ILLINOIS EASTERN COMMUNITY COLLEGES

BOARD OF TRUSTEES

MONTHLY MEETING

February 19, 2008

Location:

Frontier Community College
2 Frontier Drive
Fairfield, IL 62837

Dinner – 6:00 p.m. – Foundation Hall
Meeting – 7:00 p.m. – Foundation Hall

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

Illinois Eastern Community Colleges
Board Agenda

February 19, 2008
7:00 p.m.
Frontier Community 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. Technology Plan .... Cline
    B. Assessment Report .... Cantwell
    C. Statement of Final Construction Compliance .... Browning
    D. Tuition Increase .... Bruce
    E. Contract for Vending Machines .... Bruce
    F. Marathon Assessment Resolution .... Bruce
    G. CEFS Partnership Agreement .... Bruce
    H. Jasper County Tax Abatement .... Bruce
    I. Affiliation Agreement with Paris Community Hospital – Phlebotomy .... Bruce

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 Wabash Valley College, 2200 College Drive, Mt. Carmel, Illinois, Tuesday, January 15, 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, Brenda K. Culver, George Andrew Fischer, William C. Hudson "Jr.," Walter L. Koertge, Larry Rost, Marilyn J. Wolfe. Also present was Randi Scott-Inboden, student trustee. Trustees absent: None. 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.
  Jack Davis, President of Olney Central College.
  Matt Fowler, President of Wabash Valley College.
  Charles Novak, Interim 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.
  Pamela Schwartz, Associate Dean of Institutional 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
        IECCEA – Illinois Eastern Community 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 of the regular meeting, Tuesday, December 11, were presented for disposition.

Board Action: Trustee Larry Rost made a motion to approve minutes of the foregoing meeting as prepared. Student Trustee Randi Scott-Inboden 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 & Guests" –

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

#3-B. IECCEA Representative: Gary Adams, Vice-President of IECCEA, was recognized.

AGENDA #4 – "Public Comment" – None.

AGENDA #5 – "Reports" –

#5-A. Report from Trustees: Trustees Larry Rost and Marilyn Wolfe informed the Board of Trustees that Congressman John Shimkus presented a $143,449 grant check to Frontier Community College on Monday, January 14 at a meeting on the FCC Campus. More than 40 people were present. The grant will allow further development of the Electrical Lineman Training Program which began in the 2007 fall semester.

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

#5-C. Report from Cabinet: None.

AGENDA #6 – "Policy First Readings (and Possible Approval)" –

#6-A. Part-Time Faculty Assignment and Qualifications: The Illinois Community College Board (ICCB) made a recognition visit last year and has submitted a draft recognition report of the ICCB Staff Recognition Review for Fiscal 2007 to the District. In meetings with the visitation team, the recommendation was made that the District implement, in writing, the policy that the District has always adhered to relative to part-time faculty qualifications. The written policy will make clear the qualifications for part-time faculty in both transfer programs and in career and technical education programs.

Recommendation: The CEO recommended that second reading be waived and that the following Board Policy 400.24, Part-Time Faculty Assignment and Qualifications, be adopted.

400.24   Part-Time Faculty Assignment and Qualifications

For Assignment to transfer programs:
        A.   A master's degree in the subject discipline; or
        B.   A master's degree with a minimum of 12 graduate hours in the subject discipline; or
        C.   A bachelor's degree in the discipline and related teaching or work experience.

For Assignment to a Career and Technical Education Field(s):
        A.   A bachelor's degree with a major in the specific career field, or
        B.   An associate's degree in the career field, or
        C.   Combination of education, training and experience, teaching experience, work experience, and national, state, or industry certifications or licensure if appropriate.

Acceptable Coursework
        A.   All undergraduate credit must be earned from a regionally accredited institution in courses associated with the discipline in which the instructor will teach.
        B.   All graduate credit hours must be earned from a regionally accredited institution in courses at the graduate level with the major emphasis in either professional educational studies or the discipline in which the individual will teach.

Board Action: Trustee Walter Koertge made a motion to waive second reading and adopt Board Policy 400.24, Part-Time Faculty Assignment and Qualifications, as recommended. Trustee Marilyn Wolfe seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Brenda Culver, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: None. The motion having received 7 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.   Articulation Agreement with University of Southern Indiana: Illinois Eastern Community Colleges and the University of Southern Indiana (USI), located in Evansville, Indiana, have developed an articulation agreement under which Social Services Specialist Degree graduates from Wabash Valley College (WVC) would be able to complete the requirements in the Bachelor of Social Work Program at USI. Under the agreement, WVC students would be required to have a cumulative grade point average of 2.6 or better and each course for transfer credit would require an earned "C" grade or better. WVC and USI can make program changes if each party is informed of such program changes. This agreement becomes effective in the Fall Semester 2008 and will continue until either party decides to terminate it. In the event of modification or termination, WVC students will be able to complete the USI program under the conditions of the agreement. The CEO recommended approval.

Board Action: Trustee Walter Koertge made a motion to approve the Articulation Agreement with the University of Southern Indiana as recommended. Student Trustee Randi Scott-Inboden seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Brenda Culver, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: None. The motion having received 7 yea votes and 0 nay votes, the Chair declared the motion carried.

#8-B. Joint Agreement with John A. Logan College: Ms. Cantwell reviewed the updated Joint Agreement for Education Cooperation between IECC, District #529, and John A. Logan College, District #530, in Carterville, Illinois. The only change to this agreement is as follows:

IECC added:
        Industrial Quality Management, AAS Degree/Certificate

Under the agreement, Illinois Eastern Community Colleges, District #529, agrees to accept students from John A. Logan College, District #530, in the following programs:
    Agricultural Technology/Production, AAS Degree
    Diesel Equipment Technology, AAS Degree
    Horticulture, AAS Degree/ Certificate
    Industrial Quality Management, AAS Degree/Certificate
    Radio-TV Broadcasting, AAS Degree
    Telecommunications Technology, AAS Degree/Certificate
    All mutually approved interactive courses in the distance learning program and all Department of Corrections and Fire Science training courses.

Under the agreement, John A. Logan College, District #530, agrees to accept students from Illinois Eastern Community Colleges, District #529, in the following programs:
    Architecture Technology, AAS Degree
    Cardiac Medical Sonography, Certificate
    Construction Management Technology, AAS Degree
    Dental Assisting, Certificate
    Dental Hygiene, AAS Degree
    Educational Interpreting Professional (Online), Certificate
    Graphics Design, AAS Degree/Certificate
    Interpreter Preparation, AGS Degree/Certificate
    All mutually approved interactive courses in the distance learning program and all Department of Corrections and Fire Science training courses.

Board Action: Trustee Marilyn Wolfe made a motion to approve the updated Joint Agreement with John A. Logan College as recommended. Trustee John Brooks seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Brenda Culver, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: None. The motion having received 7 yea votes and 0 nay votes, the Chair declared the motion carried.

#8-C. Agreement with CEFS: In November of 2007, the Board approved an agreement for joint use of the Flora Chamber of Commerce Office located at 122 North Main Street, Flora, Illinois. The facility will be used by Frontier Community College and the District's Dislocated Worker Program. CEFS Economic Opportunity Corporation (CEFS) offers services in Clay County through the Economic Opportunity Act. With this new facility opening in Flora, CEFS has asked to share space with the

District. The following agreement sets forth the terms of a Memorandum of Understanding, under which CEFS will reimburse the IECC District for $50 per month. The CEO recommended approval.

Memorandum of Understanding   The CEFS Economic Opportunity Corporation (CEFS) and Illinois Eastern Community College District #529/Frontier Community College (IECC/FCC) hereby agree to share physical space at 122 North Main Street, Flora, Illinois as follows:
        1.   CEFS will compensate IECC/FCC $50 per month for shared use of the IECC/FCC facility located in the Flora Chamber facility.
        2.   IECC/FCC will arrange a portion of the facility to provide suitable space for CEFS to provide services to clients of the agency.
        3.   CEFS and IECC/FCC agree that office hours will be from 8:00 a.m. to 5:00 p.m. Monday through Friday.
        4.   CEFS staff will have key access to the facility. The number of keys will be controlled and assigned by IECC/FCC.
        5.   CEFS and IECC/FCC agree to give a minimum of 30 days notice to the other party if either party desires to dissolve or substantially alter this Memorandum of Understanding.
        6.   Any disputes over items not specified in this Memorandum of Understanding shall be jointly resolved by the Director of CEFS and the Dean of the College at FCC.
        7.   CEFS and IECC/FCC enter into this relationship in the spirit and dedication toward the joint effort of meeting the needs of the community. The memorandum shall take effect on January 1, 2008 and remain in effect until terminated by either party upon proper notice. Future addenda to this agreement shall be approved by both parties.

        Board Action: Trustee Brenda Culver made a motion to approve the Memorandum of Understanding Agreement with CEFS as recommended. Student Trustee Randi Scott-Inboden seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Brenda Culver, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: None. The motion having received 7 yea votes and 0 nay votes, the Chair declared the motion carried.

        #8-D.   International Student Application Fee: As fuel costs have risen, FedEx and other international mailing firms have significantly increased their cost of mailing applications to the District's International students. The District finds it necessary to increase the fee from its current $50 to $50 plus any costs above $50 that the District incurs using an international mailing service. The cost above $50 varies, but the cost usually is between $15 and $20. By not increasing the fee by a definite amount, the District hopes to save some money for the International students by charging only the actual cost of mailing above $50. The CEO recommended approval to change the one-time nonrefundable International Student application fee to $50 plus any additional cost incurred above $50 by the use of an International mail service to expedite delivery of the application.

        Board Action: Trustee Larry Rost made a motion to approve the change in the International Student Application Fee 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, Brenda Culver, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: None. The motion having received 7 yea votes and 0 nay votes, the Chair declared the motion carried.

AGENDA #9 – "Bid Committee Report – PHS Compliance Work – Phase 9, Roof Replacements – LTC Natatorium & OCC Industrial Technology Building" – The CFO presented the recommendation of the bid committee as follows: Based on the recommendation from Image Architects, the Bid Committee recommends acceptance of the low bid received for PHS Compliance Work, Phase 9, Roof

Replacements at the Lincoln Trail College Natatorium and the Olney Central College Industrial Technology Building, as follows:

Division I – Roofing Work, LTC & OCC: Shay Roofing, Inc., Millstadt, IL, $332,760. Source of Funds: PHS compliance work – Phase 9.

The CEO recommended acceptance of the recommendations of Image Architects and the Bid Committee as outlined.

Board Action: Trustee John Brooks made a motion to accept the bid of Shay Roofing, Inc. for Division I Roofing Work at LTC and OCC as recommended. Trustee Marilyn Wolfe seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Brenda Culver, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: None. The motion having received 7 yea votes and 0 nay votes, the Chair declared the motion carried.

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 $5,255,772.58, as of December 31, 2007.

#10-B. Approval of Financial Obligations: District financial obligations (Listing of Board Bills) for January 2008, totaling $886,092.66, 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 January 2008, in the amounts listed, and payments from the revolving fund for December 2007. Trustee Larry Rost seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea: John Brooks, Brenda Culver, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: None. The motion having received 7 yea votes and 0 nay votes, the Chair declared the motion carried.

AGENDA #11 – "Chief Executive Officer's Report" – CEO Terry Bruce reported on the following informational items:

A.   Speaker System for Board Meetings: The matter of providing a speaker system for Board of Trustees meetings is being considered.

B.   Applications for FCC President: Forty-nine candidates have applied for the FCC President position. The procedure to be followed was outlined.

C.   Room Locks: Work to install inside locks for faculty offices and certain other rooms is underway.

AGENDA #12 – "Executive Session" – The Board of Trustees did not 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 on Tuesday, December 11, 2007.

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

400.1. Temporary Employment

     A.   Faculty

     1. Thomas Wain Davis, Art Instructor, temporary contract for the Spring 2008 Semester only, effective January 7, 2008.

400.2. Leave of Absence Approved by CEO since December 11, 2007

     A.   None.

400.3. Leave Request

     A.   Faculty

     1. Holly Farley, Nursing Instructor, Family Medical Leave, effective December 11, 2007, with up to 12 weeks of unpaid leave. The requested leave is unpaid with allowance of substitution of paid leave time.

     2. Paul Sainer, Music Instructor, Family Medical Leave, effective December 1, 2007, with up to 12 weeks of unpaid leave. The requested leave is unpaid with allowance for substitution of paid leave time.

400.4. Resignation

     A.   Faculty

     1. Drew Tucker, Art Instructor, resignation effective January 1, 2008.

400.5. Retirement

     A.   Professional/Non-Faculty

     1. Glenda Raber, Coordinator of Radio Information Service, WVC, effective July 1, 2008.

Personnel Report Addendum

400.6. Employment of Personnel

     A.   Classified

         1. Larry Arnold, Custodian, WVC, effective January 17, 2008.

400.7. Resignation

     A.   Faculty

         1. William Waddell, Computer Technology Instructor, LTC/LCC, effective February 1, 2008.

     #14-A. Board Action to Amend Personnel Report: Trustee Brenda Culver made a motion to amend the Personnel Report, to add an addendum containing Sections 400.6 and 400.7 as recommended. 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 that the "Ayes" have it and the motion carried.

     #14-B. Board Action to Approve Personnel Report: Trustee Marilyn Wolfe made a motion to approve the foregoing amended Personnel Report 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, Brenda Culver, Andrew Fischer, William Hudson, Walter Koertge, Larry Rost, Marilyn Wolfe. Student advisory vote: Yea. Trustees voting nay: None. Trustees absent: None. The motion having received 7 yea votes and 0 nay votes, the Chair declared the motion carried.

AGENDA #15 – "Collective Bargaining" – The CEO presented an update on the status of negotiations with the faculty bargaining unit.

AGENDA #16 – "Litigation" – None.

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

AGENDA #18 – "Other Items" – None.

AGENDA #19 – "Adjournment" – Trustee Larry Rost made a motion to adjourn. Student Trustee Randi Scott-Inboden 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 7:40 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

Technology Plan

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 19, 2008

RE: Technology Plan

Each year, the Board is asked to approve and update the District's five-year Technology Plan. The Technology Committee, under the guidance of Alex Cline, Director of Information Technology, has prepared an update for the Board's review.

During the last fiscal year, the District's IT department was able to purchase software licenses for Microsoft Desktop Bundle, Anti-Virus, Ghost, Deep Freeze, Backup Exec, Angel, and FileMaker Pro. The District purchased on-line subscriptions for Lexis Nexis, the Chronicle of Higher Education, Facts on File, ProQuest and the Congressional Quarterly Researcher, and ACT's Compass. In addition, the IT department is making progress toward the purchase of additional network switches as needed, and plans to purchase a storage area network (SAN) to support a virtual server environment.

For FY2009, the Technology Plan sets forth the need to: maintain and upgrade our administrative operations including Banner; upgrade the District's network infrastructure and administrative file servers and the central network operating system; enhance the current telecommunications network; upgrade our software licensing; and maintain and upgrade other technology resources including the purchase of 300 desk top computers. The District is also developing a computer replacement program under which approximately 25% of our computers will be replaced each year.

The Plan proposes to expend approximately $540,000 in each year for the fiscal years 2009 to 2013. I ask the Board's approval of the Technology Plan and the Plan's budget.

TLB/rs

Attachment

Illinois Eastern Community Colleges

TECHNOLOGY PLAN
FY 2009 - 2013

Banner

F
Frontier Community College

L
Lincoln Trail College

O
Olney Central College

W
Wabash Valley College

TABLE OF CONTENTS

The IECC staff and students wish to express a special thank you to the Technology Committee members.

TECHNOLOGY COMMITTEE MEMBERS

Lisa Benson

Roger Browning

Charlotte Bruce

Chris Cantwell

Alex Cline

Matt Fowler

John Highhouse

LaVonna Miller

Penny Quinn

George Woods

Submitted to Cabinet: February 6, 2008

Submitted to Board of Trustees:

ILLINOIS EASTERN COMMUNITY COLLEGES
DISTRICT No. 529

MISSION

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

PURPOSES

The District is committed to high academic standards for pre-baccalaureate, career and technical education that sustain and advance excellence in leaning. The mission is achieved through a variety of programs and services that include, but are not limited to:

- Educational programs, including pre-baccalaureate, career and technical degrees and certificates that prepare a diverse student body for transfer to a four-year institution of higher education or entry into a multicultural global workplace;

- program, course, and institutional goals that have identifiable and measurable learning outcomes that are clearly understood by students;

- utilization of resource-sharing partnerships to expand, retrain, and strengthen the industrial base of southeastern Illinois;

- academic programs and institutional services that are reviewed and revised on a scheduled timeframe with a focus on accountability relative to planning, student and program assessment, and learning outcomes;

- development of partnerships with pre-K through high schools allowing for the smooth transition and progression of students through life-long learning;

- adult and continuing education designed to meet the immediate and long-term needs of the residents in the District;

- programs in remedial education, which assist District residents in attaining skills and abilities needed to enter and complete college-level programs;

- student advisement, counseling, and placement services for the purpose of assisting students in choosing a program of study, transferring to a four-year institution, entering employment, or completing certificate or course goals;

- curricula and services that are developed and updated, as necessary, to meet both short- and long-term needs of the residents of the District;

- community education and community service activities that provide a cultural and intellectual resource center for the area as well as identifying and honoring multi-cultural and diversity within our communities;

- professional enrichment and growth experiences for college, faculty, administrators, and staff which will improve and enhance instruction and service; and,

- resources, facilities, staff, and equipment to support all program and service components of the college.

TECHNOLOGY PLAN FY 2009 – FY 2013

EXECUTIVE SUMMARY

With the support and commitment of the Board of Trustees, staff, faculty and administration, IECC continues to improve the technological resources available throughout the district. The FY 2009 – FY 2013 Technology Plan serves as a review of FY 2008 technology projects and outlines current and future technological needs. The goal of the plan is to improve technological services for faculty, staff, and students within the projected budget.

A Technology Committee comprised of employees throughout the IECC District provided input and guidance for the plan. This Committee identified technological resources needed to better serve the citizens of District 529 and developed a Technology Plan that:

- is supported by the four colleges, workforce education, and district office and includes their full commitment to the implementation of the adopted plan.

- is cost-effective, with regard given to present and anticipated financial resources.

- is developed with input from key officers from each college and the district office with full consideration given to the American Disabilities Act and the need to accommodate access for the physically challenged.

- ensures investments in technologies that will provide a sound, reliable infrastructure.

- focuses on major technology needs outside of the normal operating budget and grant funds.

TECHNOLOGY VISION FOR ILLINOIS EASTERN COMMUNITY COLLEGES

IECC has actively built a substantial technology foundation rapidly adopting a significant amount of technology. The district must continue to upgrade technology in order to maximize the educational benefits to the citizens of District 529.

Technology changes on a regular basis, therefore, the Technology Plan is a "living" document that will be updated on an annual basis. The plan is a blueprint for tomorrow that sets forth IECC's information technology vision, strategic directions, and action plans for achieving the empowerment of the district's community through information technology. Empowering IECC through information technology entails

supporting the academic experience for students, strengthening the mission of faculty and staff, and expanding the district's ability to serve the community.

FISCAL YEAR 2008 TECHNOLOGY PLAN ACCOMPLISHMENTS

The Technology Plan projects are grouped in the following categories: administrative systems, network infrastructure, telecommunications, software, and other technology resources. Below are status updates for the FY 2008 projects.

STATUS UPDATE

Administrative Systems
There were no projects funded in the Administrative Systems category during FY 2008.

Network Infrastructure

PROJECT	STATUS	NOTES
Networking Equipment	• **In Progress**	Purchased tape drive and tapes to replace broken backup device. Plan to purchase additional switches as needed.
Network Servers	• **In Progress**	Plan to purchase a storage area network (SAN) device to support a virtual server environment.

Telecommunications

PROJECT	STATUS	NOTES
Telephone PBX Software Upgrades	• **In Progress**	Plan to purchase PBX software and hardware upgrades.

Software

PROJECT	STATUS	NOTES
Computer Software Licenses	✔ **Completed**	The following District-wide software licenses were purchased: Microsoft Desktop Bundle, Antivirus, Ghost, Deepfreeze, Backup Exec, Angel and File Maker Pro.
Online Software Subscriptions	✔ **Completed**	The following district-wide LRC software subscriptions were also purchased: Lexis Nexis, The Chronicle of Higher Education, Facts on File, ProQuest and CQ Researcher and ACT's Compass.
Portal Software	• **Reallocated**	Entrata portal system is meeting the district's needs. Funds will be used to purchase Virtual Server Software and Hardware to support multiple systems.

Other Technology Resources

PROJECT	STATUS	NOTES
Personal Computer Replacements	● **In Progress**	Plan to purchase 250 computer replacements.
Other Technology Needs	● **In Progress**	Purchased technology equipment and software based on campus needs.
Computer Projection Units	✔ **Completed**	Purchased and installed 11 computer projection units.

FIVE YEAR TECHNOLOGY GOALS
FY 2009 – FY 2013

The improvements and recommendations established through the Technology Plan are listed below as goals in the areas of administrative systems, network infrastructure, telecommunications, software, and other technology resources. The goals and activities of the Technology Plan are not a wish list, but represent the cost for improvements, upgrades and maintenance necessary to provide the technological resources required by the IECC district. These projects represent technology needs outside the normal operating budget and grant funds.

Note: Please refer to the budget on page 8 for years projects are scheduled.

GOAL 1: MAINTAIN AND UPGRADE SYSTEMS IN SUPPORT OF ADMINISTRATIVE OPERATIONS

Activity 1: Upgrade the hardware that supports Banner, the centralized administrative software system. This system contains the core information required for day-to-day operations at IECC including financials, human resources, student records, and financial aid. Additional software demands from Banner upgrades, web access, online reporting, and imaging system access require additional computing capacity.

Activity 2: The IECC district utilizes laptops to communicate with the Board of Trustees. As with all personal computers, the laptops must be upgraded every four to five years.

Activity 3: Contract with vendor to perform an information security assessment. The assessment will evaluate IECC technology systems and practices to identify and mitigate possible security vulnerabilities.

GOAL 2: MAINTAIN AND UPGRADE THE DISTRICT'S NETWORK INFRASTRUCTURE

Activity 1: Upgrade the existing local area network equipment. Increases in both instructional and administrative network applications drive the need for faster network access; therefore, we must annually upgrade the networking switches and routers to accommodate the traffic demands.

