRANSFERS	0
TOTAL TRANSFERS AMONG FUNDS:	0
NET INCREASE/DECREASE IN NET ASSETS	1,154,128

OPERATING FUNDS
COMPARISON REPORT FY07-09

College	Category	FISCAL YEAR 2007			FISCAL YEAR 2008			FISCAL YEAR 2009			
		Annual Budget	Spent Thru November	% of Bdgt	Annual Budget	Spent Thru November	% of Bdgt	Annual Budget	Spent Thru November	% of Bdgt	% of Year
Frontier	Bills		$757,997			$827,143			$1,015,340		
	Payroll		855,623			833,920			830,830		
	Totals	$3,016,630	1,613,620	53%	$3,329,838	1,661,063	50%	$3,686,906	1,846,170	50%	42%
Lincoln Trail	Bills		624,374			632,235			1,010,860		
	Payroll		950,307			992,441			1,005,100		
	Totals	3,245,393	1,574,681	49%	3,533,695	1,624,676	46%	4,131,545	2,015,960	49%	42%
Olney Central	Bills		884,350			864,690			1,285,838		
	Payroll		1,804,176			1,747,022			1,833,614		
	Totals	5,523,615	2,688,526	49%	5,916,516	2,611,712	44%	6,675,311	3,119,452	47%	42%
Wabash Valley	Bills		873,300			1,019,989			1,495,188		
	Payroll		1,215,600			1,196,214			1,349,019		
	Totals	3,967,577	2,088,900	53%	4,494,795	2,216,203	49%	5,326,537	2,844,207	53%	42%
Workforce Educ.	Bills		643,538			734,656			747,984		
	Payroll		412,676			415,074			434,735		
	Totals	2,216,381	1,056,214	48%	2,383,620	1,149,730	48%	2,550,712	1,182,719	46%	42%
District Office	Bills		102,415			103,485			118,118		
	Payroll		363,369			373,622			381,650		
	Totals	1,248,404	465,784	37%	1,295,077	477,107	37%	1,322,403	499,768	38%	42%
District Wide	Bills		668,489			896,430			736,605		
	Payroll		306,444			351,302			366,038		
	Totals	7,142,508	974,933	14%	7,654,126	1,247,732	16%	8,189,486	1,102,643	13%	42%
GRAND TOTALS		$26,360,508	$10,462,658	40%	$28,607,667	$10,988,223	38%	$31,882,900	$12,610,919	40%	42%

Excludes DOC

ILLINOIS EASTERN COMMUNITY COLLEGES
Operating Funds Expense Report
November 30, 2008

	Amount	% of Total
Salaries	6,200,986	49.17%
Employee Benefits	765,557	6.07%
Contractual Services	217,839	1.73%
Materials	664,732	5.27%
Travel & Staff Development	90,763	0.72%
Fixed Charges	253,444	2.01%
Utilities	480,805	3.81%
Capital Outlay	577,994	4.58%
Other	3,358,799	26.63%
	12,610,919	100.00%

Agenda Item #11

Chief Executive Officer's Report

Agenda Item #12

Executive Session

Agenda Item #13

Approval of Executive's Session Minutes

A. Written Executive Session Minutes
B. Audio Executive Session Minutes
C. Semi-Annual Review of Executive Session Minutes

Agenda Item #14

Approval of Personnel Report

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: December 4, 2008

RE: Personnel Report

Mr. Chairman, I recommend that the Board of Trustees approve the attached Personnel Report. Additional information for items 400.1, 400.2. and 400.4. will be mailed under separate cover.

INDEX

PERSONNEL REPORT

400.1.   Employment of Personnel

   A. Administrative

   1.   Bob Boyles, Dean of Instruction, FCC, effective date To Be Determined.

   B. Faculty

   1. Susan Batchelor, Nursing Instructor, effective January 7, 2009

   C. Professional Non-Faculty

   1. Carrie Dagg, Director of Adult Education, FCC, effective January 12, 2009

400.2.   Change-In-Status

   A. Administrative

   1. Carroll Hilliard, Director, Financial Assistance & Community Service, FCC, to Assistant Dean, Student Services, FCC, effective January 5, 2009

   B. Professional Non-Faculty

   1. Blenda Demaret, Interim Dean, FCC, to Assistant to Dean of Instruction, FCC, effective January 5, 2009

400.3.   Leave of Absence Approved by CEO since November 18, 2008

   A. None

400.4.   Retirement

   A. Faculty

   1. Scott Hanson, Workforce Education Instructor, effective January 1, 2009.

Agenda Item #15

Collective Bargaining

Agenda Item #16

Litigation

Agenda Item #17

Acquisition and Disposition of Property

Agenda Item #18

Other Items

Agenda Item #19

Adjournment

TENTATIVE
Protection, Health, Safety and ADA
Projects Schedule
Phase 9

	Estimated Budget	Board Approval	Materials	Begin Construction	30% Completed	60% Completed	80% Completed	100% Completed	Partial Accepted	Fully Accepted
Districtwide Plumbing & Electrical Survey	$38,500	▬▬								
Install / Expand Energy Mgt System - FCC	$173,700	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬								
Districtwide ADA Compliance Work	$467,800	▬▬▬▬▬▬▬▬▬▬▬▬▬								
HVAC Replacements & Upgrades, LTC, OCC	$1,149,500	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬								
Roof Replacement - LTC, OCC	$471,800	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬								
Combustible Wall Panel Replacement, LTC	$150,300	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬								
Toilet Replacement & Upgrade, LTC	$90,800	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬								
Districtwide Asbestos Abatement	$515,900	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬								
Site Lighting Upgrade, OCC	$198,500	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬								
Door & Window Replacement, LTC & OCC	$219,900	▬▬▬▬▬▬▬▬▬▬▬▬▬▬▬								
Carpet Replacement, WVC	$32,700	▬▬▬▬▬▬▬▬▬▬▬▬▬								
Storm Water Remediation, WVC	$121,000	▬▬								
GRAND TOTAL	$3,630,400									

11/30/2008