Activity 2: Expand wireless network access at each of the college campuses by purchasing additional access points and control switches.

Activity 3: Upgrade the multiple rack-mounted web servers to provide system load balancing protection against equipment failure. This hardware is required to support online information.

Activity 4: Upgrade the college _administrative_ file servers. Each campus utilizes file servers for network user and directory services, domain name service, print services and storage. As the data storage needs grow, the server hardware must be upgraded.

Activity 5: Upgrade the _central_ network operating system servers to support: network user and directory services, domain name service, print services and storage.

Activity 6: Replace the central battery backup system located at the district office. The current system will no longer be eligible for vendor support after 2010.

Activity 7: Upgrade the campus _instructional_ network file servers to provide network user and directory services, domain name service, print services and storage.

Activity 8: Upgrade tape backup systems at district office and college locations. Server data is copied to tape nightly and stored off-site for disaster recovery and business continuity purposes.

GOAL 3: ENHANCE THE CURRENT TELECOMMUNICATIONS NETWORK

Activity 1: Upgrade the Telephone PBX software and hardware to most current releases. The telephone PBXs are very similar to other computer equipment and require periodic updates.

Activity 2: Purchase an emergency notification system that can send text and voice messages to cell phones.

GOAL 4: UPGRADE SOFTWARE LICENSING

Activity 1: As with all areas of technology, software applications change rapidly. IECC must teach and use the most current software applications to give both students and employees the tools needed to compete in today's marketplace. Applications such as the Microsoft Office Suite, Microsoft Windows and Norton Antivirus, just to name a few, are installed on almost every computer throughout the district. Angel, the district's course management software, also requires an annual licensing fee. Therefore, an annual line item to upgrade and maintain software applications is needed.

Activity 2: Many research materials are now available online and are accessible by purchasing annual software subscriptions. Purchasing access to the online materials as a district provides district-wide access to the information and takes advantage of quantity discounts. Subscriptions include: The Chronicle of Higher Education, CQ Researcher, Lexis-Nexis Academic Universe and ProQuest Nursing Journals.

Activity 3: Purchase a more robust, web-based reporting tool to enhance access to stored data.

GOAL 5: MAINTAIN AND UPGRADE OTHER TECHNOLOGY RESOURCES

Activity 1: Replace desktop computers that no longer meet minimum requirements. The lifecycle of a desktop computer ranges from three to five years depending on application requirements. A line item to ensure the replacement of outdated computers is critical.

Activity 2: Due to the elimination of the ICCB Advanced Technology Grant funding, the Committee recommends allocating funds to support technology needs previously funded by the grant. Purchases from this line item will be based on the Advanced Technology Grant guidelines and left to the discretion of the CEO, CFO, Director of IT, College Presidents, and College Deans. The distribution will be: FCC: $20,000, LTC: $20,000, OCC: $20,000, WVC: $20,000, WE: 10,000.

Activity 3: Purchase computer projection units to display computer images on a large screen.

Activity 4: Provide access to advanced technology training for the technology staff. The rapid changes in hardware and software require ongoing technical training.

Technology Plan Budget
FY 2009 - 2013

Administrative Systems

Activity	Description	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	TOTALS
1	HP 9000 Hardware Upgrade	$0.00	$0.00	$25,000.00	$0.00	$0.00	$25,000.00
2	Laptop Upgrades	$0.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00
3	Information Security Assessment	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$50,000.00
	Administrative Systems Totals	**$10,000.00**	**$10,000.00**	**$50,000.00**	**$10,000.00**	**$10,000.00**	**$90,000.00**

Network Infrastructure

Activity	Description						
1	Network Equipment	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$100,000.00
2	Wireless Network Equipment	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$75,000.00
3	Web Servers	$0.00	$30,000.00	$0.00	$0.00	$30,000.00	$60,000.00
4	College Administrative File Servers	$0.00	$0.00	$0.00	$30,000.00	$0.00	$30,000.00
5	Network Servers and Storage	$0.00	$0.00	$15,000.00	$0.00	$0.00	$15,000.00
6	Network Power Backup and Surge Protection	$0.00	$20,000.00	$0.00	$0.00	$0.00	$20,000.00
7	Instructional File Servers	$30,000.00	$0.00	$0.00	$30,000.00	$0.00	$60,000.00
8	Tape Backup Systems	$15,000.00	$10,000.00	$5,000.00	$0.00	$20,000.00	$50,000.00
	Network Infrastructure Totals	**$80,000.00**	**$95,000.00**	**$55,000.00**	**$95,000.00**	**$85,000.00**	**$410,000.00**

Telecommunications

Activity	Description						
1	Telephone System Upgrades	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$75,000.00
2	Emergency Notification System	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$15,000.00	$55,000.00
	Telecommunications Totals	**$25,000.00**	**$25,000.00**	**$25,000.00**	**$25,000.00**	**$30,000.00**	**$130,000.00**

Software

Activity	Description						
1	Computer Software Licenses	$70,000.00	$75,000.00	$75,000.00	$75,000.00	$80,000.00	$375,000.00
2	Online Software Subscriptions	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$15,000.00	$75,000.00
3	Reporting Software	$20,000.00	$0.00	$0.00	$0.00	$0.00	$0.00
	Software Totals	**$105,000.00**	**$90,000.00**	**$90,000.00**	**$90,000.00**	**$95,000.00**	**$470,000.00**

Other Technology Resources

Activity	Description						
1	Computer Replacements	$200,000.00	$200,000.00	$200,000.00	$200,000.00	$200,000.00	$1,000,000.00
2	Other Technology Needs	$90,000.00	$90,000.00	$90,000.00	$90,000.00	$90,000.00	$450,000.00
3	Computer Projection Units	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$20,000.00	$100,000.00
4	IT Training	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$10,000.00	$50,000.00
	Other Tech Resources Totals	**$320,000.00**	**$320,000.00**	**$320,000.00**	**$320,000.00**	**$320,000.00**	$1,600,000.00
	Totals	**$540,000.00**	**$540,000.00**	**$540,000.00**	**$540,000.00**	**$540,000.00**	**$2,700,000.00**

Agenda Item #8B

Assessment Report

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 19, 2008

RE: Student Learning Assessment Report

        Illinois Eastern Community Colleges is accredited by the North Central Association through its Higher Learning Commission. The District's reaccreditation was approved by the HLC in the Spring of 2005 for ten years. As part of the accreditation report, the HLC requested that the District prepare a report about the status of Student Learning Assessment due in four years. The District immediately began activity toward preparation of that report.

        In October 2006, the District was admitted to the Academy for Assessment of Student Learning, which had been created by the HLC to assist colleges to meet the new Student Learning Assessment criteria of the commission. Because the District had been admitted to the Academy, the assessment report would no longer be required. However, as a member of the Academy, the District would be involved on an annual basis in assessment activities for the four year period.

        As part of that annual review of assessment, the Faculty Assessment Team began a series of events reported in the Assessment Report. In 2007, the Assessment Team performed the following assessment activities:

January 2007   Faculty Assessment Work Day
January 2007   Assessment Academy Information and Planning Workshop
February 2007   Assessment Academy Roundtable Event
April 2007   Attendance of HLC Learning Commission in Chicago
June 2007   Students First Retreat
September 2007   Accreditation and Assessment Newsletter
September 2007   Preparation and Update of Assessment Tool Kit

        In addition to the above activities, the Faculty Assessment Team has continued with assessment of student learning at the classroom level, the course level, the program level, and the discipline level. The committee has also begun assessment of general education.

    The Faculty Assessment Team is led by Amie Mayhall, with a strong assistance of faculty members from each of the four colleges including: Nixie Hnetkovsky, Frontier; Travis Matthews, Lincoln Trail; Kelly Payne, Olney Central; and Mark Pettigrew, Wabash Valley. These five individuals have done an extraordinary job during the 2007 calendar year as the report indicates.

    The Assessment Committee, under the guidance of Chris Cantwell, Associate Dean of Academic and Student Support Services, Kathy Pampe, Associate Dean of Career and Technical Education and Penny Quinn, Dean of Instruction, Lincoln Trail College, has faithfully fulfilled the obligations of the Assessment Academy for the year 2007.

        I ask the Board's acceptance of the Report on Assessment.
TLB/rs

Illinois Eastern Community Colleges
Report on Assessment

2006-2007

Prepared by:
Amie Mayhall
Faculty Director of Student Learning Assessment

Reviewed by:
Nixie Hnetkovsky-FCC
Travis Matthews-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

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 on Assessment for complete history and background of assessment at IECC.

Assessment Activities Year in Review 2006-2007

August 14, 2006 – FLOW Case Study
Each Faculty Coordinator led the respective colleges including faculty and staff in a case study report on assessment. The groups identified the five major questions we need to answer through assessment efforts and determined whether the institution in a fictional case study had answered these questions. The case study was very successful and helped faculty and staff gain a perspective of what they should accomplish through assessment.

August 15, 2006 – Faculty Assessment Work Day
Faculty from all four colleges met at Olney Central College. Major points of interest for the day:

Case Study on IECC Report on Assessment
Faculty were given the draft of the IECC Report on Assessment. The faculty used the same five questions that had been used in the previous day's fictional case study. The case study was a phenomenal tool for faculty to get a fresh perspective on where we have been, where we are, and how far we need to go with our assessment efforts. It also gave insight into what other faculty are using for assessment and how the results are being utilized across IECC to improve student learning.

Faculty were encouraged to give feedback on the report, and general comments in response to the five questions concerning things we need to do at IECC.

Assessment Break-Out Sessions

A series of five break-out sessions were provided for faculty at various levels in the assessment process:

Workshop 1: Assessment Basics and Writing Measurable Outcomes
> **Nixie Hnetkovsky – Room 201**
> This workshop is designed for the beginner in assessment. The main purpose of assessment of student learning will be covered as well as core terminology. How to write measurable student learning outcomes will also be a focal point of the workshop.

Workshop 2: Integrating Student Learning Outcomes with our Institutional Mission and our General Education Outcomes
> **Mark Pettigrew – Room 203**
> This workshop is designed for the faculty member who has measurable student learning outcomes set, but needs to integrate them with the mission, and justify how they fit into the big picture.

Workshop 3: Assessment Tools
> **Travis Matthews & Dan Tahtinen – Room 217**
> This workshop is designed for the faculty member who is ready to explore different possible ways to assess their measurable student learning outcomes. There will be a wide array of possible tools presented that can be used in your course, program, or discipline to measure your student learning outcomes.

Workshop 4: Data Interpretation and the Reporting Process
> **Kelly Payne – Room 206**
> This workshop is designed for the faculty member who has already completed some assessments, but needs help knowing what to report, and how to interpret the data that is acquired. This workshop will dive into how to fill out forms for course or program assessment.

Workshop 5: Take Action & Close the Loop!
> **Amie Mayhall – Room 218**
> This workshop is designed for the faculty member who has a solid foundation in assessment and its purpose, is completing assessments, and reporting the results. This workshop is the last, but very important, step that many institutions forget--action! Do SOMETHING with this assessment!

Faculty Discipline Work Time

Lastly, 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 2006 – District Workshop Day
Faculty and staff from all four colleges met at Wabash Valley College with an emphasis on quality management. There were guest speakers from Toyota, Holiday World, and local hospitals. This was an excellent topic which allowed us to emphasize how our assessment can be viewed as quality management.

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.

October 31, 2006 – Processed the Agreement to Participate in the HLC Academy of Student Learning
Chris Cantwell, Kathy Pampe, and Amie Mayhall completed the application materials requesting IECC's participation in the HLC Academy of Student Learning pilot group. IECC was accepted into the HLC Academy and placed in the February, 2007, cohort based on the timeframe of the monitoring report that is due to HLC on Assessment of Student Learning.

November 2006 – Board Approval of the 2005-2006 Report on Assessment
Amie Mayhall presented a summary of the 2005-2006 Report on Assessment to the Board, and recommended the Board's approval of this document. The document was approved.

January 3, 2007 – Faculty Assessment Work Day
Faculty from all four colleges met at Olney Central College. Major points of interest for the day:

Academy Overview
This is the first time that we announced to the faculty that we had been accepted into the Academy. At this meeting, faculty were briefed on what the HLC Academy is, what is expected of IECC, and how we will progress over the next few years.

Break-out Sessions

Due to the positive response of the break-out sessions offered at the August workshop, we developed break-out sessions for the January Work Day. There were seven different break-out sessions including ones where faculty showcased tools used in their area to assess.

Results-Use Them or Lose Them!Kelly Payne-Room 102
"I've found the right tool, assessed my students, and collected data. So, now what do I do with all this stuff?!" Has this, or anything like it, run through your mind when it comes to how to use your assessment results? If so, join our discussion on the importance of putting your results into action and improving student learning. Don't let your results sit tucked away in some folder or in a drawer--after all, if you don't use them, you'll also be losing out on the impact they can and will make in the classroom and in your teaching.

The Future of General Education Assessment at IECC – Travis Matthews – Room 103
The process of keeping a continuous flow of assessment in the general education realm at IECC will be discussed in this roundtable. Also to be discussed will be the fact that general education assessment is going to become a standard at IECC, with which faculty and staff must learn to become integral parts.

WIN Program – Kathy Pampe and Kathy Swinson – Room 104
Join this roundtable for a demonstration of our new WIN program, which is a program that correlates to and complements the ACT WorkKeys assessments. The new license will allow IECC to access the WIN program and all the printed materials online.

Using WebCT to Simplify Sharing Assessment Tools – Kathy Overstreet and Jennifer Elliott – Room 105
Want to do assessment without crunching any numbers? Use WebCT's quiz and test feature and WebCT will do the math for you. Join Kathy and Jennifer as they show you how easy it is to compile statistics using WebCT.

Assessment Peer Review System – Nixie Hnetkovsky – Room 102
Join an in-depth discussion about the possibilities of a peer review system.

The Possibilities of the Portfolio – Mark Pettigrew – Room 103
Come and see some awesome examples of portfolios. Discuss what should be in them and what should not and how program outcomes could be "proved" in a portfolio. As a Portfolio Development Instructor, I would like to know what I can have the students do to help their instructors with assessment.

Putting Respondus and Study Mate to work for you! – Russ Jausel – Room 106
Study Mate is a great program for creating games for students to study within WebCT. Respondus allows you to take questions from a typed file and put them into WebCT. These programs are being used to enhance the assessment of student learning in Welding and Industrial Maintenance.

Faculty Discipline Work Time
Faculty were given one hour of work time to develop assessment plans for the spring semester.

January 18-19, 2007 – Academy Information and Planning Workshop
Kelly Payne and Amie Mayhall attended the Academy Information and Planning Workshop held at Lisle, IL. This was a great workshop that allowed Kelly and Amie to be strong leaders in preparing for the upcoming roundtable and kick-off of the cohort.

February 2007 – HLC Academy Roundtable Event
Chris Cantwell, Penny Quinn, Amie Mayhall, Nixie Hnetkovsky, and Kelly Payne attended the roundtable event held in Lisle, Illinois. This was the first major event for participation in the HLC Academy of Student Learning.

At the roundtable, there were many break-out sessions, and lots of time to work with our teams. This event was insightful because working along with our mentor, we identified where we are with assessment, and what areas need to be focused on to improve our efforts.

Learning Project
Our team was very focused upon entering this roundtable event. We had worked with our assessment team and developed ideas for our learning project. After working with our mentor and having time to identify our areas of strengths and weaknesses, the team decided that we needed to take a step back and bring in all of the areas that seemed to be missing in our assessment efforts. Our efforts had primarily been focused only toward faculty and not the institution as a whole. The learning project "Students First!" was created through this work time at Lisle.

Developing Details
After the project was identified, we began working on details of the project and how we envisioned the project unfolding within the district. We set a timeframe for activities, who would be responsible for those activities, and what support we needed from others within the district. The first major event for the Students First! Project was a retreat to train facilitators from different areas of the district.

April 2007 – HLC 112th Annual Meeting – Chicago, IL

Chris Cantwell, Kathy Pampe, and Amie Mayhall attended the 112th 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 the academy sharing time. "We look forward to utilizing these ideas in our commitment to improving student learning in our district," commented Mayhall.

June 2007 – Students First! Retreat – New Harmony, Indiana

The Students First! Organizational Team including Chris Cantwell, Kathy Pampe, Penny Quinn, Amie Mayhall, Nixie Hnetkovsky, Mark Pettigrew, Kelly Payne, and Travis Matthews 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 writing measureable outcomes for each area of the district, brainstorming ways to assess those outcomes, and learning what the Students First! Project is and what each person's role is in the project. The agenda is found in Appendix B.

Ongoing Events:

Accreditation and Assessment Newsletter

The district began distribution of an Accreditation and Assessment Newsletter in September 2002. The district continues to produce and distribute the newsletter to faculty and staff within the district (see past issues on the Intranet-Documents Tab-Assessment of Student Learning). Faculty best practices are spotlighted in this newsletter, as well as resources for more information about assessment.

Assessment Toolkit

The Assessment Toolkit 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 will be updated Fall 2007.

Committee Meetings 2006-2007
Student Learning Outcomes Committee
The Student Learning Outcomes Committee meets regularly throughout the term to plan events, review syllabi and outcome changes, and brainstorm how to keep the momentum moving forward. The committee consists of Chris Cantwell, Associate Dean; Kathy Pampe, Associate Dean; Penny Quinn, Dean of Instruction; Amie Mayhall, Faculty; Nixie Hnetkovsky, Faculty; Kelly Payne, Faculty; Mark Pettigrew, Faculty; and Travis Matthews, Faculty.

Student Learning Outcomes Committee Meeting Dates:

September 12, 2006 – 4:00 p.m.
October 12, 2006 – 3:00 p.m.
November 2, 2006 – 9:00 a.m.
December 15, 2006 – 12:00 p.m.
March 30, 2007 – 1:30 p.m.
April 16, 2007 – 1:30 p.m.
May 11, 2007 – 9:00 a.m.
June 12, 2007 – 11:00 a.m.

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 Student Learning Outcomes Committee plus additional faculty and staff from various areas.

General Education Assessment Committee Meeting Dates:

July 25, 2006 – 2:00 p.m.
December 15, 2006 – 2:00 p.m.
February 1, 2007 (Emailed Results)

Students First! Committee (formerly the Institutional Effectiveness Committee)
The Students First! Committee replaced the Institutional Effectiveness Committee. The committee met later in the year when the change occurred. The HLC Academy helped us to clarify our goals for institutional assessment and we began meeting to plan the Students First! Retreat. This committee began with the organizational team of the Student Learning Outcomes members, and now has expanded to include one representative from each Students First! area. This committee will tentatively meet one time per semester to follow up with each Students First! area.

Students First! Committee Meeting Dates:
April 16, 2007 – 2:30 p.m.
June 12, 2007 – 12:00 p.m.
June 20-21, 2007 – Retreat, New Harmony, Indiana

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 continue to administer the faculty classroom assessment survey that asks faculty to list the tools they use for classroom assessment. The classroom assessment survey results are listed in Appendix C.

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 are working on student learning outcomes assessment in many courses on a semi-annual basis, adding student learning outcomes to their assessment cycle, or changing courses within the discipline.

Many faculty have established a process for course assessment within their disciplines. The courses with reported results for Fall 2006-Spring 2007 are shown in Appendix D.

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. Appendix E, lists the program outcomes that have been submitted this year. Program outcomes developed the first year are contained in the 2005-2006 Report on Assessment.

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 great 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 Spring 2008. The results of all program assessment reported during the 2006-2007 year can be found in Appendix F.

Discipline Assessment:
After discussion with HLC mentors and staff, it was concluded that program assessment along with general education assessment eliminates the need for the extra step of discipline assessment. This phase will be eliminated from IECC assessment procedures.

General Education Assessment:
The General Education Assessment Committee decided to continue collecting data from the general education assessment pre-test and post-test that began in 2005, with a few revisions. After hearing concerns from a few faculty members, the committee decided to add a question that required students to read a chart and perform a basic mathematical calculation. The committee also revised the scoring guidelines streamlining the process for faculty scoring the tests. The committee received the following results:

General Education Assessment Inventory
Pre-Test
Fall 2006

Questions	Total Respondents	Percentage Correct
1.	625	40.3%
2.	622	65.8%
3.	621	47.7%
4.	615	71.1%
5.	620	65.0%
6.	608	72.5%
7.	608	81.7%

Writing Samples
(193 samples were scored at random from the given 625)

Score	Criteria	Total	Average
0	Nothing written or paragraph is illegible	21	10.8%
1	Student fails to identify the main ideas of the article and, although the sentences are readable, there are five or more spelling/grammatical errors, unfinished sentences/thoughts, etc.	74	38.3%
2	Student identifies the main ideas of the article but fails to show critical thinking skills. Writing contains 2-4 spelling/grammar errors.	65	33.7%
3	Student's response effectively summarizes the main point of the article and has one or less spelling or grammatical error.	33	17.1%
Total		193	

General Education Assessment Inventory
Post-Test
Spring 2007

Questions	Total Respondents	Percentage Correct
1.	268	52.9%
2.	268	85.1%
3.	268	58.2%
4.	269	86.2%
5.	268	79.9%
6.	268	89.9%
7.	268	96.6%

Writing Samples

(157 samples were scored at random from the given 268)

Score	Criteria	Total	Average
0	Nothing written or paragraph is illegible	5	3.1%
1	Student fails to identify the main ideas of the article and, although the sentences are readable, there are five or more spelling/grammatical errors, unfinished sentences/thoughts, etc.	22	14.0%
2	Student identifies the main ideas of the article but fails to show critical thinking skills. Writing contains 2-4 spelling/grammar errors.	68	43.3%
3	Student's response effectively summarizes the main point of the article and has one or less spelling or grammatical error.	62	39.5%
Total		157	

General Education Learning Outcomes

1. Students will be able to read and comprehend college-level work.
2. Students will be able to explain and defend ideas orally and in writing.
3. Students will be able to examine ideas using critical thinking and reasoning.
4. Students will be able to solve problems using logic, mathematics, technology, and creative thinking.
5. Students will be able to demonstrate information and technology literacy.
6. Students will be prepared to engage in lifelong learning and to participate as responsible members of a culturally diversified global society.

Q1 – Outcome 4: 40.3% correct on pre-test, 52.9% correct on post-test.
Although there was improvement in the results, there is still progress to be made in this area.
Although students in two-year degree programs take different levels of math, we believe that
students taking any level of math class should be able to understand and answer this type of
question. These types of questions should be more fully integrated in the applicable math
courses. This recommendation will be forwarded to math instructors at all levels.

Q2 – Outcome 3: 65.8% correct on pre-test, 85.1% correct on post-test.
We feel that 85.1% is a great number to have gotten this correct on the post-test. Questions arose
as to whether this question is appropriate due to the high percentage correct on the pre-test.
Many of these students are meeting this goal before taking college courses. Other possible
general education assessment methods have been discussed.

Q3 – Outcome 3: 47.7% correct on pre-test, 58.2% on the post-test.
There was significant improvement of this outcome; however, we feel that this is below our
expectations. Students graduating with a two-year degree should be able to determine and
understand the main point of the article. Faculty should incorporate additional reading
assignments into their courses for comprehension skill assessment.

Q4 – Outcome 4: 71.1% correct on the pre-test, 86.2% correct on the post-test.
There was a significant improvement in results after two years of education. Many students are
entering IECC with chart reading skills. Future conversations will be focused on whether we
feel this outcome is met or if we need a more difficult question. Other possible general
education assessment methods have been discussed.

Q5 – Outcome 1: 65.0% correct on pre-test, 79.9% correct on the post-test.
Again, there was significant improvement in the scores. The scores are slightly higher on this
reading comprehension question, but taking into consideration question 3, faculty should still
incorporate more reading for comprehension assignments into their courses.

Q6 – Outcome 3: 72.5% correct on the pre-test, 89.9% correct on the post-test.
There was improvement in the scores, but again the pre-test number was extremely high. Many
students are entering IECC with the skills to answer this question before starting our classes. We
may also need to re-evaluate this question and perhaps set the bar higher and/or make the
question more challenging. Other possible general education assessment methods have been
discussed.

Q7 – Outcome 4: 81.7% correct on the pre-test, 96.6% correct on the post-test.
There was improvement in the scores, but again the pre-test number was extremely high. Many
students are entering IECC with the skills to answer this question before starting our classes. We

may also need to re-evaluate this question and perhaps set the bar higher and/or make the question more challenging. Other possible general education assessment methods have been discussed.

Q8 – Outcome 2: Writing Samples
There was significant improvement between the pre-test and the post-test. The modifications on the scoring sheet improved the faculty's confidence when scoring the writing samples. Faculty should continue to require writing components in their classes and evaluate content, grammar, and spelling. Students were told to use their best grammar and spelling. This statement may have indicated to students the importance of grammar and spelling in their writing.

The format of the post-test evaluates outcome 5. The students are required to take the post-test online through Entrata and submit it electronically, which demonstrates their information and technology literacy.

Outcome 6 we found difficult to assess. We feel the students' total encounter at IECC should encourage them to be lifelong learners, and the article dealing directly with diversity should encourage them to be able to function in a diverse society.

The committee concluded that based on the results of the multiple choice portion of the exam, an average of 78.4% scored the post-test correctly, compared to 63.4% on the pre-test; there is a positive increase in the scores on this exam following two years of education at IECC.

The written portion of the exam showed some dramatic increases, for example, 10.8% of students completing the pre-test scored 0 compared to 3.1% scoring 0 on the post-test. The committee is planning to look into other possible general education assessment methods, including standardized exams. The committee will review the exams and see what can be related to our outcomes with the clearest connections. The general education assessment article and questions are listed in Appendix G.

Institutional Effectiveness

Currently, the Institutional Effectiveness Plan is being replaced by the Students First! initiative, which began early fall 2007. Planning and evaluation of teaching, research, service, administration, and educational support are vital components of institutional effectiveness, which will provide data, feedback, and documentation to drive strategic planning and to improve the teaching and learning process.

The libraries have made great strides in improving their service and effectiveness. Below is the

summary of the library improvement plans:

IECC libraries and learning resource centers recently changed from the Shawnee Library System to CARLI (Consortium of Academic and Research Libraries of Illinois) and its I-Share automation system July 1, 2007. The decision to make this change is based on information about our library services learned during the HLC visit and our desire to offer our students more academically appropriate materials for their courses of study. Another reason for this move is for easier transition of our transfer students to universities and colleges since the colleges our students transfer to are all I-Share members.

CARLI is composed of 65 academic and research libraries and will be adding 11 libraries in this cycle, including all four IECC libraries. We will be moving from having access to about two million items to having access to 32.4 million items, a big help to our students and faculty. We will be part of an academic community and network with access to resources we could not otherwise afford. And we will be associated with academic people on an academic calendar. Training will be specifically for academic libraries, more relevant and more useful to our students.

There was also an impressive increase in the use of our 24/7/365 virtual reference service, AskAway. Our state service, of which we are members, answered 267 email questions and had 2,614 chat sessions in October; and 275 email questions and 3,093 chat sessions in November. OCC answered 112 questions in 2006. Students are using the service in increasing numbers and responding positively in answering survey questions about the service. Being able to consult a live librarian 24/7/365 is a valuable service for our students and faculty. They can find out what they need to know at any time, at their convenience.

The Olney Central College Food Service also conducted a Food Sampling Event to gain feedback from customers of the Food Service area. The summary of their findings is presented below:

Olney Central College Food Service Sampling Party Survey

Background

As Coordinator of Food Services, I have had opportunities to attend food shows about twice a year. Occasionally, our cooks have attended them and given their opinions about what products they felt we should bring into the Food Service. What I realized is that the people who are making the decisions about items we serve are over age 50, while our customers are primarily students, many of them much younger. I wanted to give them a chance to experience a food show and give their opinions.

I also wanted the faculty and staff to have an opportunity to express their preferences. Many of them do not use the Food Service on a consistent basis. It was my hope that this sampling party would help them discover items they would enjoy and perhaps increase our customer base. In addition, having their opinions might guide us in choosing menus for workshops and meetings.

When I mentioned the idea of a sampling event to our Bunn Capital Sales Representative, Daryl Potts, he was enthusiastic and very willing to work with us to make the event happen. He was responsible for contacting vendors and seeking their support.

Process

While Daryl worked on getting products and vendors, we printed tickets and began sales. We put flyers about the event in every student orientation packet and had announcements made to them as well. Faculty and staff were given an announcement about the event at their fall workshop. In addition, flyers were put in all faculty and staff mailboxes. Student flyers were placed in the halls. Dean Lisa Benson helped us encourage ticket sales and emailed a list of items to be sampled to all faculty and staff.

Tickets for students were $3.50 while faculty/staff received a discounted price of $2.50. This ticket included all the samples they might want plus beverages.

We arranged for a seating area the day of the event. We realized that, while the typical food show is a standing and tasting event, our customers would not find that a relaxing lunch experience. We made pencils available at each table and had student workers handing out the

surveys and collecting them. We wanted to have an incentive to encourage students and staff to take time to fill them out, so we offered a drawing for 25 prizes.

Survey

We kept the survey short and simple. We made the color of student surveys different from faculty/staff surveys, so we could evaluate each group separately.

Final Results

First of all, we learned that many students and staff members were eager to give their opinions. They often listed more than the five favorite items we requested. Many added comments about the event and about some of the foods offered. Most comments were enthusiastic. Many requested we repeat this event in the future.

Although we fed nearly 250 people, we had 60 faculty/staff opinion sheets and 105 student opinion sheets turned in.

Students' favorite items were Rich's pulled pork BBQ and Tyson Buffalo Wings, both with 33 votes. Next was the Freschetta Pepperoni Pizza with 31 votes. The St. Louis pork rib with Sweet Baby Ray's BBQ sauce had 29 votes, followed by Simplot Potato Spudsters with 23 votes and Tyson Honey BBQ wings with 21 votes. The most popular of the soups was broccoli with cheese with 10 votes. In the salad category, the seafood salad and potato salad tied for first place with 12 votes each. The entrees were not popular among students. Their favorite was Stouffer's Vegetable Lasagna with just 8 votes. Among the dessert items, the Cookies and Cream Mousse was most popular with 21 votes. The Eli's cheesecakes were next with 19 votes.

Faculty and staff agreed with students about the Rich's pulled pork BBQ. They ranked it first with 29 votes, followed by the St. Louis pork rib with Sweet Baby Ray's BBQ sauce with 25 votes. McCain's beef and onion empanada received 16 votes while the Simplot Potato Spudsters received 15. Eleven faculty/staff voted for the egg omelet with veggies and cheese by Sunny Fresh and the Holten 8/1 Black Angus hamburgers. Vegetable Lasagna was the most popular entrée with 11 votes as well. The soups did not rank well with the faculty and staff, with only two soups receiving one vote each. The salad preferences were the Caesar Salad with 10 votes

and the mushroom salad with 6 votes. The Eli's cheesecakes were the favorite desserts with the variety pack receiving 20 votes and the candy bar selection receiving 16 votes. The fried cheesecake and brownie bites were also highly ranked with 16 and 15 votes respectively.

The main difference we noticed between the groups was the student preference for Tyson Buffalo Wings with 33 student votes but only 5 faculty/staff votes.

Some of the vendors left free products with us. This gives us the opportunity to see if students and faculty/staff are willing to pay for their favorites. It may be one thing to vote for a favorite when it is in a sampling party and price is not a factor and quite another to actually purchase the product when other less expensive options are available. We will be testing items to see what ones we need to add to our menu or feature as specials.

Future of Assessment of Student Learning at IECC
This has been a productive year for assessment at IECC. It has been amazing to see the faculty and staff who are involved in training sessions and one-on-one consultation begin to understand why assessment takes place and how it can be used to help in their positions within the district. Although progress has been made, there is still more work to be done. Assessment is a continuous process and one will never "COMPLETE" assessment. We look forward to working with the employees of IECC as we keep growing and evolving our assessment efforts.

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. There has been discussion of institutions considering integrating immediate response systems (clickers) into the classroom. We will present more about this in the coming year.

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). There is a report available that lists instructors and the courses they teach each semester. If faculty wish to utilize this report they can contact Chris Cantwell or run a schedule search on Entrata.

Faculty should continue to report and document the assessment results and how they are utilizing the valuable 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 to pilot program assessment. Most programs have effective program outcomes written that may be revised if needed. Faculty should notify Amie Mayhall, mayhalla@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 the Program Outcomes Report Form found on the Toolkit. This form can be saved as a Word file, completed, saved, and emailed as an attachment.

For institutional effectiveness, our learning project created through the HLC Academy of Student Learning will be the basis as we move forward into the next year. We look forward to bringing the assessment process into all areas of IECC. The participants from the Students First! Retreat will be crucial to carrying on the enthusiasm, drive, and purpose of the project. We will have more information and results to report next year.

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 Amie Mayhall at ext. 2229 or mayhalla@iecc.edu.

Appendix A

Participant List for Students First! Retreat
June 20-21, 2007

	Name
#1	Matt Fowler (WVC)
#2	Penny Quinn (LTC)
#3	Renee Smith (DO)
#4	Chris Webber (OCC)
#5	LaVonna Miller (FCC)
#6	Vicki Stuckey (OCC)
#7	Ed Wright (OCC)
#8	Rita Adams (DO)
#9	Steve Patberg (WVC)
#10	Sarah Brooks (WVC)
#11	Dan Leggitt (LTC)
#12	Jackie Shamhart (DO)
#13	Judy Riggs (WVC)
#14	Merna Youngblood (FCC)
#15	Deana Palmer (OCC)
#16	Paul Stouse (LTC)
#17	Dave Wilderman (WVC)
#19	Cora Weger (DO)
#20	Janet Kinkade (FCC/OCC)
#21	Amie Mayhall (OCC)
#22	Kelly Payne (OCC)
#23	Travis Matthews (LTC)
#24	Nixie Hnetkovsky (FCC)
#25	Mark Pettigrew (WVC)
#26	Kathy Pampe (DO)
#27	Chris Cantwell (DO)

Appendix B
Students First Retreat Agenda
June 20-21, 2007
New Harmony Inn and Conference Center A
New Harmony, IN

<u>Wednesday, June 20, 2007</u>
1:00 p.m.   Welcome, introductions and announcements – Conference Center A
               Students First Kick-off/Orientation

2:00 p.m.   How Do You Impact Student Success?

3:00 p.m.   Refreshment Break and Check-In
               New Harmony Inn (http://www.newharmonyinn.com/)

3:30 p.m.   Writing Measurable Student Success Outcomes

4:15 p.m.   Student Success Outcomes For Your Area

4:45 p.m.   Wrap-up/Report-out/Questions

6:00 p.m.   Dinner at Yellow Tavern

7:30 p.m.   Social Time – Euchre Tournament, Board Games, etc.
               Soda, water, and light snacks will be provided

<u>Thursday, June 21, 2007</u>
7:30 a.m.   Breakfast Buffet – Conference Center A

8:30 a.m.   Guest Speaker-John Washburn

9:30 a.m.   Fall District Workshop October 2, 2007

10:00 a.m.   Refreshment Break

10:15 a.m.   Timeframe for Implementation
               What Is Expected Of You and Where Do We Go From Here?

11:30 a.m.   Evaluation and Conclusion

All group meetings and sessions will take place in Conference Center A at New Harmony Inn.
Rooms, meals and refreshment breaks will be paid for by the Students First Assessment
Committee. Casual and comfortable dress is suggested. Directions to the New Harmony Inn are
located at http://www.newharmonyinn.com/directions.php.
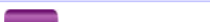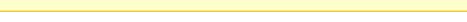
Appendix C

Faculty Classroom Assessment Survey Results

Classroom Assessment Form

Survey Results

1. Please put a check mark beside the following Classroom Assessment Techniques that you implement in your classroom.

Technique		Count	Percent
Bibliography Cards		3	18%
Brainstorming		11	65%
Care Plans		3	18%
Case Study		11	65%
Class Discussions		17	100%
Critical Thinking Exercises		12	71%
Debates		3	18%
Discussions Boards		6	35%
Emails		6	35%
Employer Assessment		2	12%
Empty Outlines		4	24%
Essay Tests		11	65%
Game Show Pro & Other Games		5	29%
Interactive Software		6	35%
Interviews		3	18%
Journals		5	29%
Lab Competencies		7	41%
Mind Maps		1	6%
Minute Papers		5	29%
Muddiest Point		3	18%
Objective Tests		14	82%
Oral Speeches		9	53%
Out of Class Assignments		12	71%
Peer Assessment		7	41%
Performance Checklists		9	53%
Presentations		11	65%
Projects		11	65%
Skills Check offs		8	47%

Faculty Classroom Assessment Survey Results

Additional Techniques:

Portfolio

List and describe how you have used classroom assessment results to measure student learning outcomes, to modify your instructional approach and/or to improve student learning.	
#	**Response**
1	If scores are low on a particular section, then the next time that I teach it, I devote additional class time.
2	Tests/projects/case studies have been used to re-evaluate teaching methods to improve student learning.
3	I have found that my weekly quizzes help determine if students have indeed understood the material and, in some cases, have highlighted areas that I need to go over again to ensure the concepts are clear. Out of class assignments and discussion boards have allowed those students, who perhaps do not volunteer as much during in-class discussion, to showcase their knowledge of the material; likewise, some responses to homework and/or discussion boards reveals that students misunderstood my question and so that needs to be re-visited, not just in classroom discussion, but also in my revision of that particular assignment/question.
4	Based on test scores, I try to cover certain areas more the next time I teach the material.
5	Results from classroom assessments are used to decide what material needs to be reviewed, +/- time spent in class on these topics, etc.
6	I rely heavily on student assessment of my teaching techniques. I try to implement at least one suggestion from student input. I also have students do assessments of projects, bulletin board projects; self-poster projects; and have students evaluate what they liked/disliked about various projects and teaching techniques.
7	I use Reaction Notes periodically throughout the semester to determine how the students are responding to the concepts and the instructional methods. I make changes according to the feedback I receive. Also, at the end of the semester I do a discussion on the concepts of the class and the textbook used to determine what is working and what is confusing to the students. Lastly, I do an anonymous, objective evaluation of my instructional techniques.
8	After reviewing presentations and objective test, time is allotted to review or remediate. In addition, the next semester more time is given for that specific topic.
9	I review each test to see if questions need to be rewritten or further detailed; I ask students for feedback and then adapt the assessment accordingly; I consider suggestions made from students.

Appendix C
Faculty Classroom Assessment Survey Results

List and describe any examples of successful classroom teaching or assessment practices which you have used or would like to implement.

#	Response
1	While not perfected - using the electronic portfolios has been a tremendous gauge of student learning.
2	This is the third semester that I have utilized the Game Show Pro gaming software in my Intro to Lit class, and the first time I've used it in my English Lit class. I've found it a very engaging and helpful method is having the students review material before a unit exam in a thorough, though entertaining, way. I have seen improvement in test scores between the classes that had the Game Show Pro and the classes that did not. I hope to continue to implement this particular assessment tool. I plan on using a new book in my Composition courses, and I look forward to implementing some different techniques, like journal writing and minute papers, into my curriculum so that I might better assess my students' writing capabilities with more frequency.
3	Peer review is always successful because when evaluating others, their perspective is always a little more insightful.
4	I like peer reviews of projects and especially peer reviews of student PowerPoint presentations. Students especially like doing mock interviews and then critiquing each others' work. Often students can see what others are doing that he/she would like to improve in their own performance.
5	In Automated Office Procedures class, students do a bulletin board for the main campus hallway. This further develops teamwork; decision-making abilities; getting along in a group; and I assign each person a role such as time-keeper, leader, etc. The students then do a peer evaluation; students meet after the project is finished and review what steps they would do differently.

Appendix D
Faculty Course Assessment Plans and Results

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 8/21/2007

Discipline: Business

Course: BOC 1201

Assessment Year: 2007

1. Measurable Student Learning Outcome:

During the completion of the course, students will build keyboarding speed to 35 WAM with no more than one error per minute keyed.

1a. Assessment Method and Timing

5 minute timing for pre and post tests

1b. Performance Criteria

Students will achieve at least 35 WAM with no more than one error per minute (5)

1c. Results and Date

23 students tested. 35% met the outcome.

1d. Action Taken

Faculty met in August and discussed results. Faculty plan to require students to repeat lessons until they achieve a specified WAM on each lesson as they progress through the work for the class.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 8/20/2007

Discipline: Mathematics

Course: MTH 1171 -- Calculus I

Assessment Year: Spring 2007

1. Measurable Student Learning Outcome:

The students will be able to compute derivatives using the power rule, product rule, quotient rule, chain rule and implicit differentiation.

1a. Assessment Method and Timing

Five questions were embedded on the final exam.

1b. Performance Criteria

Students will answer Question 1 at an 80% level of success, and Questions 2 – 5 at a 75% level of success.

1c. Results and Date

Question 1 – 95% met criteria of 80%
Question 2 – 72% did not meet criteria of 75%
Question 3 – 92% met criteria of 75%
Question 4 – 80% met criteria of 75%
Question 5 – 90% met criteria of 75%

1d. Action Taken

The mathematics faculty looked at the overall rate of Question 2. We felt that the percentage should be lowered to 70%, given that the problem is more difficult that first noted.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 8/20/2007

Discipline: Mathematics

Course: MTH 1102 -- College Algebra

Assessment Year: Spring 2007

1. Measurable Student Learning Outcome:

Calculate, describe and apply standard measures of descriptive statistics and calculate measures of variation, standard deviation, variance and range.

1a. Assessment Method and Timing

Four questions will be embedded on final exam starting Spring 2006 for each section, including online, part-time and dual credit.

1b. Performance Criteria

Students will answer Questions 1 – 3, at a 70% level of success, and Question 4 at a 50% level of success

1c. Results and Date

Question 1 – 42% did not meet criteria of 70%
Question 2 – 49% did not meet criteria of 70%
Question 3 – 85% met criteria of 70%
Question 4 – 48% did not meet criteria of 50%

1d. Action Taken

The mathematics faculty looked at the total results of all semesters calculated. The only question that did not meet our set criteria is question 2. We are rewriting the question and will then check the results.

Date Submitted:	*8/20/2007*
Discipline:	**Mathematics**
Course:	**MTH 1131 Introduction to Statistics**
Assessment Year:	**Spring 2007**

1. Measurable Student Learning Outcome:

Calculate, describe and apply standard measures of descriptive statistics and calculate measures of variation, standard deviation, variance and range.

1a. Assessment Method and Timing

Three questions will be embedded on final exam starting Fall 2005 for each section, including online, part-time and dual credit.

1b. Performance Criteria

Students will answer questions on range at 80% level of success on standard deviation and variance at 70% level of success.

1c. Results and Date

Question 1 – 100% met criteria of 80%
Question 2 – 61% did not meet criteria of 70%
Question 3 – 67% did not meet criteria of 70%

1d. Action Taken

They mathematics faculty met and discussed the results. We feel that the students do not understand the difference between population and sample. We will stress this concept more and check the results in the fall 2007 semester.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 8/9/2007

Discipline: Life Science

Course: LSC 1101

Assessment Year: Spring 2007

1. Measurable Student Learning Outcome:
All 9 outcomes

1a. Assessment Method and Timing
MC Exam given at beginning and end of semester

1b. Performance Criteria
70% correct on entire exam

1c. Results and Date
9/43 students scored >/= 70%

1d. Action Taken
Will meet prior to Fall semester to discuss outcomes and material presented.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 7/30/2007

Discipline: Life Science

Course: LSC 2112

Assessment Year: Spring 07

1. Measurable Student Learning Outcome:
All measurable outcomes on master syllabus.

1a. Assessment Method and Timing
Pre-assessment objective test, 62 ques.
Post-assessment objective test, 62 ques.

1b. Performance Criteria
70% correct on entire exam.

1c. Results and Date
8/42 students scored >/= 70%

1d. Action Taken
Reviewed outcomes.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 7/30/2007

Discipline: Life Science

Course: LSC2110

Assessment Year: Spring 07

1. Measurable Student Learning Outcome:
All measurable outcomes on master syllabus.

1a. Assessment Method and Timing
Pre-assessment objective test, 50 ques.
Post-assessment objective test, 50 ques.

1b. Performance Criteria
70% correct on entire exam.

1c. Results and Date
3/17 students scored >/= 70%

1d. Action Taken
Reviewed outcomes.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 7/30/2007

Discipline: Life Science

Course: LSC1102

Assessment Year: Spring 07

1. Measurable Student Learning Outcome:
All outcomes on master syllabus.

1a. Assessment Method and Timing
Pre-assessment objective test, 66 ques.
Post-assessment objective test, 66 ques.

1b. Performance Criteria
70% correct on entire exam

1c. Results and Date
6/10 students scored >/= 70%

1d. Action Taken
Reviewed outcomes.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 7/30/2007

Discipline: Life Science

Course: LSC 1101

Assessment Year: Fall 2006

1. Measurable Student Learning Outcome:
all 9 outcomes

1a. Assessment Method and Timing
MC Exam given at beginning and end of semester

1b. Performance Criteria
70% correct on entire exam

1c. Results and Date
14/102 students scored >/= 70% or higher.

1d. Action Taken
Reviewed outcomes and assessment tool.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: **7/30/2007**

Discipline: **Life Science**

Course: **LSC 1101**

Assessment Year: **Spring 2007**

1. Measurable Student Learning Outcome:
All 9 outcomes

1a. Assessment Method and Timing
MC Exam given at beginning and end of semester.

1b. Performance Criteria
70% correct on entire exam.

1c. Results and Date
30/94 students scored >/= 70%.

1d. Action Taken
Will meet prior to Fall semester to discuss outcomes and material presented.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 6/1/2007

Discipline: Automotive

Course: Automotive

Assessment Year: Spring 2007

1. Measurable Student Learning Outcome:
Measured all student outcomes for the course

1a. Assessment Method and Timing
Used a pre-test and post-test method with the pre-test in the first week and the post-test in the last week of classes.

1b. Performance Criteria
For the test scores would improve and all to pass the post-test

1c. Results and Date
The average Pre-test score was 57% and average post-test score was 87.6% There was a dramatic improvement and all students passed.

1d. Action Taken
No action taken at this time.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 5/11/2007

Discipline: English

Course: ENG 1121 -- Composition and Analysis

Assessment Year: Spring 2007

1. Measurable Student Learning Outcome:

Accurate identification of correct quotation and paraphrase.

1a. Assessment Method and Timing

A pre- and post-test was given during the first and last two weeks of the semester to sections of ENG 1121.

1b. Performance Criteria

At least 70% of all students tested would answer each question correctly.

1c. Results and Date

Pre-Test %, Post-Test %

1. 62%, 70%
2. 24%, 27%
3. 79%, 83%
4. 59%, 72%
5. 66%, 76%
6. 77%, 89%
7. 44%, 64%
8. 67%, 76%
9. 42%, 55%
10. 74%, 83%

1d. Action Taken

The department is pleased to note that on all questions, there was improvement in scores from pre- to post-test. However, particular attention will be paid to questions 2, 7, and 9, as those were questions where the performance criteria was not met. These questions will be reviewed by the faculty and probably re-written to ensure that the wording is clear and specific to what we are asking of the students. We are especially concerned with question 2, which continues (on this assessment round, and the round done during Fall 2006) to be the lowest scoring question. This seems to be a particularly tricky question for students, and we either need to re-write and/or spend more time on those low scoring examples in class to ensure students are recognizing the signs of poor and good quotation and paraphrasing. This round of assessment only included full-time faculty; during the next round, adjunct and online faculty will be included to move forward on this objective.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 5/10/2007

Discipline: Collision Repair

Course: AUB2202/AUB2204

Assessment Year: Spring 07

1. Measurable Student Learning Outcome:

The assessment covered all learning outcomes for both courses.

1a. Assessment Method and Timing

Pre-test given the second day of class, and a Post-test given on the last day of class in conjunction with the final.

1b. Performance Criteria

Goal was that everyone would pass and that there was improvement from the pre-test scores to the post-test scores.

1c. Results and Date

Pre-test scores had an average of 44%. The Post-test scores had an average of 65%. This shows an improvement of 21% points as well as an average of a passing percent. There were a few that did not pass, but the average was a passing score.

1d. Action Taken

After giving the post-test exam, I have decided that I need to reduce the number of test questions (currently at 250), and tie the questions directly to the course outcomes. This will make it easier to utilize results becuase I can see specific areas which students need to improve. Also, since the area of Collision Repair is primarily hands-on, I will incorporate checklists/worksheets to evaluate hands-on performance.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 5/10/2007

Discipline: English

Course: LIT 2101, 2122, 2112, 2132

Assessment Year: Spring 2007

1. Measurable Student Learning Outcome:
Identify various techniques and literary devices in fiction, poetry, and drama.

1a. Assessment Method and Timing
A pre- and post-test on literary terms was given during the first and last two weeks of all basic literature classes.

1b. Performance Criteria
At least 70% of all students tested will correctly identify each term.

1c. Results and Date
Pre-Test %, Post-Test %:

1. 95%, 97%
2. 65%, 57%
3. 63%, 72%
4. 81%, 85%
5. 79%, 84%
6. 59%, 51%
7. 96%, 96%
8. 63%, 71%
9. 62%, 68%
10. 65%, 70%
11. 89%, 89%
12. 78%, 76%
13. 50%, 51%
14. 84%, 83%
15. 66%, 67%
16. 76%, 83%
17. 93%, 95%
18. 62%, 69%
19. 84%, 85%
20. 65%, 75%

1d. Action Taken

Students did seem to improve on almost all of the questions from the pre- to the post-test. However, questions 2, 6, and 13 are of concern because the performance criteria was not met and these results actually declined from pre- to post-test. English dept. faculty will review those terms specifically and ensure that the definitions listed correspond with what we are going over in our classes. Also, on several questions, we made our performance criteria, though just barely. We want to be sure to better tackle those terms as well, to ensure results improve on the next round of assessment. This assessment only involved full-time faculty--efforts will be made to include adjunct and online faculty with our next round. Also, although all Lit results were compiled together, next round the faculty would like to see the results broken up by the individual courses, to better see if one Literature class is struggling more than others and needs more attention.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 5/9/2007

Discipline: English

Course: ENG 1111 -- Composition I

Assessment Year: Spring 2007

1. Measurable Student Learning Outcome:

Objective 2 on master syllabus: identify and utilize organized paragraph structure.

1a. Assessment Method and Timing

A pre and post-test was given to all sections of ENG 1111 during the first and last two weeks of class.

1b. Performance Criteria

At least 70% of those students tested will answer each question correctly.

1c. Results and Date

Pre-Test %, Post-Test %:

1. 42%, 48%
2. 76%, 76%
3. 41%, 34%
4. 71%, 74%
5. 72%, 83%
6. 84%, 93%
7. 91%, 93%
8. 61%, 78%
9. 75%, 81%
10. 66%, 81%

1d. Action Taken

On almost every question, the students improved from pre- to post-test. However, questions 1 and 3 did not meet the required performance criteria; also, question 3 was the only one in which results went down from pre- to post-test. The English faculty plans to review those specific questions and ensure they are written in an appropriate manner; these questions seem to be "tricky" to students so more attention will be paid in the classroom to examples such as these to ensure students recognize the errors in these paragraph structures. Also, although 1 part-time, online instructor participated in the assessment this semester, the English faculty wants those numbers to increase; plans to include part-time faculty will again take place in Fall 2007 to ensure all sections of ENG 1111 are receiving equal instruction and learning.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted:	**5/8/2007**
Discipline:	**English**
Course:	**LIT 2135 -- Women in Lit (online)**
Assessment Year:	**Spring 2007**

1. Measurable Student Learning Outcome:

Outcomes 5 and 6 on master syllabus: Identify/analyze ways in which women are categorized in literature; identify/analyze social and historical contexts that define women.

1a. Assessment Method and Timing

Six embedded short answer questions in the three exams students take each semester.

1b. Performance Criteria

At least 60% of the class will answer each question with a score of 3 or higher (graded on a 0-4 scale)

1c. Results and Date

Question, % Met

1. 30%
2. 58%
3. 82%
4. 100%
5. 91%
6. 64%

1d. Action Taken

Because the embedded questions in Exam 1 scored the lowest, instructor plans on reviewing those questions and re-writing them to make more clear and targeted to specific information. More attention will also be paid in the curriculum to ensuring the information targeted in those questions is fully addressed (in lecture notes, perhaps adding a discussion posting and/or response paper to follow up, etc.).

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 5/3/2007

Discipline: Automotive

Course: Drive Trains 1

Assessment Year: 2007

1. Measurable Student Learning Outcome:
All General Course Outcomes

1a. Assessment Method and Timing
Pre-test and Post-test were completed covering all outcomes for the course. The pre-test was administered on the first day of class, and the post-test was completed on the last day of class.

1b. Performance Criteria
Since this is the pilot testing, the main performance criteria set was that the students improved over the course of the semester and that everyone would pass the post-test. Next time that this is implemented, I will break this down by outcomes and set more specific performance criteria.

1c. Results and Date
Average score on the pre-test was 44%, and the Average score on the post-test was 66%. The performance criteria of improvement was met. One student did fail the exam, but showed the larged percentage of improvement over the course of the semester.

1d. Action Taken
Since the performance criteria was met, next time I implement this test, I will break down more specifically by outcome and see how I can help each student learn the specific outcomes better.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 5/3/2007

Discipline: Automotive

Course: Performance 1

Assessment Year: 2007

1. Measurable Student Learning Outcome:

All General Course Outcomes

1a. Assessment Method and Timing

Pre-test and Post-test were completed covering all outcomes for the course. The pre-test was completed on day 1, and the post-test was completed on the last day of class.

1b. Performance Criteria

Since this is the pilot testing, the main performance criteria set was that the students improved over the course of the semester and that everyone would pass the post-test. Next time that this is implemented, I will break this down by outcome and set performance criteria.

1c. Results and Date

Average Pre-test score was 49%, Average Post-test score was 70%. The performance criteria was met--all students improved their score, and passed the post-test!

1d. Action Taken

Since the performance criteria was met, next time I implement this test, I will break down more specifically by outcome and see how I can help each student learn the specific outcomes better.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: *4/24/2007*

Discipline: **Mathematics**

Course: **MTH 1171 -- Calculus I**

Assessment Year: **Fall 2006**

1. Measurable Student Learning Outcome:

The students will be able to compute derivatives using the power rule, product rule, quotient rule, chain rule and implicit differentiation.

1a. Assessment Method and Timing

Five questions were embedded on the final exam.

1b. Performance Criteria

Students will answer Question 1 at an 80% level of success, and Questions 2 – 5 at a 75% level of success.

1c. Results and Date

Question 1 – 76% -- did not meet criteria of 80%
Question 2 – 69% -- did not meet criteria of 75%
Question 3 – 86% -- met criteria of 75%
Question 4 – 66% -- did not meet criteria of 75%
Question 5 – 69% -- did not meet criteria of 75%

1d. Action Taken

When the mathematics faculty meet in Fall 2007, we will discuss the results, and then determine how to act on them.

Date Submitted: *4/24/2007*

Discipline: **Mathematics**

Course: **MTH 1171 -- Calculus I**

Assessment Year:

1. Measurable Student Learning Outcome:

The students will be able to compute derivatives using the power rule, product rule, quotient rule, chain rule and implicit differentiation.

1a. Assessment Method and Timing

Five questions were embedded on the final exam.

1b. Performance Criteria

Students will answer Question 1 at an 80% level of success, and Questions 2 – 5 at a 75% level of success.

1c. Results and Date

Question 1 – met criteria of 80%
Question 2 – did not meet criteria of 75%
Question 3 – met criteria of 75%
Question 4 – met criteria of 75%
Question 5 – met criteria of 75%

1d. Action Taken

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 4/24/2007

Discipline: Mathematics

Course: MTH 1131 Introduction to Statistics

Assessment Year: Fall 2006

1. Measurable Student Learning Outcome:

Calculate, describe and apply standard measures of descriptive statistics and calculate measures of variation, standard deviation, variance and range.

1a. Assessment Method and Timing

Three questions will be embedded on final exam starting Fall 2005 for each section, including online, part-time and dual credit.

1b. Performance Criteria

Students will answer questions on range at 80% level of success on standard deviation and variance at 70% level of success.

1c. Results and Date

Question 1 – 100% -- met criteria of 80%
Question 2 – 50% -- did not meet criteria of 70%
Question 3 – 50% -- did not meet criteria of 70%

1d. Action Taken

There were only 4 student responses, so there is not enough data to determine the cause of questions 2 and 3 not meeting the criteria. No action taken.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: **4/24/2007**

Discipline: **Mathematics**

Course: **MTH 1102 -- College Algebra**

Assessment Year: **Fall 2006**

1. Measurable Student Learning Outcome:
Calculate, describe and apply standard measures of descriptive statistics and calculate measures of variation, standard deviation, variance and range.

1a. Assessment Method and Timing
Four questions will be embedded on final exam starting Spring 2006 for each section, including online, part-time and dual credit.

1b. Performance Criteria
Students will answer Questions 1 – 3, at a 70% level of success, and Question 4 at a 50% level of success

1c. Results and Date
Question 1 – 87% met criteria of 70%
Question 2 – 67% did not meet criteria of 70%
Question 3 – 91% met criteria of 70%
Question 4 – 67% met criteria of 50%

1d. Action Taken
In Fall 2007, the Mathematics Faculty will discuss the results and decide how to act on Question #2

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 2/14/2007

Discipline: Life Science

Course: LSC 2111

Assessment Year: Fall 2006

1. Measurable Student Learning Outcome:

All measurable outcomes on master syllabus.

1a. Assessment Method and Timing

Pre-assessment objective test, 60 ques.
Post-assessment objective test, 60 ques.

1b. Performance Criteria

70% correct on entire exam.

1c. Results and Date

14/50 students scored >/=70% on exam.

1d. Action Taken

Reviewed outcomes.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 2/14/2007

Discipline: Life Science

Course: LSC 2111

Assessment Year: Fall 2006

1. Measurable Student Learning Outcome:

All measurable outcomes on master syllabus.

1a. Assessment Method and Timing

Pre-assessment objective test, 60 ques.
Post-assessment objective test, 60 ques.

1b. Performance Criteria

70% correct on entire exam.

1c. Results and Date

14/50 students scored >/=70% on exam.

1d. Action Taken

Reviewed outcomes.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 2/14/2007

Discipline: Life Science

Course: LSC2110

Assessment Year: Fall 2006

1. Measurable Student Learning Outcome:
All measurable outcomes on master syllabus.

1a. Assessment Method and Timing
Pre-assessment objective test, 50 ques.
Post-assessment objective test, 50 ques.

1b. Performance Criteria
70% correct on entire exam.

1c. Results and Date
3/19 students scored >/=70% on exam.

1d. Action Taken
Review outcomes.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 2/14/2007

Discipline: Life Science

Course: LSC1101

Assessment Year: Fall 2006

1. Measurable Student Learning Outcome:
All 9 outcomes

1a. Assessment Method and Timing
Multiple Choice Exam given at beginning and end of semester.

1b. Performance Criteria
70% correct on exam as a whole.

1c. Results and Date
27/36 students scored >/=70%

1d. Action Taken
Reviewed method and timing with other faculty.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 2/1/2007

Discipline:

Course:

Assessment Year:

1. Measurable Student Learning Outcome:

The students will be able to compute derivatives using the power rule, product rule, quotient rule, chain rule and implicit differentiation.

1a. Assessment Method and Timing

Five questions were embedded on the final exam.

1b. Performance Criteria

Students will answer Question 1 at an 80% level of success, and Questions 2 – 5 at a 75% level of success.

1c. Results and Date

Question 1 – 76% did not meet criteria of 80%
Question 2 – 69% did not meet criteria of 75%
Question 3 – 86% met criteria of 75%
Question 4 – 66% did not meet criteria of 75%
Question 5 – 69% did not meet criteria of 75%

1d. Action Taken

Even though the 4 areas did not meet the criterion set for this semester, the total assessment for all 5 semesters meet the criteria, therefore, no action taken.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 2/1/2007

Discipline: Mathematics

Course: MTH 1171 -- Calculus II

Assessment Year: Spring 2006

1. Measurable Student Learning Outcome:
The students will be able to compute derivatives using the power rule, product rule, quotient rule, chain rule and implicit differentiation.

1a. Assessment Method and Timing
Five questions were embedded on the final exam.

1b. Performance Criteria
Students will answer Question 1 at an 80% level of success, and Questions 2 – 5 at a 75% level of success.

1c. Results and Date
Question 1 – 89% met criteria of 80%
Question 2 – 71% did not meet criteria of 75%
Question 3 – 68% did not meet criteria of 75%
Question 4 – 89% meet criteria of 75%
Question 5 – 75% met criteria of 75%

1d. Action Taken
Even though the 3 areas did not meet the criterion set for this semester, the total assessment for all 4 semesters meet the criteria, therefore, no action taken.

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 2/1/2007

Discipline: Mathematics

Course: MTH 1102 -- College Algebra

Assessment Year: Fall 2006

1. Measurable Student Learning Outcome:

Calculate, describe and apply standard measures of descriptive statistics and calculate measures of variation, standard deviation, variance and range.

1a. Assessment Method and Timing

Four questions will be embedded on final exam starting Spring 2006 for each section, including online, part-time and dual credit.

1b. Performance Criteria

Students will answer Questions 1 – 3, at a 70% level of success, and Question 4 at a 50% level of success

1c. Results and Date

Question 1 – 87% met criteria of 70%
Question 2 – 67% did not meet criteria of 70%
Question 3 – 91% met criteria of 70%
Question 3 – 67% met criteria of 50%

1d. Action Taken

Consistently on Question 2 the students are not meeting the set criteria. When the math faculty meet again, we will discuss what needs to be done to correct this deiscrepency.

Date Submitted: 2/1/2007

Discipline: Mathematics

Course: MTH 1102 -- College Algebra

Assessment Year: Spring 2006

1. Measurable Student Learning Outcome:

Calculate, describe and apply standard measures of descriptive statistics and calculate measures of variation, standard deviation, variance and range.

1a. Assessment Method and Timing

Four questions will be embedded on final exam starting Spring 2006 for each section, including online, part-time and dual credit.

1b. Performance Criteria

Students will answer Questions 1 – 3, at a 70% level of success, and Question 4 at a 50% level of success

1c. Results and Date

Question 1 – 81% met criteria of 70%
Question 2 – 56% did not meet criteria of 70%
Question 3 – 82% met criteria of 70%
Question 3 – 58% met criteria of 50%

1d. Action Taken

Consistently on Question 2 the students are not meeting the set criteria. When the math faculty meet again, we will discuss what needs to be done to correct this deiscrepency.

Date Submitted:	**2/1/2007**
Discipline:	**Mathematics**
Course:	**MTH 1131 Introduction to Statistics**
Assessment Year:	**Fall 2006**

1. Measurable Student Learning Outcome:

Calculate, describe and apply standard measures of descriptive statistics and calculate measures of variation, standard deviation, variance and range.

1a. Assessment Method and Timing

Three questions will be embedded on final exam starting Fall 2005 for each section, including online, part-time and dual credit.

1b. Performance Criteria

Students will answer questions on range at 80% level of success on standard deviation and variance at 70% level of success.

1c. Results and Date

Question 1 – 100% met criteria of 80%
Question 2 – 64% did not meet criteria of 70%
Question 3 – 67% did not met criteria of 70%

1d. Action Taken

no action taken at this time

IECC COURSE ASSESSMENT
PLAN & RESULTS

Date Submitted: 1/3/2007

Discipline: English

Course: ENG 1121

Assessment Year: Fall 2006

1. Measurable Student Learning Outcome:
Students will correctly identify a correct use of paraphrase or direct quotation in sample paragraphs.

1a. Assessment Method and Timing
Students completed a pre test within the first 2 weeks of the semester and a post test within the last two weeks of the semester.

1b. Performance Criteria
Students would answer each question with at least 70% accuracy.

1c. Results and Date
Pre, Post Test Percentages:

1. 57%, 81%
2. 37%, 13%
3. 66%, 83%
4. 59%, 75%
5. 70%, 83%
6. 74%, 89%
7. 48%, 57%
8. 54%, 63%
9. 51%, 51%
10. 57%, 79%

1d. Action Taken
Improvement was seen on almost every question, and 6 of the 10 questions did achieve the performance criteria by the post-test. We will keep the same test and administer it to all sections in Spring 2007 before making any curriculum or test changes.

PSY 1101 Course Assessment Fall 2006

1. Measurable Student Learning Outcome:

Students will be able to: Describe the purpose for doing an experiment and identify the various elements that are involved in the experimental process. (various elements include random assignment, experimental and control groups, and independent and dependent variables.)

1a. Assessment Method and Timing

Six (6) multiple choice questions were given to students as a pre-test and a post-test that centered on the learning outcomes. Post-tests occurred after the completion of the chapter materials and learning objectives were covered.

1b. Performance Criteria

Students were to answer each of the 6 questions with at least 75% accuracy.

1c. Results and Date

IECC Psychology 1101 Assessment SUMMARY Fall 2006

Question	IECC % Correct Pre Test	IECC % Correct Post Test	% Increase
1	50.2%	73.9%	23.7%
2	45.3%	77.0%	31.7%
3	53.1%	69.3%	16.2%
4	65.0%	87.9%	22.9%
5	57.6%	87.9%	30.3%
6	32.7%	79.0%	46.3%
Total Assessed	50.6%	79.2%	28.6%

Additional data shown on pages 2 & 3

1d. Action Taken

✓ In all areas there was a gain from the pre-test to the post-test. The performance criteria were met for questions 2, 4, 5 and 6. Performance criteria were not met for questions 1 and 3. This is an improvement from the fall 2004 and spring 2005 semesters in which performance criteria were not met for questions 1, 2, 3, and 6.

✓ The IECC psychology departments discussed the results of questions 1, 2, and 3 at the IECC Faculty Workshop on January 3, 2007. Comparing the results between the Spring 2006 and Fall 2006 assessment data indicated there was a problem with the wording of question 3. This wording was adjusted in the January 3, 2007 meeting and will be utilized in the Spring 2007 assessment work.

✓ Bringing the part time faculty into the assessment loop has provided new opportunities for collaboration between part time and full time faculty.

✓ Lastly, the psychology faculty have concluded that an overall 75% competency rate is acceptable for an entry level general education course, however, in some areas the accuracy rate expectation may be raised to reflect the importance of particular concepts.

✓ The faculty felt that the stated objective has been achieved for all questions, with the exception of question 3.   Anticipating that this deficit will be corrected in the Spring 2007 Assessment results, the faculty agreed to move on to the next course in the Assessment Plan for Fall 2007.

✓ The full-time faculty who teach PSY 2109 (the next course in the assessment cycle) have agreed to share the lesson plans that they use to teach the concepts that are related to the Learning Outcome that has been selected for assessment.

IECC Psychology 1101 Assessment Raw Data for Pre Test Fall 2006

Question	LTC Full Time	LTC Part Time	LTC Dual Credit	OCC Full Time	OCC Part Time	OCC Dual Credit	OCC Internet	WVC Full Time	WVC Part Time	WVC Dual Credit	IECC Total #	IECC % Correct
1	38	4		38	14		14	38	9		155	50.2%
2	31	5		32	17		13	35	7		140	45.3%
3	35	9		34	16		18	40	12		164	53.1%
4	49	7		39	17		17	55	17		201	65.0%
5	45	10		37	21		15	36	14		178	57.6%
6	28	5		19	9		11	22	7		101	32.7%
Total Assessed	73	18		60	28		28	79	23		309	50.6%

IECC Psychology 1101 Assessment Raw Data for Post Test Fall 2006

Question	LTC Full Time	LTC Part Time	LTC Dual Credit	OCC Full Time	OCC Part Time	OCC Dual Credit	OCC Internet	WVC Full Time	WVC Part Time	WVC Dual Credit	IECC Total #	IECC % Correct
1	49	10		40	22		18	51			190	73.9%
2	50	5		49	21		16	57			198	77.0%
3	54	4		40	21		19	40			178	69.3%
4	63	13		47	24		18	61			226	87.9%
5	62	11		52	23		19	59			226	87.9%
6	60	5		43	21		13	61			203	79.0%
Total												
Assessed	66	14		54	24		24	75			257	79.2%

IECC Psychology 1101 Assessment SUMMARY Fall 2006

Question	IECC % Correct Pre Test	IECC % Correct Post Test	% Increase
1	50.2%	73.9%	23.7%
2	45.3%	77.0%	31.7%
3	53.1%	69.3%	16.2%
4	65.0%	87.9%	22.9%
5	57.6%	87.9%	30.3%
6	32.7%	79.0%	46.3%
Total			
Assessed	50.6%	79.2%	28.6%

Compiled by Dave Cunningham and Susan Polgar 1/2/07

PSY 1101 Course Assessment Spring 2007

1. Measurable Student Learning Outcome:

Students will be able to: Describe the purpose for doing an experiment and identify the various elements that are involved in the experimental process. (various elements include random assignment, experimental and control groups, and independent and dependent variables.)

1a. Assessment Method and Timing

Six (6) multiple choice questions were given to students as a pre-test and a post-test that centered on the learning outcomes. Post-tests occurred after the completion of the chapter materials and learning objectives were covered.

1b. Performance Criteria

Students were to answer each of the 6 questions with at least 75% accuracy.

1c. Results and Date

IECC Psychology 1101 Assessment SUMMARY Spring 2007

Question	IECC % Correct Pre Test	IECC % Correct Post Test	% Increase
1	48.2%	79.0%	30.8%
2	47.4%	81.5%	34.1%
3	53.9%	66.3%	12.4%
4	64.0%	90.7%	26.7%
5	62.7%	85.4%	22.7%
6	36.0%	90.2%	54.2%
Total Assessed	52.0%	82.2%	30.2%

1d. Action Taken

✓ In all areas there was a gain from the pre-test to the post-test. The performance criteria were met for questions 1, 2, 4, 5 and 6. Performance criteria were not met for question 3. This is an improvement from the fall 2004 and spring 2005 semesters in which performance criteria were not met for questions 1, 2, 3, and 6. This is also an improvement over the Fall 2006 semester when performance criteria were not met for questions 1 and 3. Also, taken as a whole there was an improvement between Fall 2006 and Spring 2007 post test results. In the Fall 2006 79.2% of the questions were answered correctly on the post test. In the Spring 2007 82.2% of the questions were answered correctly; which is a 3.0% improvement over the Fall 2006 results.

✓ The IECC psychology departments discussed the results of questions 1, 2, and 3 at the IECC Faculty Workshop on January 3, 2007. Comparing the results between the

Spring 2006 and Fall 2006 assessment data indicated there was a problem with the wording of question 3. This wording was adjusted in the January 3, 2007 meeting and was utilized in the Spring 2007 assessment work. The rewording of the question did not appear to improve the quality of the responses.

✓ Bringing the part time faculty into the assessment loop has provided new opportunities for collaboration between part time and full time faculty.

✓ Lastly, the psychology faculty have concluded that an overall 75% competency rate is acceptable for an entry level general education course, however, in some areas the accuracy rate expectation may be raised to reflect the importance of particular concepts.

✓ The faculty felt that the stated objective has been achieved for all questions, with the exception of question 3. The faculty agreed to move on to the next course in the Assessment Plan for Fall 2007. Even though the 75% competency rate was not achieved, there was a 12.4% increase in correct responding for this question. Obviously, this is a challenging concept for students in an entry level psychology course. Covering the concept at more than one time in the semester was proved helpful for one of the colleges.

✓ The full-time faculty who teach PSY 2109 (the next course in the assessment cycle) have agreed to share the lesson plans that they use to teach the concepts that are related to the Learning Outcome that has been selected for assessment.

IECC Psychology 1101 Assessment Raw Data for Pre Test Spring 2007

Question	LTC Full Time	LTC Part Time	LTC Dual Credit	OCC Full Time	OCC Part Time	OCC Dual Credit	OCC Internet	WVC Full Time	WVC Part Time	WVC Dual Credit	IECC Total #	IECC % Correct
1	16	4		18	10	11	11	40			110	48.2%
2	15	5		18	8	15	12	35			108	47.4%
3	15	9		25	5	10	9	50			123	53.9%
4	18	6		30	8	18	15	51			146	64.0%
5	16	6		29	10	16	14	52			143	62.7%
6	14	3		12	4	10	8	31			82	36.0%
Total												
Assessed	34	14		45	13	23	19	80			228	52.0%

Massage Therapy (THM)

1. Demonstrate palpation and description of the major muscles and anatomical landmarks of the human body

2. Apply knowledge of anatomy and physiology to the theory and practice of massage therapy

3. Demonstrate proficiency in the major massage therapy techniques, including Swedish and a variety of other

modalities

4. Use accepted standards to deliver, document and manage therapy of clients in a massage practice

5. Communicate therapeutically with clients and other health care professionals

6. Assume responsibility for continued education and professional development

7. Practice within the ethical-legal framework of the Massage Licensing act of Illinois.

Office Management (OMGT)

Graduates of the Office Management program will:

1. Possess the skills needed to secure and maintain entry-level employment as office mangers or management trainees.

2. Understand and practice the professional work habits expected in the Office Management field, including confidentiality and business ethics.

3. Understand the fundamentals of management and supervision as they apply to a business office setting.

4. Be prepared to apply supervisory knowledge and skills in a variety of challenging, complex, and dynamic situations in the business world.

5. Be able to plan and organize a modern electronic office consistent with ergonomic standards and financial limitations.

6. Demonstrate proficiency in using computer hardware and software, including Microsoft Office applications.

7. Demonstrate the ability to communicate orally and in writing at a level ncessary for successful employment in the Office Management field.

8. Demonstrate accounting and math skills essential to employment in the Office Management field.

9. Possess a commitment to diversity and enhanced employability through the understanding and practice of human relations, teamwork, customer service, and leadership skills.

10. Demonstrate the ability to research employment opportunities, prepare an effective employment portfolio, including resume, and present oneself positively in a job interview.

Radio/Television Broadcasting (RADIO)

1. Students can show proficiency in broadcast television applications by demonstrating knowledge of digital video editing applications, equipment operation, and in the ability to produce a television program.

2. Students can show proficiency in radio broadcast applications by demonstrating knowledge of digital audio recording and editing, equipment operation, and in the ability to perform in the various roles of a radio station.

3. Students can demonstrate knowledge of computer skills to effectively succeed in computer based broadcast applications, including knowledge of the Internet and its broadcast applications.
Students can demonstrate knowledge of Federal Communications Commission (FCC) rules and regulations governing the broadcast industry.

4. Students can demonstrate effective broadcast related communications skills, both oral and written.

Radiography (XRAY)

The mission of the OCC Radiography Program is to graduate entry-level competent radiographers and provide quality radiography education for the community. The mission is accomplished through program goals. These are:

The program will graduate entry-level competent technologists.

The program meets the needs of the healthcare community, and the curriculum reflects current practice of the profession.

Program Graduates will demonstrate effective communication and critical thinking skills.

Program Graduates will exhibit professional attitudes, behaviors and ethics in compliance with the Professional Code of Ethics and Practice Standards.

Program Graduates will exhibit life-long learning and professional development.

Welding and Cutting (WELCT)

List of courses included in this program
WEL 1210 Gas metal Arc Welding
WEL 1215 Shielded Metal Arc Welding I
WEL 1220 Metal Cutting and Preparation
WEL 1225 Blueprint Reading For Welders
WEL 1230 Shielded Metal Arc Welding II
WEL 1235 Flux Cored Arc Welding
WEL 1240 Welder Certification I
WEL 1245 Gas Tungsten Arc Welding

WEL 1250 Welding Metallurgy

Each welding courses in the Welding & Cutting Certificate at Olney Central College is based on a National Standard established by the American Welding Society. These standards are measurable outcomes for each process or procedure called welding procedure specifications (WPS). The course syllabus and course material for each welding course include specific WPS for the courses listed above.

For every activity within the program, there is a defined goal, a written procedure, a visual sample and written performance criteria. The course syllabi and course material for these courses have been in place for many years, but are reviewed annually. New requirements and procedures are adopted as allowed by textbook revisions and changes in the National Standards.

Appendix F
Program Assessment

Diesel Equipment Technology   **Date: September 10, 2006**
Instructors
Larry Hoeszle
Scott Balding

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	Correctly operate a digital multimeter with 85% accuracy.	Using hands-on training simulators, the students will be required to measure voltage, resistance, current, continuity, and temp. using a digital multimeter with a 85% accuracy	Students met this outcome by lab demonstrations	We will continue to provide hands-on training and to upgrade training aids when possible
2	Correctly identify components on a diagnosis troubleshooting chart and identify service specifications out of technical manuals with 90% accuracy.	Using appropriate technical manuals (both electronic and paper) identify symbols, components on diagnostic charts for hydraulic, pneumatic, electrical and engines and identify correct specifications to 90% accuracy.	Students did not meet the 90% goal	We will spend more time on this in the classroom and lab
3	Set endplay, preload, and backlash on tapered roller bearing to a 90% level.	Using hands-on training aids must be able to establish end play, pre-load, and backlash according to specifications to 90% accuracy.	Students met this outcome by lab demonstrations	We will continue to provide hands-on training
4	Complete the internship by successfully completing entry level job tasks to a 90% level.	Working through internship at dealerships students must complete entry level task to 90% level.	Students met this outcome by employer feedback	We will continue to require our internship classes
5	Must have people skills which include written and verbal in order to communicate with employers and customers.	Through class room demonstration of written and oral skills along with communicating with employer and customers during internship in a appropriate manner.	Students have made improvement but more improvement is needed	Continue to stress technical writing

Machine Shop Technology **Date of Last Revision:** **August 1, 2007** **Prepared by:** **Mark Pettigrew**		

Outcome #1	**Intended Outcomes and Objectives** Operate conventional metal cutting machine tools holding dimensional tolerance of +- .010"	**Assessment Criteria and Procedures** In the students first semester, a turning project will be completed on a conventional lathe. The tolerances of that project are +/-.010 or closer. The instructor of the class will then measure the part, and compare it to the blueprint to assess the student's ability meet this learning outcome.
	Assessment Results 100% of the students in 2006 met this outcome 83% of the students in 2007 met this outcome.	**Use of Results** We will continue to monitor this outcome. If positive results continue, we will consider a closer tolerance to further challenge the student.

Outcome #2	**Intended Outcomes and Objectives** Interpret multiview, mechanical drawings to include but not limited to: title blocks, dimensions, tolerances.	**Assessment Criteria and Procedures** At the completion of Blueprint Reading class, students are given a drawing that contains all the criteria of the learning outcome. Students must get information from the drawing to answer a series of questions. Students completing the exercise with 70% accuracy or better have achieved the desired results of the outcome.
	Assessment Results We are not satisfied with the results of our assessment tool because it does not coincide with the skills we feel the students have.	**Use of Results** This tool was used at the conclusion of the students 1st semester. We will reassess the students with the same tool close to the end of their 4th semester and see if the results are valid. Consideration is being given to the validity of the assessment tool.

	Intended Outcomes and Objectives	Assessment Criteria and Procedures
Outcome #3	Use precision measurement instruments to check dimensions to accuracy of .001"	A test part was given to each student to measure and document. The dimensions are then compared to actual dimensions of the part. Answers were correct if they were within +/- .001.
	Assessment Results Students assessed had an average of 74%	**Use of Results** Students measure the parts they make in the shop. If a dimension is off, instructors do not know whether the student machined the part wrong or simply made a measurement mistake. More exercises in measuring parts of known size will be used to improve student measurement skills.

	Intended Outcomes and Objectives	Assessment Criteria and Procedures
Outcome #4	Operate a personal computer to complete drawings using cad software meeting ANSI standards.	A drawing of the test part used in outcome #3 is completed by the student. The drawing is then evaluated for completeness, accuracy, proper use of dimensioning, etc.
	Assessment Results Students assessed had an average of 78%	**Use of Results** It was revealed during this exercise that most of the geometry of the part was correct. The problems were with missing or duplicated dimensions and view alignment. More emphasis will be placed in these areas in the future.

	Intended Outcomes and Objectives	Assessment Criteria and Procedures
Outcome #5	Set-up, operate, and program a CNC machining center holding part tolerances of +-.005"	The criteria for completion of Advanced CNC class is to design, program, set-up, and machine a part to within the tolerances of the design. Maximum allowable tolerance of the design is +/- .005. The completed part is then evaluated for compliance to the drawing of the design. A part that meets the design criteria is considered acceptable and the outcome met.
	Assessment Results For the set-up portion, 75% students were observed as being able to set-up a CNC machine without any supervision. For programming and machining to +/- .005 63% achieved this outcome on the first try. Given a 2nd try, 100% were successful.	**Use of Results** More exercises will be implemented in the future to give the students more experience with setting up the machines. For programming and machining, more emphasis will be placed on first part good part techniques.

			Dave Wilderman	
Marketing Business Management *Associate in Applied Science*			**Created: March 25, 2006** **Last Date Modified: February 15, 2008**	

Mission	The mission of Illinois Eastern Community Colleges District 529 is to provide excellence in teaching, learning, public service, and economic development.	**Purpose**	Educational programs, including pre-baccalaureate, career, and technical degrees and certificates that prepare a diverse student body for transfer to a four-year institution of higher education or entry into a multicultural global workplace;	
#	**Intended Outcomes and Objectives**	**Assessment Criteria and Procedures**	**Assessment Results**	**Use of Results**
1	Student can recommend, apply, demonstrate, and define the marketing concept as it applies to continual customer satisfaction.	Students will achieve an average score of 80% or above by explaining and applying the model with a 10 minute paper.	Average score of 94.78 was achieved. 89.13% scored over 90%. F06	To use the current assessment to determine trend from semester to semester.
2	Student can present a sales presentation utilizing the relationship customer focused selling model	85% of the students will develop a digital audio presentation of portfolio quality demonstrating the ability to utilize the customer focused relationship sales model.	100% student participation. Mean score 94.6 (Exercise repeated in some cases to raise skill level and score) F06	Develop matrix to assist students in understanding grade weight of each segment of the presentation.
3	Student can interview a job candidate using an organized interview model.	85% of the students will develop a digital audio presentation of portfolio quality demonstrating the ability to utilize the Human Resource Management 13-step plan.	100% student participation. Mean score 94.8 (Exercise repeated in some cases to raise skill level and score) F06	Improve grade matrix for students

4	Student is able to conduct a situational analysis of a business.	Students will achieve an 85% score out of 100% by presenting a case study utilizing a situational analysis which includes correct presentation, BCG Matrix, SWOT Analysis, Porter's Competitive Analysis and Probing questions.	Mean score for situational analysis was 90.73.	Detail criteria for assessment of presentation to class.
5	Student is able to apply the Hersey-Blanchard Situational Leadership Model in the proper situations.	Students will achieve a minimum 75% score in properly explaining the model in writing. In addition, students will role-play various situations and be able to identify proper and improper application of the model.	Total score for written and role play portions 95.04	Improve matrix for student assessment.

		Office Careers	Amie Mayhall
Medical Office Assistant			Shasta Bennett
Associate in Applied Science			
			Created: January 10, 2006
			Last Date Modified: February 15, 2008

Mission	The mission of Illinois Eastern Community Colleges District **529** is to provide excellence in teaching, learning, public service, and economic development.	**Purpose**	Educational programs, including pre-baccalaureate, career, and technical degrees and certificates that prepare a diverse student body for transfer to a four-year institution of higher education or entry into a multicultural global workplace;

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	To be able to consistently key 45 WPM or above with 3 or less errors on a five-minute timing	Student portfolio will contain a minimum of one five-minute timing showing timing speed and errors. 75 % of graduates will have demonstrated keyboarding speed of 45 WPM with five or less errors on a five-minute timing on average copy material	75% of students demonstrated through an example in the portfolio that they met 45 WAM with five or less errors on a five-minute timing.	We would like to more heavily implement assessment in the individual keyboarding classes to ensure that students are grasping. We would like to see 90% of students reach this goal next year.
2	To be able to show a thorough knowledge of computer skills including, but not limited to: – Word – Excel – Access – PowerPoint	Student portfolio will contain a minimum of one artifact for each software demonstrating satisfactory use of the software programs	Word 100% Excel 87.5% Access 37.5 % PowerPoint 62.5%	PowerPoint is not a required course for Medical students; however, they are required to complete PowerPoints in several classes. We need to emphasize the importance of this to the students. We will also work one on one with the Access instructor to

				ensure that students save documents for their portfolio since this is a required course for students.
3	To be able to format the following documents: – Business letters – Table – Reports – Agenda and Minutes – Itinerary – News Release – Medical Transcription Reports (Medical Office Assistant) – Insurance and Coding Documents (MOA)	Student portfolio will contain a minimum of one artifact for each document demonstrating proper formatting for each type of document	Letters 100% Table 62.5% Reports 100% Agenda 50% Minutes 50% Itinerary 37.5% News Release 37.5% Transcription Reports 87.5% Insurance and Coding 87.5%	Keyboarding is responsible for many of these documents. If we implement a more in-depth assessment in keyboarding, these numbers should improve.
4	To successfully complete one year of applicable internship in the area of study shown through a summary PowerPoint Presentation, Brochure, and letter of completion from the employer	95% of students will complete the internship with an 80 % or better employer evaluation. Student portfolio will show the PowerPoint Presentation, Brochure, and letter of Completion from Employer	Still to come. Portfolio 75% represented this information.	
5	To submit a 1000 word report summarizing their experience in the degree program, including what they have learned and how they anticipate using it	Student portfolio will contain the self-analysis report showing achievement within the program	87.5% completed the self-analysis report	Continue requiring the report. Findings are supporting future progression with degree program.

	Administrative Information Technology- OCC *Associate in Applied Science*	**Office Careers**	**Amie Mayhall** **Shasta Bennett**
			Created: January 10, 2006 **Last Date Modified: February 15, 2008**
Mission	The mission of Illinois Eastern Community Colleges District **529** is to provide excellence in teaching, learning, public service, and economic development.	**Purpose**	Educational programs, including pre-baccalaureate, career, and technical degrees and certificates that prepare a diverse student body for transfer to a four-year institution of higher education or entry into a multicultural global workplace;

#	Intended Outcomes and Objectives	Assessment Criteria and Procedures	Assessment Results	Use of Results
1	To be able to consistently key 45 WPM or above with 3 or less errors on a five-minute timing	Student portfolio will contain a minimum of one five-minute timing showing timing speed and errors. 75 % of graduates will have demonstrated keyboarding speed of 45 WPM with five or less errors on a five-minute timing on average copy material	50% of students provided a timing meeting the criteria.	Although the numbers have improved over last year, the goal was not met. We will begin a rigorous keyboarding assessment to ensure students are getting what they need in these courses.
2	To be able to show a thorough knowledge of computer skills including, but not limited to: – Word – Excel – Access – PowerPoint	Student portfolio will contain a minimum of one artifact for each software demonstrating satisfactory use of the software programs 70 % of graduates will show satisfactory use of the software programs to meet criteria	The following percentage of students met each given program criteria 100% Word 100% Excel 83.333% Access 100% PowerPoint	Goal Met. Portfolio requirements were reworded. We will continue to emphasize the importance of these programs on the future positions of these graduates.
3	To be able to format the following documents: – Business letters	Student portfolio will contain a minimum of one artifact for	100% Letters 66.667% Table	We met and exceeded the goal in

	- Table - Memo - Reports - Agenda and Minutes - Itinerary - News Release	each document demonstrating proper formatting for each type of document 70 % of graduates will show proper formatting of documents meeting each criteria	66.667% Memo 66.667% Reports 66.667% Agenda and Minutes 66.667% Itinerary 83.333% News Release	some sections, and missed by a few percentage points in others. Portfolio requirements were reworded. The new keyboarding assessments will hopefully improve this are also.
4	To successfully complete one year of applicable internship in the area of study shown through a summary PowerPoint Presentation, Brochure, and letter of completion from the employer	95% of students will complete the internship with an 80 % or better employer evaluation. Student portfolio will show the PowerPoint Presentation, Brochure, and letter of Completion from Employer	66.667% showed completion of internship criteria The employer evaluation will be updated later.	Goal not met. Students complete this project in Office Seminar. As the instructor of this course, I need to emphasize the importance of this project and it showing that they have successfully completed internship.
5	To submit a 1000 word report summarizing their experience in the degree program, including what they have learned and how they anticipate using it	Student portfolio will contain the self-analysis report showing achievement within the program 80% of students will submit the report.	100% completed the self-analysis report to meet the criteria	Goal met. Findings successful. We need to keep assigning this assessment, as it is a great eye opener for students and faculty alike.

Appendix G
General Education Article and Questions

GENERAL EDUCATION ASSESSMENT
**Fall 2006-Spring 2007**

Read the following article excerpt "Brain Drain" by Leonard Weiner from the Nov. 22, 2004 *US News and World Report* and then respond to the questions at the end of the article marking your answers on the op-scan data sheet. Do NOT mark on this sheet. Thank you.

Vila Hunter, 80, has been a fixture at the Department of Veterans Affairs for 56 years--and isn't about to leave. She came to Washington in 1942 from the family dairy farm in Wisconsin to work at the War Production Board. She went home after the war but soon returned to Washington and has been working at the VA ever since--currently compiling dozens of statistical reports. "There's a great deal of detail, but it's not drudgery," she says. "It's a matter of providing accurate information so that everything can work properly."

Hunter, certainly, is a national treasure. She also is an anomaly in the federal workforce, having stayed on way past the age at which many of her colleagues have retired. Indeed, the labor pool of 1.6 million civilians--the largest in the country, with 85 percent of its members outside Washington--is facing a retirement crisis. Roughly half of current employees will be eligible to retire between now and the end of 2008--including almost 70 percent of supervisors. More than 7,100 air traffic controllers, many of whom were hired after President Reagan fired striking controllers in 1981, could leave over the next nine years as they hit the mandatory retirement age of 56. That's close to half the agency's current roster. Though hiring at many agencies has picked up in recent years, replacements will be needed for a vast number of positions that are opening up after a period of hiring freezes and lackluster recruiting.

The graying extends across the board and transcends political debate about how much government should do. Scientists and engineers who are over 60 at the National Aeronautics and Space Administration outnumber those under 30 by nearly 3 to 1. Because of downsizing in the '90s "we weren't replenishing our workforce," says Vicki Novak, NASA's assistant administrator for human resources. It's estimated that 43 percent of the 650,000 civilians at the Department of Defense--far and away the largest federal employer of civil servants--will be eligible to retire in the next five years. Government wide, 60 percent of federal employees are over 45, compared with 31 percent in the private sector. The largest single block--311,000 post-World War II baby boomers--is in the 50-to-54 age range, followed by 305,000 who are 45 to 49. Among the government's 62,000 computer operations specialists, nearly 80 percent are over 40.

THE GRAYING BULGE

Federal Government Employees by Age in Thousands
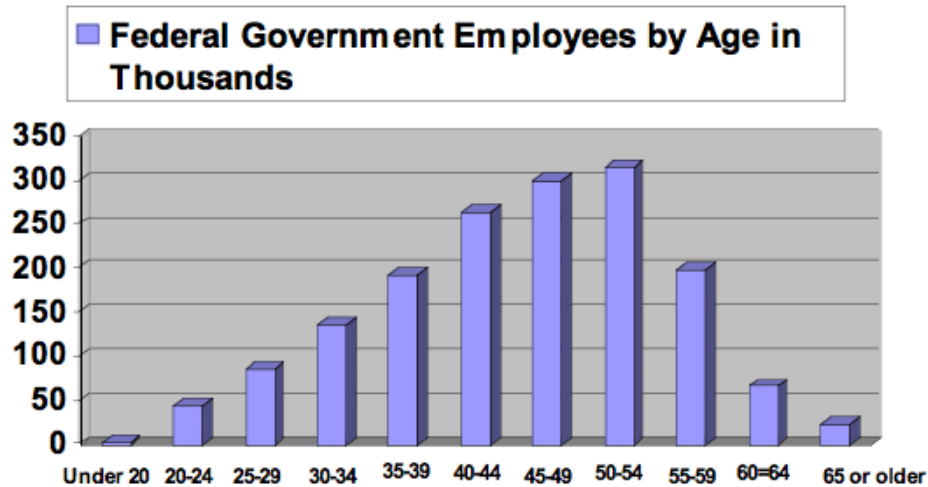
The coming "**brain drain**" is the result of many factors: benefits that can encourage federal workers to leave after they have put in their 30 years (sometimes to pursue a second career), the frustration with bureaucracy and outdated personnel practices, and more lucrative opportunities outside the federal cocoon. Some of those reasons make it difficult for federal agencies to lure the best to replace the departed. "There's often a negative attitude about government work today," says Paul Volcker, former chairman of the Federal Reserve Board and chairman of the blue-ribbon National Commission on the Public Service.

Inducements. To stem the outflow, the feds are fighting back with retention bonuses and other financial attractions, but the case of William Campbell shows the scope of the challenge facing those who manage the federal troops. Campbell's 30 years of government service have found him writing regulations for oil tankers, helping develop navigation systems and managing finances for the U.S. Coast Guard, and, most recently, holding a top human resources post at the Department of Veterans Affairs. "My boss called me in for 45 minutes to convince me to stay," says Campbell, but the financial inducements for leaving-- including a pension of about $80,000 a year--are hard to ignore. He estimates that staying with the government for an additional five to eight years could cost him as much as $900,000 in lost income compared with what he could earn by combining a pension with a second career. "I am not complaining," he says. "To many Americans my compensation is a princely sum. But I can't ignore the numbers."

Recognizing the magnitude of the challenge of replacing a huge swath of their workforces, some agencies have borrowed a page from private industry and begun to market themselves more aggressively to would-be applicants. The GAO, for example, has renamed itself. The nonpolitical investigative arm of Congress was known until last July as the General Accounting Office. Now it's the Government Accountability Office. "Accounting sounded like we were just balance sheets and financial statements," says Sarah Jaggar, managing director of recruitment and employment services. "Accountability gives a broader sense of our work to assess how government programs are being carried out."

---

1. How many federal workers are located outside of Washington?
    a. 1.36 million
    b. .24 million

c. 1.88 million
d. 1.6 million

2. Which of the following is an anomaly?
   a. Men playing professional football in the USA.
   b. Women playing professional football in the USA.
   c. Football is an American past time.
   d. Professional football players are well-paid athletes.

3. Which of the following would not be considered a contributing factor for the brain drain
      referenced in the article?
   a. Federal workers pursuing a second career.
   b. Retention bonuses
   c. Retirement incentives
   d. Frustration with bureaucracy

4. Approximately how many federal government employees are between 45 and 55 years of
age?
   a. 600
   b. 800,000
   c. 300
   d. 600,000

5. What does the acronym GAO currently stand for?
   a. Government Accounting Office
   b. Government Accountability Office
   c. General Accounting Office
   d. General Accountability Office

6. What statement below best describes the relevance of this article to America?
   a. There is a likelihood of a future shortage of competent government workers.
   b. Government employees are too old.
   c. Government employees are underpaid.
   d. Villa Hunter is an example of a dedicated American.

7. Using the chart for reference, identify the age ranges that have the most total federal
workers. How many
    total federal workers are in the top two categories?
   a. 500,000
   b. 610,000
   c. 725,000
   d. 85,000

8. Summarize in one paragraph the main purpose of this article using your best grammatical
   and spelling skills.
      Write paragraph on the reverse side of op-scan data sheet in Area 1.

Agenda Item #8C

Statement of Final Construction Compliance

MEMORANDUM

TO: Board of Trustees
FROM: Terry L. Bruce
DATE: February 19, 2008
RE: Statement of Final Construction Compliance

The Board is required by the Illinois Community College Board (ICCB) to approve final construction compliance on projects completed each year utilizing Protection, Health and Safety bond proceeds, Capital Renewal projects, or locally funded projects.

The Statement of Final Construction Compliance is for a project on which the District expended $230,973.00 in Protection, Health and Safety bond proceeds and which was completed in 2007.

I request that the Board approve the attached Statement of Final Construction Compliance and that it be submitted to the ICCB.

Project Number	Project Name	Actual Cost	Funds
1852-0407	Roof Replacement – LTC Gym	$230.973	TE

TLB/rs

Attachment

Protection, Health, and Safety Project

Statement of Final Construction Compliance

Name and address of architect/engineer providing the Statement of Final Construction Compliance:

> Image Architects
> 1118 West Main
> P.O. Box 850
> Carbondale, IL 62901

Final cost of the project: Roof Replacement – LTC Gymnasium

      Approved Budget $\underline{\hspace{1em}267,900\hspace{1em}}$ Actual Cost $\underline{\hspace{1em}230,973}$

I have reviewed the originally recommended construction program, cost estimate, actual construction work in place, and contractor's pay records, and hereby certify that to the best of my knowledge the project has been constructed within the original or amended budget and has met applicable plans, codes, and specifications.

   Architect/Engineer's Signature   Date

Illinois Registration or License Number

                                                  Seal

Approved by the _____ Board of Trustees

                          Date

                          Signed _____, Chairperson

                                      _____, Secretary

Agenda Item #8D

Tuition Increase

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 19, 2008

RE: Tuition Increase

The District has received notification from the Illinois Community College Board (ICCB) that to be eligible for equalization funding the District will have to increase its tuition to 85% of the state-wide average tuition and universal fees. The current tuition is $57.00 per semester hour and was increased effective the Summer Session of 2007.

To qualify for equalization, the Board will need to increase the tuition from the current $57.00 per semester hour to $60.00 per semester hour effective with the Summer Session 2008. This would mean that a current student carrying a load of 30 hours would see his annual tuition increase from $1,710.00 to $1,800.00; an annual increase of $90.00. This represents a 5.25% increase in one year.

Equalization funding is critical to the financial security of the District and tuition must be increased as required by law to have access to this funding.

Therefore, I recommend the approval of an increase in tuition to $60.00 per semester hour effective with the Summer Session 2008.

TLB/rs

Agenda Item #8E

Contract for Vending Machines

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 19, 2008

RE: Vending Machine Contract

        Frontier Community College has several vending machines dispensing various snacks and beverages.   The current vendor has not provided the service that is requested by the students at Frontier Community College.

        A new contract has been offered by J & J Ventures Inc. (J & J) of Effingham, Illinois. J & J will install and maintain vending machines at Frontier at its expense. J & J agrees to maintain workman's compensation insurance, comprehensive bodily injury and property damage insurance, liability insurance, and product liability insurance, and to show the District as an additional insured under such policies.

        The agreement shall remain in effect for an initial term of three years and following that initial term, either party may terminate the agreement upon 30 days written notice.

        I ask the Board's approval of this vending machine contract.

TLB/rs

Attachment

AGREEMENT

This Agreement made and entered into this 19th day of February, 2008, by and between Illinois Eastern Community Colleges, hereinafter referred to as the "Company," and J & J Ventures, Inc., hereinafter referred to as the "Vendor."

W I T N E S S E T H:

In consideration of the agreements contained herein and other good and valuable consideration, it is agreed between the Company and the Vendor as follows:

I.   COMPANY'S COVENANTS

Company agrees as follows:

A.   To grant to Vendor, pursuant to the terms set forth herein, permission to enter into its facilities located at Frontier Community College, Fairfield, IL. in order to install, service and maintain "vending machines." Said vending machines shall be used in combination designated as a "vending bank" for the sale of various products at initial prices as set forth in Exhibit A which is attached hereto and incorporated herein by reference.

B.   To furnish at Company's expense adequate electrical power and drinkable water for all vending machines requiring such utilities in their operation.

C.   To grant to Vendor the exclusive right to place, operate, and maintain vending machines for the sale of various products set forth in Exhibit A within its facilities located in Fairfield, IL. for the duration of this Agreement and for any extension thereof pursuant to the terms set forth herein, subject to earlier relocation, closure, or sale of any facility.

II.   VENDOR'S COVENANTS

Vendor agrees as follows:

A.   To furnish, install, maintain, service and operate vending machines for the sale of the products as set forth in Exhibit A which shall be sold in a "vending bank" which shall be installed at a location agreeable to Company and Vendor. The installation, maintenance, removal, and servicing of said vending machines will be conducted in a fashion so as not to unreasonably interfere with the Company's business operations. In addition, Vendor's personnel will at all times be dressed in appropriate uniforms, wear ID tags provided by the Company and

observe all regulations in effect at the Company's facilities and act in accordance with the law while on Company's property. Further, Vendor's employees and agents shall stay within the areas necessary for the carrying out of their duties and shall not enter any restricted areas of which they are made aware.

B.   To respond to service calls or requests for maintenance/repair within a reasonable period of time after having been notified of a problem by the Company. Vendor shall make every effort to respond to the Company's facilities within two hours of receiving notice of a problem. Repairs shall be effected within a reasonable period of time based upon the severity of the problem and the need for and availability of parts.

C.   To refrain from selling any specific product on the Company's premises after being notified by the Company, that Company wishes to discontinue the sale of said product.

D.   To pay all national, state and municipal taxes, license fees, and other charges levied or charged upon sale of the products set forth in Exhibit A, including taxes imposed upon the purchase or sale of the contents thereof, with the exception of all income taxes attributable to income received by the Company as a result of the sale of said products.

E.   To comply with all laws, statutes, ordinances, and regulations of all federal, state, county, and city governments and of any and all of the departments and bureaus thereof applicable to the operation of the business herein described. The foregoing shall include, but not be limited to, the Board of Health of the city of Fairfield, IL.

F.   To secure all necessary licenses and permits that may be required, pay all taxes assessed against the business operations described herein, and to reimburse the Company for any penalties, costs, or expenses, including reasonable attorneys fees, that may be incurred by the Company due to Vendor's failure to secure such licenses and permits or to pay taxes assessed. The foregoing shall include, but not be limited to, the Board of Health of the city of Fairfield, IL.

G.   To indemnify and hold the Company, its employees, officers, directors, insurers, and agents harmless from any and all claims, damages, judgments, liens, costs, expenses, or liability including reasonable attorneys fees, and including without limitation, all compensation arising out of personal injury, death or property damage sustained in whole or in part by any and all persons whatsoever as a result of or arising out of any act or omission of the Vendor, its agents, or employees, including, but not limited to, negligent operation of equipment, or caused or resulting from any substance in any of the products sold in the vending machines.

H.   To procure and maintain insurance during the term of the Agreement, including any extension

thereof, in the following amounts for the risks indicated, with such insurance companies as may be acceptable to the

Company:

      1.   Workmen's Compensation as prescribed by the laws of Illinois, plus employer liability with a $500,000 limit; and

      2.   Comprehensive Bodily Injury, Property Damage, Liability, including bodily injury and property damage and covering fire and water damage and damage or loss caused by Vendor, its employees, independent contractors or by agent of Vendor, caused by automobiles, trucks, or other vehicles, with limits of $1,000,000 for injury or death to one person and $2,000,000 for injury or death to two or more persons in any one accident; and $1,000,000 for property damage in any one accident; and

      3.   Product Liability as shall protect Vendor and the Company, its Trustees, agents and employees in minimum limits of $1,000,000 for injury or death of one person and, $2,000,000 aggregate products; and

      4.   Company shall by named as an additional insured under such policies as its interest may appear.

Vendor waives, and shall cause it insurers to waive any right of recovery against the Company its

agents, insurers or sources from all losses, claims, costs and expenses covered by insurance to be

maintained by Vendor hereunder.

Vendor shall furnish the Company evidence of insurance covering the items specified. The cost of

the above insurance shall be borne by Vendor.

I.   To pay for any damages suffered by Company as a result of any theft or vandalism committed by agents or employees of Vendor while said agents or employees of Vendor are acting within the scope of their employment on Company property.

J.   To install a sufficient number of vending machines

and to keep said machines supplied so as to adequately provide, under normal conditions, the Company's

employees and visitors with sufficient amounts of food and beverages of good quality, prepared and

dispensed in conformity with all applicable State, Federal, and local health and sanitation standards.

Vendor shall also operate and maintain all vending machines in a clean and sanitary condition in

conformity with all applicable health and sanitation standards.

In the event that the number of employees / students using the vending machines at Company's facilities

increases or decreases so as to warrant a change in the number of vending machines supplied to a facility, Vendor

and Company shall make a reasonable effort to reach a mutual agreement with regard to the installation of additional vending machines or the removal of existing vending machines. Addition or removal of vending machines as agreed between parties shall be provided at no additional cost to the Company. The Company does not warrant any level of use and/or demand for the vending machines.

III.   COMMISSIONS

Company shall be entitled to a commission of 15% of net sales on all cold drink products sold during the life of this agreement. Net sales shall be defined as gross moneys collected in vending machines, less applicable state and local sales taxes. Said 15% commission on net cold drink sales shall be computed monthly and paid within the first ten days of each calendar month after execution of this Agreement. There will be no commission paid on snack sales.

IV.   COLLECTIONS AND RECORD KEEPING

All collections from vending machines shall be made by the Vendor, through its agents and/or employees, and Vendor shall at all times keep accurate records of all merchandise, collections, sales, and inventories relating to the operation of the vending machines installed pursuant to this Agreement. Said records shall be available for inspection by the Company's representatives upon request during business hours and shall be retained by Vendor for a period of no less than three (3) years. In addition, representatives of the Company may accompany Vendor's representatives in order to check receipts from vending machines. Further, Vendor shall provide monthly reports on sales for all machines upon request and shall include therein a spread sheet showing gross sales, taxes, and commission computations.

V.   PRICING

The initial prices of products as set forth in Exhibit A shall remain constant for no less than one (1) year from the date of execution of this agreement. In the event of a price increase at the expiration of said one (1) year period, notice of said increase shall be given to the Company at least thirty (30) days prior to any such increase. Further, Vendor agrees to furnish verification of price increases within fourteen (14) business days upon reasonable request by Company. In the event that Company does not agree with a particular price increase, Company shall have

the right to discontinue offering the selection(s) affected by the price increase and/or replace such selection(s) with other products offered by Vendor.

VI.   OTHER PROVISIONS

All vending machines provided to or installed on Company's premises shall remain the property of the Vendor and shall be operated and maintained by Vendor without expense to the Company with the exception of Company's obligation to furnish adequate electrical power and drinkable water as set forth above.

The relation of Company and Vendor under this Agreement shall be that of an independent contractor for all purposes. All persons employed in connection with the installation, maintenance, servicing, and operation of vending machines hereunder are employees of the Vendor, shall not be considered employees of the Company for any reason, and shall not be entitled to any benefits afforded to Company's employees. Vendor shall be responsible for all wages, taxes and benefits for its employees or agents.

The Company shall not be responsible for any loss or damage to any of the vending machines or their contents. In addition, the Company shall not be responsible for any costs and expenses relating to Vendor's vending operations except those specifically set forth in this Agreement.

Upon termination or expiration of this Agreement or in the event of relocation, closure, or discontinuance of any Frontier Community College facility covered hereunder, the Vendor shall remove all vending machines from the Company's premises without damage to the premises, no earlier than forty-five (45) days after termination of this Agreement. Vendor shall be responsible for any damage to Company premises resulting from removal of said vending machines. In the event that Vendor fails to remove its property and effects within fourteen (14) days of termination of this Agreement, the Company shall have the right to remove and store said property and effects in a safe and secure area at Vendor's cost.

If, because of riots, war, public emergency or calamity, governmental restrictions or other cause beyond the Company's reasonable control, business operations at the described locations shall be interrupted or stopped, performance of this agreement, with the exception of moneys already due and owing, shall be suspended and excused.

VII.   DURATION OF AGREEMENT

This Agreement shall be in full force and in effect as of the date hereof and shall remain in full force and effect for an initial term of three (3) years. At the expiration of the initial three (3) year term, the Agreement shall remain in full force and effect unless terminated by either of the parties as set forth below, upon thirty (30) days written notice.

The Agreement may be terminated by either Company or Vendor after the initial three-year term by a notice in writing served on the other party of that party's intent to terminate the Agreement. Said notice shall be delivered to the other party at least thirty (30) days prior to the end of the term.

No termination of this Agreement shall operate to discharge the Company or Vendor from its obligations hereunder on account of anything occurring prior to said termination.

In the event any provisions of this agreement are violated by either party, the other party shall serve written notice upon the breaching party setting forth the violations and demanding compliance with the agreement. Unless within fifteen (15) calendar days after serving such notice, such violations shall cease and arrangements made for corrections, the suffering party may terminate this agreement by serving written notice on the offending party by giving thirty (30) calendar days notice in writing by certified mail whereupon this agreement will terminate upon the lapse of such thirty (30) days.

Any notice required hereunder to be in writing shall be deemed duly given when received if personally delivered or if sent by overnight courier service or by deposit in the U.S. mail, postage prepaid, to the parties at their respective addresses. Notice must be given at the following addresses:

> Illinois Eastern Community College
> 233 East Chestnut
> Olney, IL 62450
> Attn: Mr. Terry Bruce
>
> J & J Ventures
> 1400 S. Raney
> Effingham, IL 62401
> Attn: Robert G. Willenborg

Either party may change the address to which written notice shall be given by notice to the other party.

Notwithstanding the foregoing, in the event of Company's relocation, sale or closure of any facility covered hereby, Company shall give Vendor at least sixty (60) days notice whereupon this Agreement will terminate with respect to such facility without further obligation by the Company hereunder.

All previous communications between the parties whether written or oral are superseded. The invalidity, in whole or in part, of any provision of this Agreement shall not effect the validity or enforceability of any of its other provisions. The provisions of this agreement shall be construed under the laws of the State of Illinois.

VIII. ENTIRE AGREEMENT

This Agreement contains the entire agreement of the parties and may not be modified except by an instrument in writing, signed by the parties hereto. All previous communications and negotiations between the parties hereto whether written or oral are superseded by this Agreement. The invalidity, in whole or in part, of any provision of this Agreement shall not affect the validity or enforceability of any of its other provisions. The provisions of the Agreement will be construed under and governed by the laws of the State of Illinois.

IN WITNESS WHEREOF, the parties hereunto set their hands and seals this 19th day of February, 2008.

_____
Illinois Eastern Community College

By_____

_____
J & J VENTURES, INC.

By_____

Exhibit A

Frontier Community College

Pricing & Commission

	Price	Commission
20 Ounce Soda	$1.25	15%
16 Ounce Juice	$1.25	15%
Poweraide	$1.25	15%
Candy	$ .75	0%
Large Candy	$1.00	0%
SS Chips	$ .50	0%
LSS Chips	$ .75	0%
Peanuts / Cheese Crackers	$ .50	0%
Cookies	$ .75	0%
Brownies / Rice Krispie Treats	$ .75	0%
Meat Snacks	$ .75	0%
Poptarts	$ .75	0%
Pastries	$1.00	0%
Gum/Mints	$ .50	0%

Agenda Item #8F

Marathon Assessment Resolution

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 19, 2008

RE: Marathon Refinery Assessment Appeal

Crawford County taxing bodies, including Illinois Eastern Community Colleges, have worked together to develop the proper assessment of property owned by Marathon in Crawford County. Over several years, these taxing bodies and Marathon have worked to resolve differences on the value of property located in Crawford County. Usually, the taxing bodies and Marathon have reached a mutually acceptable compromise valuation.

This year the Crawford County Supervisor of Assessments published her assessment of the refinery and she made no change from last year's refinery assessment. In order to have her assessment reviewed, the District needs to intervene in a complaint filed with the Crawford County Board of Review.

On February 7, 2008, an Assessment Complaint was filed with the Crawford County Board of Review stating that the Assessed Value of the Marathon property should have been $349,519,226.00. The Supervisor of Assessment had assessed this property at $91,752,880.00. In a separate complaint, it was alleged that other property owned by Marathon had an assessed value of $1,550,864.00. This property had been assessed by the Supervisor of Assessment at $407,120.00.   These complaints were filed on behalf of Robinson Community Unit #2, Robinson Township, and the Robinson Library District.

The District may intervene in the complaints that have been filed by approving a Resolution Authorizing Intervention in Proceedings before the Crawford County Board of Review.   An Assessment Hearing has been scheduled for March 10, 2008, at 1:00 p.m., in Robinson. If the Board approves a Resolution Authorizing Intervention, the Board will be able to submit evidence and support the taxing bodies that have filed the complaints.

I ask the Board's approval of the attached Resolution Authorizing Intervention in Proceedings before the Crawford County Board of Review.

TLB/rs

Attachment

ILLINOIS EASTERN COMMUNITY COLLEGE DISTRICT NO. 529

RESOLUTION AUTHORIZING INTERVENTION IN PROCEEDINGS BEFORE THE CRAWFORD COUNTY BOARD OF REVIEW

WHEREAS, the Crawford County Supervisor of Assessments has heretofore set the 2007 assessment for the Marathon Petroleum Company, LLC Robinson Refinery property located in Robinson, Illinois, as follows; Permanent Index Numbers 05-1-34-000-021-000 at $91,752,880; and 05-1-34-100-021-000 at $407,120; and

WHEREAS, the Crawford County Supervisor of Assessments published the above referenced assessments for the Robinson Refinery on January 9, 2008 in the *Robinson Daily News*; and

WHEREAS, on February 7, 2008 the Board of Education of Robinson Community Unit School District No. 2, the Board of Trustees of the Robinson Public Library District and the Board of Trustees of Robinson Township filed a complaint to the Crawford County Board of Review requesting that the Board of Review increase the assessment of the Robinson Refinery; and

WHEREAS, the above-captioned parcels are within the corporate boundaries of Illinois Eastern Community College District No. 529 and said College District derives revenues therefrom; and

WHEREAS, the Board of Trustees of Illinois Eastern Community College District No. 529 finds and determines that it is in the Board of Trustee's best interests to intervene in the above referenced proceedings and have the above referenced assessments reviewed by the Crawford County Board of Review for the year 2007.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of Illinois Eastern Community College District No. 529 as follows:

SECTION ONE: That the Preambles to this Resolution are hereby incorporated in this Section One as if fully set forth and restated herein *verbatim*.

SECTION TWO: That the Board of Trustee's hereby authorizes and directs WHITT LAW LLC, to intervene on behalf of the Eastern Community College District No. 529 in the above referenced proceedings and authorizes WHITT LAW LLC to represent said College District before the Crawford County Board of Review in said proceedings.

SECTION THREE: That this Resolution shall be in full force and effect forthwith upon and after its adoption.

ADOPTED this 19th day of February, 2008.

Ayes

_____

_____

Nays

_____

Absent

_____

By:_____
                    Its President

ATTEST:

_____
Its Secretary

I, the undersigned, do hereby certify that I am the duly qualified and acting Secretary of the Board of Trustees of Illinois Eastern Community College District No. 529 (the *"Board"*), and as such official I am the keeper of the records and files of the Board.

I do further certify that the foregoing constitutes a full, true and complete transcript of the minutes of the meeting of the Board held on the 19th day of February, 2008, insofar as same relates to the adoption of a resolution entitled:

> RESOLUTION authorizing intervention in proceedings before the Crawford County Board of Review

a true, correct and complete copy of which said resolution as adopted at said meeting appears in the foregoing transcript of the minutes of said meeting.

I do further certify that the deliberations of the Board on the adoption of said resolution were conducted openly, that the vote on the adoption of said resolution was taken openly, that said meeting was called and held at a specified time and place convenient to the public, that notice of said meeting was duly given to all of the news media requesting such notice, that an agenda for said meeting was posted at the location where said meeting was held and at the principal office of the Board at least 48 hours in advance of the holding of said meeting, that said agenda contained a separate specific item concerning the proposed adoption of said resolution, that said meeting was called and held in strict compliance with the provisions of the Open Meetings Act of the State of Illinois, as amended, and with the provisions of the applicable Code of the State of Illinois, as amended, and that the Board has complied with all of the provisions of said Act and said Code and with all of the procedural rules of the Board.

IN WITNESS WHEREOF, I hereunto affix my official signature, this 19th day of February, 2008.

_____
Secretary, Board of Trustees

Agenda Item #8G

CEFS Partnership Agreement

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 19, 2008

RE: CEFS Partnership Agreement

        For many years, the District has partnered with C.E.F.S. Economic Opportunity Corporation to provide for the planning, integration and provision of human services to citizens of several counties in the IECC District. CEFS has asked us to renew our partnership agreement. Under that agreement, we will work with CEFS to assist clients, make appropriate referrals, share and publish information about available services, target those with the greatest economic and social needs and coordinate the planning and implementation of programs.

        This agreement shall remain in effect for three years but may be cancelled by 30 days written notice.

        I ask the Board to continue this Community Partnership Agreement with CEFS.

TLB/rs

Attachment

COMMUNITY PARTNERSHIP AGREEMENT

Interagency cooperation is recognized as a valuable tool for the planning, integration and provision of human services to citizens of Clark, Clay, Coles, Crawford, Cumberland, Douglas, Edgar, Effingham, Fayette, Jasper, Lawrence, Marion, Moultrie, and Richland counties served by WIA (Workforce Investment Act) Program of C.E.F.S. Economic Opportunity Corporation.

It is agreed that the undersigned Community Partners will work together in assuring the accessibility and availability of services to provide opportunities for people to overcome obstacles in obtaining or maintaining self-sufficiency by:

➢ Assisting in providing necessary client information with the use of appropriate release of information forms to protect client confidentiality,
➢ Making appropriate referrals,
➢ Sharing and publishing information about available services,
➢ Targeting those with the greatest economic and social needs, and
➢ Coordinating the planning and implementation of programs to most effectively provide a wide range of service.

This Community Partnership Agreement is not a legal, binding or financial contract and is prepared solely to address the needs of the citizens it is designed to serve.

This Community Partnership Agreement shall remain in effect for three (3) years from the last dated signature unless cancelled by thirty (30) days written notice by either party to the Agreement.

The undersigned Community Partners certify that they have read and understand the terms of this Community Partnership Agreement and that each of the undersigned is authorized to sign on behalf of their respective agencies.

_____   _____

                                                  _____

Partnership Agency Name

                                                  Address

_____

Authorizing Signature and Title

                                                  Date

C.E.F.S. Economic Opportunity Corporation
Partnership Agency Name

_____   _____

Authorizing Signature   WIA Program Director   Date

Cefscommunitypartnershipagreementwia

Agenda Item #8H

Jasper County Tax Abatement

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 19, 2008

RE: Jasper County Tax Abatement

The taxing bodies of Jasper County have asked the Board to join in abating back taxes and interest on property owned by Sunshine Industries of Cleveland, Ohio, doing business as The Newton Broom Company, Newton, Illinois.

The building has been abandoned for several years and Sunshine Industries of Ohio has failed to pay property taxes due and subsequently has filed for bankruptcy in Federal Court in the Northern District of Ohio. The current back taxes and interest total $23,116.00. The District's share of this amount would be $1,338.00.

The taxing bodies propose to abate the unpaid taxes and interest and therefore get a release from the bankruptcy court so that a local business in Newton could purchase the property, tear down the building, and expand. The local company is not willing to pay the back taxes and interest and the Federal Bankruptcy Court will not, on its own, release Sunshine from its legal obligation to pay the taxes and interest due.

The solution proposed by the taxing bodies of Jasper County, all of whom are in the process of abating these taxes, is reasonable. No taxing body is collecting any taxes from this property and by abating the taxes due, the District may begin collecting taxes again on this property.

I ask the Board's approval of the following Tax Abatement Resolution.

TLB/rs

Attachment

RESOLUTION REGARDING ABATEMENT OF OUTSTANDING PROPERTY TAX AND INTEREST DUE FROM SUNSHINE INDUSTRIES, DOING BUSINESS AS THE NEWTON BROOM COMPANY

WHEREAS, Sunshine Industries, doing business as The Newton Broom Company, owns tax parcel 90-12-01-217-011, more commonly described as a lot located at 201 East Decatur Street, Newton, Illinois, and on which has been constructed a three story brick building, and

WHEREAS, Sunshine Industries has failed to pay the ad valorem property taxes due on this property, such that $23,116.00 in back property taxes and interest have accrued and remain unpaid, and

WHEREAS, Sunshine Industries has filed for bankruptcy in Federal Court in the Northern District of Ohio and the property cannot be sold without a release of outstanding taxes and interest, and

WHEREAS, the taxing bodies of Jasper County have agreed to abate all outstanding taxes and interest due so as to clear title to the property so that it may be sold and again become productive property for the County, and

WHEREAS, this waiver extends only to the currently outstanding property taxes and interest due, and

THEREFORE, Illinois Eastern Community College District #529, through its duly elected Board of Trustees, hereby abates and waives all right to collect ad valorem property taxes and interest outstanding and due on Jasper County tax parcel 90-12-01-217-011 owned by Sunshine Industries. This waiver shall apply only to Sunshine Industries and the outstanding taxes and interest currently due.

DATED this _____ day of _____2008.

_____
Chairman, Board of Trustees
Illinois Eastern Community College District #529

ATTEST:

_____
Secretary, Board of Trustees

STATE OF ILLINOIS   )
)
COUNTY OF RICHLAND)

CERTIFICATION

I, the undersigned, do hereby certify that I am the duly qualified Secretary to the Board of Trustees of Illinois Eastern Community College District #529 and as such official, I am the keeper of the official journal of proceedings, books, records, minutes and files of Illinois Eastern Community College District #529.

I do further certify that the foregoing is a true, perfect and complete copy of a resolution adopted by the Board of Trustees on the _____ day of _____, 2008.

IN WITNESS WHEREOF, I hereunto affix my official signature this _____ day of _____, 2008.

_____
Secretary, Board of Trustees
Illinois Eastern Community College District #529

Agenda Item #8I

Affiliation Agreement with Paris Community Hospital – Phlebotomy

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 19, 2008

RE: Paris Community Hospital Affiliation Agreement

IECC wishes to enter into a new affiliation agreement with Paris Community Hospital located in Paris, Illinois.

This affiliation agreement is for the Phlebotomy Program and is our standard affiliation agreement utilized by the District.

I ask the Board's approval of this affiliation agreement.

TLB/rs

Attachment

AFFILIATION AGREEMENT
BETWEEN

ILLINOIS EASTERN COMMUNITY COLLEGES,
District # 529
Olney Central College Phlebotomy Program

AND
Paris Community Hospital
721 East Court Street
Paris, IL 61944

THIS AGREEMENT made and entered into this **25th** day of **January, 2008** by and between ILLINOIS

EASTERN COMMUNITY COLLEGES, DISTRICT #529, Olney Central College, for its Phlebotomy Program (hereinafter

referred to as DISTRICT #529) and **Paris Community Hospital** (hereinafter referred to as AGENCY):

WITNESSETH THAT:

WHEREAS, DISTRICT #529 desires to make use of the AGENCY'S facilities for clinical laboratory practice by students

of the Phlebotomy Program, and

WHEREAS, the AGENCY has agreed to make its facilities available to the phlebotomy students and faculty of

DISTRICT #529 for the desired purpose,

NOW THEREFORE, for consideration of the mutual covenants and acts to be kept and performed by the parties hereto,

the parties do herewith agree as follows:

1.   The AGENCY agrees to make its facilities available in all areas related to the medical laboratory for

observation and participation by the students and faculty of the DISTRICT #529, Phlebotomy Program subject to the

conditions and limitations contained herein.

2.   The arrangements for use of said facilities of the AGENCY will be made by the Associate Dean and/or Faculty

of the Program on behalf of DISTRICT #529 and the Administrator, and the Director of Laboratory Service on behalf of the

AGENCY. The plan and program will be organized and agreed to by said persons prior to the commencement of the

courses.

3.   DISTRICT #529 faculty will:

- be responsible for the teaching the didactic portion of the Phlebotomy Program;

- work with the staff of the Agency in coordination of the clinical laboratory objectives to be completed at the

  Agency;

- coordinate the student clinical assignment with the Agency appointed Clinical Supervisor; and

- review and evaluate, in cooperation with the Agency, the student's progress within the clinical setting.

4. The use of AGENCY facilities will be consistent with, and in conformity with all applicable rules, regulations, and policies of the AGENCY; and the Phlebotomy Program on behalf of DISTRICT #529 will be responsible for maintaining proper standards of care and safeguard of patients assigned to students. The AGENCY appointed Clinical Supervisor will retain full and final decisions for procedures assigned to phlebotomy students.

5. Supervision of the health of all students making use of any of the AGENCY'S facilities, as contemplated herein; will be the responsibility of DISTRICT #529, and will comply with the policies of the health AGENCY.

Phlebotomy students and Faculty assigned to, or making use of any clinical area of the AGENCY under the contemplated program, will meet the health requirements of the AGENCY.

This agreement forbids discrimination against any student on the basis of age, color, race, national origin, gender, religion, or disability unrelated to the reasonable physical requirements of the job.

Prior to the use of any AGENCY facilities, under the contemplated program, DISTRICT #529 will furnish the AGENCY, upon request, a medical record for each participating student showing that said student fully complies with the health requirements required by the AGENCY.

6. The faculty and students of DISTRICT #529 participating in the laboratory clinical experiences will receive an orientation to the AGENCY by the appropriate AGENCY staff. DISTRICT #529 Phlebotomy Faculty participating in the program may be included in demonstrations of new equipment and techniques.

7. DISTRICT #529 will provide orientation for the educational program for the AGENCY staff.

8. The students and instructors will respect the confidential nature of all information which may come to them with regard to patients and AGENCY records.

9. The assigned experiences will be selected for the educational benefit of the student. District #529 will provide the Agency a written set of clinical objectives and evaluation forms to be completed by the Agency appointed Clinical Supervisor;

10. Students are responsible for seeking health care if the need arises. Students are encouraged to carry their own health insurance and are required to pay their own health care fees.

11. Students will not be assigned experiences in a manner that would permit them to replace a regular employee.

12. Neither party hereto will be paid any monetary reimbursement as such by the other party heretofore for the contemplated program, or for use of either party's facilities by the other party. Neither party heretofore will have any responsibilities or liabilities to the other party, or its employees, or students, or anyone participating in the contemplated

program. Phlebotomy Faculty and phlebotomy students shall be covered by malpractice insurance prior to any assignment for practice at the AGENCY.

13.　　　An annual review of the agreement will be made each spring. Either party hereto may terminate this AGREEMENT by at least one (1) school calendar year's written notice to the other party. All students enrolled in DISTRICT #529's Phlebotomy Program, and participating in the program contemplated herein at the time that notice to terminate this AGREEMENT is given by either party to the other, shall be permitted to complete their phlebotomy laboratory experience needed for graduation at the AGENCY.

IN WITNESS WHEREOF, the undersigned signatures have caused this instrument to be executed by its duly authorized

officials the_____ day of _____, 2008.

AGENCY   ILLINOIS EASTERN COMMUNITY COLLEGES
                                                   DISTRICT #529,
                                                   OLNEY CENTRAL COLLEGE

_____
Director of Medical Laboratory Services   _____
                                                   Phlebotomy Instructor

                                                   _____
                                                   Associate Dean of Nursing & Allied Health

_____
Administrator, Hospital or Agency
                                                   _____
                                                   President, Olney Central College

                                                   _____
                                                   Chairman, IECC Board of Trustees

Illinois Eastern Community Colleges, District 529, does not discriminate on the basis of race, color, religion, gender, age, disability, national origin, or veteran status. Illinois Eastern Community Colleges adheres to the Federal Regulations of the Americans with Disabilities Act of 1990 and offers appropriate services or activities with reasonable accommodations to any qualified disabled individual upon request.

Adopted 6-2005

Agenda Item #9

Bid Committee Report

IECC

Asbestos Abatement – District-Wide

Computer Desktops, Monitors and Notebooks

BID COMMITTEE REPORT

FEBRUARY 19, 2008

IECC

1. Asbestos Abatement – District wide

2. Computer Desktops, Monitors and Notebooks

TO: Board of Trustees

FROM: Bid Committee

SUBJECT: Bid Recommendation –   Phase 9 – Asbestos Abatement – District wide

DATE: February 19, 2008

Based upon the bid tabulation attached, and also the recommendation from KAM Solutions, the Bid Committee recommends acceptance of the low bid received as follows:

1. <u>Base Bid - LTC</u>: Environmental Assurance Co., Avon, IN $ 51,800.00

2. <u>Base Bid – OCC</u>: Envirotech Inc., St. Louis, MO $ 53,960.00

3. <u>Base Bid – WVC</u>: Envirotech Inc., St. Louis, MO $ 11,112.00

4. <u>Alternate Bid – WVC</u>: Envirotech Inc., St. Louis, MO   <u>$ 6,068.00</u>

               Total   <u>$122,940.00</u>

                    Respectfully Submitted,

                    Roger Browning
                    Terry L. Bruce
                    Harry Hillis, Jr.

Source of Funds: PHS Compliance Work – Phase 9

The "Advertisement for Bids" was placed in the Olney Daily Mail for one (1) day.

KAM
SOLUTIONS

KAM Solutions, *P.O* .
2417 Marshall Avenue
P.O. Box1756
Mattoon, Illinois 61938
Phone 217/235-0298 Fax 217/235-0299
PROJECT: Asbestos Abatement at IECC – 2008
LOCATION: IECC District Office   PROJ. NO.   KAM #08-1003
DATE/TIME: February 14. 2008 @ 10:00 a.m.
TRADE: Asbestos Abatement

BID TABULATION

A = Addendum Acknowledged   B = Bid Bond Provided   C = Bid Form Signed

BIDDER	A	B	C	BASE BID COMBINED	BASE BID LTC	BASE BID OCC	BASE BID WVC	ALTERNATE No. 1 - WVC		Comments
Midwest Asbestos Abatement Corp 28B Patmos Drive St. Peters, MO, 63376 Contact: Larry Shafer Phone: (636) 926-7800 Fax: (636) 926-7802	X	X	X	No Bid	No Bid	No Bid	No Bid	No Bid		
General Waste Services, Inc. 2398 Bell St., P.O. Box 1408 Alton, IL 62002 Contact: Tim Wieneke Phone: (61 8) 465-0269 Fax: (61 8) 465-1 303	X	X	X 10%	No Bid	$58,275.00	$64,646.00	No Bid	No Bid		

BIDDER	A	B	C	BASE BID COMBINED	BASE BID LTC	BASE BID OCC	BASE BID VWC	ALTERNATE No. 1 - WVC		Comments
Great Western Abatement, Inc. RR1,Box49 Nebo, IL 62355 Contact: Randy Snider Phone: (217)734-1745 Fax: (217)734-1735				No Bid	No Bid	No Bid	No Bid	No Bid		
Envirotech, Inc. 2737 Papin Street St. Louis, MO 631 03 Contact: Jeff Loebner Phone: (314) 865-1293 Fax: (314) 865-2782	X	X	Official Check $14,165 80	$141,658.00	$76,586.00	$53,960.00	$11,112.00	$6,068.00		
Freeman Environmental Services, Inc. 115 North 16th Street Herrin, IL 62948 Contact: Curtis Smith Phone: (618) 988-1515 Fax: (618) 988-6699	X	X	X 10%	$124,146.66	$68,502.54	*$34,539.40	$24,944.31	$10,950.19		*Contractor Acknowledged Error In Bid

BIDDER	A	B	C	BASE BID COMBINED	BASE BID LTC	BASE BID OCC	BASE BID VWC	ALTERNATE No. 1 - WVC		Comments
Environmental Assurance Co., Inc. 137 S. Production Drive, Suite A Avon, IN 461 23 Contact: Ron Yazel Phone: (317)272-8500 Fax: (317)272-1300	X	X	X 10%	$135,000.00	$51,800.00	$66,000.00	$17,200.00	$8,000.00		

TO: Board of Trustees

FROM: Bid Committee

SUBJECT: Bid Recommendation – Computer Desktops, Monitors and Notebooks

DATE: February 19, 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 bids received that meet all specifications listed below.

VENDORS	DESCRIPTION	QTY	UNIT	BID
Grace Computers	Desktop Computer Specification 1	331	$475.69	$157,453.39
	Desktop Computer Specification 3	6	$884.22	$5,305.32
				$162,758.71
Tiger Direct	19" Flat Panel Monitor	85	$169.73	14,427.05
	19" Flat Panel Monitor Wide Screen w/Adjustable Stand	4	$181.52	$726.08
				$15,153.13
Lawrenceville Business Center	19" Flat Panel Monitor w/Adjustable Stand	1	$223.00	$223.00
CDS Office Technologies	Notebook Specification #1	26	$1252.00	$32,552.00
			TOTAL	**$ 210,686.84**

The lower bid received from Charley Incorporated for Desktop Computer Specification #3 did not meet specifications as they bid an Intel 945 system board that is incompatible with the quad-core processor we specified.

The lower bid received from Tiger Direct for Desktop Computer Specification #3 did not meet specifications because they did not include a 48X CD-ROM drive as specified.

The lower bid received from Matrix Integration for Notebook Specification #1 did not meet specifications because they did not include accidental damage protection as specified.

A bid tabulation sheet is attached.

Respectfully submitted,
Terry Bruce
Alex Cline
Harry Hillis, Jr.

Source of Funds: Various, District Wide, Tech Plan
Department: Various District Wide

Rationale for Purchase: Replacements/Upgrades

The "Advertisement for Bids" was placed in the Olney Daily Mail for one (1) day.

DESKTOPS, MONITORS, AND NOTEBOOKS BID TABULATION SHEET

DESCRIPTION	QTY	Automated Office Solutions Evansville, IN	CDS Office Technologies Springfield, IL	Charley Inc CI Systems Robinson, IL	Dell Computers Round Rock, TX	Grace Computers Salt Lake City, UT	Lawrenceville Business Center, Lawrenceville, IL	Matrix Integration Jasper, IN	MPC Computers N. Sioux City, SD	Tech Depot Trumbull, CT	Tiger Direct Naperville, IL
DESKTOPS: **#1 Desktop Intel Core 2 Duo Processor E4500, 2.2GHz, 2M**	1-100 101-200 201-250 251+	657.00 642.00 627.00 612.00	517.00 517.00 517.00 517.00	481.00 481.00 481.00 481.00	520.00 520.00 520.00 520.00	616.00 616.00 616.00 616.00	492.80 482.42 478.80 475.69	603.00 587.00 577.00 571.00	520.00 520.00 520.00 520.00	No-Bid	935.87 935.87 935.87 935.87	543.48 540.54 537.63 534.76
#2 Desktop Intel Core 2 Duo Processor E6600, 2.40 GHz, 4M	1-100 101-200 201-250 251+	759.00 736.00 721.00 706.00	616.00 616.00 616.00 616.00	593.00 593.00 593.00 593.00	620.00 620.00 620.00 620.00	700.00 700.00 700.00 700.00	582.19 569.66 565.24 561.46	771.00 747.00 739.00 728.00	620.00 620.00 620.00 620.00	No-Bid	961.51 961.51 961.51 961.51	679.35 675.68 672.04 668.45
#3 Desktop Intel Core 2 Quad Processor Q6600, 2.40GHz, 8 M	1-100 101-200 201-250 251+	1036.00 998.00 982.00 962.00	885.00 885.00 885.00 885.00	781.00 781.00 781.00 781.00	919.00 919.00 919.00 919.00	970.40 970.40 970.40 970.40	917.13 897.16 890.14 884.22	1074.00 1046.0 988.00 971.00	890.00 890.00 890.00 890.00	No-Bid	1220.00 1220.00 1220.00 1220.00	880.43 875.68 870.97 866.31
MONITORS: **17" FLAT PANEL MONITOR**	1-25 26-50 51-75 76+	227.00 221.00 216.00 212.00	175.00 175.00 175.00 175.00	No-Bid	204.00 204.00 204.00 204.00	183.90 183.90 183.90 183.90	173.72 173.72 173.72 173.72	175.00 175.00 175.00 175.00	204.00 204.00 204.00 204.00	No-Bid	208.13 206.41 No-Bid No-Bid	171.74 171.74 171.74 168.98
17" FLAT PANEL MONITOR wide screen	1-25 26-50 51-75 76+	No-Bid	164.50 164.50 164.50 164.50	No-Bid	207.00 207.00 207.00 207.00	204.20 204.20 204.20 204.20	189.45 189.45 189.45 189.45	183.00 183.00 183.00 183.00	207.00 207.00 207.00 207.00	No-Bid	181.79 180.26 No-Bid No-Bid	161.96 161.96 161.96 161.08

Item	Qty	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11
17" FLAT PANEL MONITOR with height adjustable stand	1-25 26-50 51-75 76+	No-Bid	249.00 249.00 249.00 249.00	No-Bid	239.00 239.00 239.00 239.00	**199.70** 199.70 199.70 199.70	236.56 236.56 236.56 236.56	223.00 223.00 223.00 223.00	239.00 239.00 239.00 239.00	No-Bid	208.13 206.41 No-Bid No-Bid	207.57 207.57 207.57 206.44
17" FLAT PANEL MONITOR wide screen with height adjustable stand	1-25 26-50 51-75 76+	No-Bid	239.50 239.50 239.50 239.50	No-Bid	No-Bid	No-Bid	235.31 235.31 235.31 235.31	No-Bid	No-Bid	No-Bid	181.79 180.26 No-Bid No-BId	210.83 210.83 210.83 209.69
19" FLAT PANEL MONITOR	1-25 26-50 51-75 76+	327.00 317.00 310.00 304.00	211.00 211.00 211.00 211.00	No-Bid	263.00 263.00 263.00 263.00	206.00 206.00 206.00 206.00	189.11 189.11 189.11 189.11	210.00 210.00 210.00 210.00	263.00 263.00 263.00 263.00	No-Bid	250.26 248.21 No-Bid No-Bid	170.65 170.65 170.65 **169.73**
19" FLAT PANEL MONITOR wide screen	1-25 26-50 51-75 76+	221.00 217.00 212.00 205.00	207.00 207.00 207.00 207.00	No-Bid	223.00 223.00 223.00 223.00	192.00 192.00 192.00 192.00	183.78 183.78 183.78 183.78	206.00 206.00 206.00 206.00	223.00 223.00 223.00 223.00	No-Bid	222.56 221.54 No-Bid No-Bid	**175.00** 175.00 175.00 174.05
19" FLAT PANEL MONITOR with height adjustable stand	1-25 26-50 51-75 76+	No-Bid	302.00 302.00 302.00 302.00	No-Bid	285.00 285.00 285.00 285.00	234.00 234.00 234.00 234.00	236.56 236.56 236.56 236.56	**223.00** 223.00 223.00 223.00	285.00 285.00 285.00 285.00	No-Bid	250.26 248.21 No-Bid No-Bid	244.57 244.57 244.57 243.24
19" FLAT PANEL MONITOR wide screen with height adjustable stand	1-25 26-50 51-75 76+	No-Bid	228.00 228.00 228.00 228.00	No-Bid	232.00 232.00 232.00 232.00	216.00 216.00 216.00 216.00	235.31 235.31 235.31 235.31	210.00 210.00 210.00 210.00	232.00 232.00 232.00 232.00	No-Bid	222.56 221.54 No-Bid No-Bid	**181.52** 181.52 181.52 180.54
#1 Notebook 15.4" Screen	Single Unit 2-25 26-50	1464.00 1421.00 1394.00 1369.00	1252.00 1252.00 1252.00 **1252.00**	No-Bid	1311.00 1311.00 1311.00 1311.00	1425.05 1425.05 1425.05 1425.05	1722.97 1715.47 1707.97 1700.47	1664.00 1501.00 1453.00 1453.00	1129.00 1129.00 1129.00 1129.00	1398.00 1398.00 1398.00 1398.00	1481.21 1481.21 1481.21 1481.21	1387.54 1372.40 1365.04 1357.70

	51+											
#2 Notebook 13.3 Screen	Single Unit 2-25 26-50 51+	1527.00 1483.00 1454.00 1427.00	1193.00 1193.00 1193.00 1193.00	No-Bid	1322.00 1322.00 1322.00 1322.00	1424.75 1424.75 1424.75 1424.75	1405.27 1399.61 1393.96 1388.29	1975.00 1975.00 1975.00 1975.00	1594.00 1594.00 1594.00 1594.00	No-Bid	1533.06 1533.06 1533.06 1533.06	1920.66 1899.78 1889.57 1879.35

DESKTOP COMPUTER SPECIFICATIONS #1

COMPUTER SYSTEM COMPONENT	*REQUIRED SPECIFICATION*		*BIDDER PROPOSED*	
Processor and Motherboard	Intel® Core™ 2 Duo Processor E4500 (2.2GHz, 2M, 800MHz FSB). Genuine Intel Motherboard (HP and Dell are acceptable)			
Hard Drive	Minimum 80GB 7200 RPM SATA			
Memory	2 GB RAM			
Video Card	Integrated Graphics with up to 128 MB Dynamic Video Memory or 128 MB PCIe video card			
Optical Drive	48X32 CDRW/DVD Combo, DVD software, and CD creation software			
Sound Card	Integrated Sound Blaster compatible audio			
Speakers	No speakers			
Keyboard	USB 104 Key Enhanced			
Mouse	Microsoft, Logitech or Dell USB Optical with scroll wheel			
Network Card	10/100/1000 Twisted Pair Ethernet			
External Ports	6 High Speed (480Mbs) USB 2.0 Ports (2 front – **upper ½ of case**, 4 rear) 1 Parallel 1 Headphone jack, 1 Microphone jack (front - **upper ½ of case**)			
Case	**Black** Mini-Tower Chassis with an open design for easy serviceability			
Operating System	Microsoft Windows XP Home or Vista Home Basic; whichever is less expensive (IECC will upgrade using MS Campus Agreement License)			
	1-100	101-200	201-250	251+
Base Unit Pricing* (monitor not included)	$	$	$	$

DESKTOP COMPUTER SPECIFICATIONS #2

COMPUTER SYSTEM COMPONENT	REQUIRED SPECIFICATION	BIDDER PROPOSED		
Processor and Motherboard	Intel® Core™ 2 Duo Processor E6600 (2.40GHz, 4M, 1066MHz FSB) Genuine Intel Motherboard (HP and Dell are acceptable) with at least 1 PCIe slot			
Hard Drive	Minimum 80GB 7200 RPM SATA			
Memory	2 GB RAM **with available expansion slot(s)**			
Video Card	Integrated Graphics with up to 128 MB Dynamic Video Memory or 128 MB PCIe video card			
Optical Drive	48X32 CDRW/DVD Combo, DVD software, and CD creation software			
Sound Card	Integrated Sound Blaster compatible audio			
Speakers	No speakers			
Keyboard	USB 104 Key Enhanced			
Mouse	Microsoft, Logitech or Dell USB Optical with scroll wheel			
Network Card	Integrated 10/100/1000 Twisted Pair Ethernet			
External Ports	6 High Speed (480Mbs) USB 2.0 Ports (2 front – **upper ½ of case**, 4 rear) 1 Parallel 1 Headphone jack, 1 Microphone jack (front - **upper ½ of case**)			
Case	**Black** Mini-Tower Chassis with an open design for easy serviceability			
Operating System	Microsoft Windows XP Home or Vista Home Basic; whichever is less expensive (IECC will upgrade using MS Campus Agreement License)			
	1-100	101-200	201-250	251+
Base Unit Pricing* (monitor not included)	$	$	$	$

DESKTOP COMPUTER SPECIFICATIONS #3

COMPUTER SYSTEM COMPONENT	REQUIRED SPECIFICATION	BIDDER PROPOSED		
Processor and Motherboard	Intel® Core™ 2 Quad Processor Q6600 (2.40GHz, 8M, 1066MHz FSB) Genuine Intel Motherboard (HP, Gateway, and Dell are acceptable) with at least 1 PCIe slot			
Hard Drive	Minimum 160GB 7200 RPM SATA 3.0 Gb/s with 8 or 16 MB cache			
Memory	4 GB RAM			
Video Card	256MB ATI or nVidia chipset video card with 2 DVI ports for dual monitors			
Optical Drive	48X CD-ROM and 16X DVD+/- RW,SATA with Nero 8 Ultra Edition			
Sound Card	Integrated Sound Blaster compatible audio			
Speakers	No speakers			
Keyboard	USB 104 Key Enhanced			
Mouse	Microsoft, Logitech or Dell USB Optical with scroll wheel			
Network Card	Integrated Gigabit (10/100/1000)			
External Ports	6 High Speed (480Mbs) USB 2.0 Ports (2 front – **upper ½ of case**, 4 rear) 1 Parallel 1 Headphone jack, 1 Microphone jack (front - **upper ½ of case**)			
Case	**Black** Mini-Tower Chassis with an open design for easy serviceability			
Operating System	Microsoft Windows XP Home or Vista Home Basic; whichever is less expensive (IECC will upgrade using MS Campus Agreement License)			
	1-100	101-200	201-250	251+
Base Unit Pricing* (monitor not included)	$	$	$	$

* Vendor agrees to honor quantity pricing based on the total number of desktops ordered regardless of specification.

Monitors: Black, LCD monitors should be supported by the standard or optional video card. (**Monitors will be purchased independent of computers.**) **	1-25	26-50	51-75	76+
17" Flat Panel LCD Monitor .264 mm pixel pitch minimum	$	$	$	$
17" Flat Panel LCD **Wide-Screen** Monitor .264 mm pixel pitch minimum	$	$	$	$
17" Flat Panel LCD Monitor .264 mm pixel pitch minimum **with height adjustable stand**	$	$	$	$
17" Flat Panel LCD **Wide-Screen** Monitor.264 mm pixel pitch minimum **with height adjustable stand**	$	$	$	$
19" Flat Panel LCD Monitor .294 pixel pitch minimum	$	$	$	$
19" Flat Panel LCD **Wide-Screen** Monitor .294 pixel pitch minimum	$	$	$	$
19" Flat Panel LCD Monitor .294 pixel pitch minimum **with height adjustable stand**	$	$	$	$
19" Flat Panel LCD **Wide-Screen** Monitor .294 pixel pitch minimum **with height adjustable stand**	$	$	$	$

**** Vendor agrees to honor quantity pricing based on total number of monitors ordered regardless of specifications.**

NOTEBOOK COMPUTER SPECIFICATIONS #1

COMPUTER SYSTEM COMPONENT	REQUIRED MINIMUM SPECIFICATION	BIDDER PROPOSED		
Screen	15.4" WSXGA TFT Active Matrix			
Processor	Intel Core 2 Duo Processor T7500 (2.20GHz, 800MHz, 4MB L2 Cache)			
Memory	2GB DDR2 SDRAM at 667MHZ,			
Video	128MB ATI or NVIDIA video Card (non-shared)			
Hard Drive	80 GB 7200 RPM SATA			
Optical	Modular 8x Multi-Format Double Layer DVD Writer (DVD±R/±RW/CD-RW) with Nero 8 Ultra Edition			
Multimedia Package	Integrated sound and stereo speakers, internal microphone, headphone/speaker jack, line-in, and microphone jacks			
Keyboard	Full size			
Mouse	Touch pad or In-Keyboard Pointing Device **and USB external optical mouse with scroll wheel**			
Operating System	Microsoft Windows XP Home or Vista Home Basic; whichever is less expensive (IECC will upgrade using MS Campus Agreement License)			
Expansion Slot	One Type II PC Card Slot			
Power	Lithium Ion Primary Battery (Minimum of 8-Cell) with AC pack			
External Ports	4 USB 2.0, VGA			
Modem	V.92 56K, integrated			
Network Adapter	Ethernet 10/100/1000, integrated			
Wireless Network Adapter	54g WLAN, IEEE 802.11b, 802.11g			
Carrying Case	Basic Carrying Case			
Certifications	FCC Class B, UL, and CSA Certified			
Weight	Maximum 7 lbs. total system weight			
Warranty	3 year on-site and accidental damage protection. See Warranty and Support section below			
	Single Unit	2-25	26-50	51+
Base Unit Pricing	$	$	$	$

NOTEBOOK COMPUTER SPECIFICATIONS #2

COMPUTER SYSTEM COMPONENT	REQUIRED MINIMUM SPECIFICATION	BIDDER PROPOSED		
Screen	13.3" with LED Backlight			
Processor	Intel® Core™ 2 Duo Processor T7500 (2.20GHz, 800MHz FSB, 4MB L2 Cache)			
Memory	2GB DDR2 SDRAM at 667MHZ,			
Video	NVIDIA GeForce 8400 GS			
Hard Drive	160 GB 5400 RPM SATA			
Optical	DVD+/-RW with software			
Multimedia Package	Integrated sound and stereo speakers, internal microphone, headphone/speaker jack, line-in, and microphone jacks			
Keyboard	Full size			
Mouse	Touch pad **and USB external optical mouse with scroll wheel**			
Operating System	Microsoft Windows XP Home or Vista Home Basic; whichever is less expensive (IECC will upgrade using MS Campus Agreement License)			
Expansion Slot	One Type II PC Card Slot and 1 Express Card Slot			
Power	Lithium Ion Primary Battery (Minimum of 6-Cell) with AC pack			
External Ports	2 USB 2.0, VGA			
Modem	V.92 56K, integrated			
Network Adapter	Ethernet 10/100/1000, integrated Bluetooth Enabled			
Wireless Network Adapter	54g WLAN, IEEE 802.11b, 802.11g			
Carrying Case	Small Carrying Case			
Certifications	FCC Class B, UL, and CSA Certified			
Weight	Approx 4lbs. total system weight			
Warranty	3 year on-site and accidental damage protection. See Warranty and Support section below			
	Single Unit	2-25	26-50	51+
Base Unit Pricing	$	$	$	$

Warranty and Support:

Vendor is to be IECC support contact on all warranty issues. Vendor shall have the sole responsibility to contact any and all manufacturers with warranty issues during warranty period. Warranty issues are to be resolved within two weeks or unit(s) will be subject to return for credit or replacement with unit(s) of same or better value. Shipping, delivery, handling, and any restocking fees charges on units(s) returned for credit or replacement shall be the responsibility of the vendor. Vendor shall determine method of shipment. Warranty shall include 30 day unconditional return privilege; 3 year, on-site, next business day warranty; 3 year parts replacement on site; 3 year labor on site provided problem cannot be resolved by phone with technical support. Telephone technical support required 24 hours per day, 7 days per week.

All Notebooks must include "accidental damage protection" coverage.

All hardware shall be **Windows Vista** compatible.

Failure to give detailed explanation/documentation, **including pictures**, of proposed equipment being supplied will be possible cause for rejection of bid. Complete documentation for all hardware and software must be provided. Failure to provide shall constitute reason for unconditional return of the system /systems with no restocking charge.

Any exception to warranty & support requirements or failure to provide shall constitute reason for unconditional return of the system/systems with no restocking charge. Any exception to warranty & support requirements or failure to comply will be considered non-responsive.

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 six weeks from the date quotation is received by Illinois Eastern Community Colleges.

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 January 31, 2008

FUND	BALANCE
Educational	$2,389,730.90
Operations & Maintenance	$635,855.16
Operations & Maintenance (Restricted)	$768,115.18
Bond & Interest	$143,318.70
Auxiliary	$757,302.46
Restricted Purposes	$179,670.75
Working Cash	$44,344.09
Trust & Agency	$417,116.14
Audit	$27,710.91
Liability, Protection & Settlement	($502,580.74)
TOTAL ALL FUNDS	**$4,860,583.55**

Respectfully submitted,

Roger Browning, Treasurer

ILLINOIS EASTERN COMMUNITY COLLEGES
Combined Balance Sheet - All Funds
January 31, 2008

ALL FUNDS

	Fiscal Year 2008

ASSETS:	
CASH	4,860,584
IMPREST FUND	21,500
CHECK CLEARING	12,000
INVESTMENTS	15,827,000
RECEIVABLES	3,042,710
ACCRUED REVENUE	-
INTERFUND RECEIVABLES	-
INVENTORY	481,698
OTHER ASSETS	467,561
TOTAL ASSETS AND OTHER DEBITS:	24,713,053

LIABILITIES:	
PAYROLL DEDUCTIONS PAYABLE	162
ACCOUNTS PAYABLE	12,058
ACCRUED EXPENSES	-
INTERFUND PAYABLES	-
DEFERRED REVENUE	-
OTHER LIABILITIES	813,103
TOTAL LIABILITIES:	825,323

EQUITY AND OTHER CREDITS:	
INVESTMENT IN PLANT	1,638,073
PR YR BDGTED CHANGE TO FUND BALANCE	1,236,133

FUND BALANCES:	
FUND BALANCE	13,042,782
RESERVE FOR ENCUMBRANCES	7,970,742
TOTAL EQUITY AND OTHER CREDITS	23,887,730

TOTAL LIABILITIES, EQUITY, AND OTHER CREDITS	24,713,053

ILLINOIS EASTERN COMMUNITY COLLEGES
Combined Statement of Revenues, Expenses,
and Changes in Net Assets
As Of January 31, 2008

ALL FUNDS

FY 2008
YEAR-TO-DATE

REVENUES:

LOCAL GOVT SOURCES	8,311,648
STATE GOVT SOURCES	7,701,899
STUDENT TUITION & FEES	10,005,089
SALES & SERVICE FEES	2,723,917
FACILITIES REVENUE	19,814
INVESTMENT REVENUE	234,898
OTHER REVENUES	68,608
TOTAL REVENUES:	29,065,873

EXPENDITURES:

INSTRUCTION	6,248,313
ACADEMIC SUPPORT	300,386
STUDENT SERVICES	710,084
PUBLIC SERV/CONT ED	11,663
OPER & MAINT PLANT	1,633,401
INSTITUTIONAL SUPPORT	5,040,514
SCH/STUDENT GRNT/WAIVERS	3,756,683
AUXILIARY SERVICES	2,669,027
TOTAL EXPENDITURES:	20,370,071

TRANSFERS AMONG FUNDS:

INTERFUND TRANSFERS	0
TOTAL TRANSFERS AMONG FUNDS:	0

NET INCREASE/DECREASE IN NET ASSETS	8,695,802

ILLINOIS EASTERN COMMUNITY COLLEGES
OPERATING FUNDS
COMPARISON REPORT FY06-08

College	Category	FISCAL YEAR 2006			FISCAL YEAR 2007			FISCAL YEAR 2008			
		Annual Budget	Spent Thru January	% of Bdgt	Annual Budget	Spent Thru January	% of Bdgt	Annual Budget	Spent Thru January	% of Bdgt	% of Year
Frontier	Bills		$1,165,468			$1,109,638			$1,387,575		
	Payroll		1,180,953			1,127,662			1,099,102		
	Totals	$3,526,691	2,346,421	67%	$3,458,981	2,237,300	65%	$3,816,505	2,486,677	65%	58%
Lincoln Trail	Bills		813,893			833,756			910,846		
	Payroll		1,339,136			1,348,707			1,401,091		
	Totals	3,484,368	2,153,029	62%	3,557,096	2,182,463	61%	3,689,160	2,311,937	63%	58%
Olney Central	Bills		1,056,365			1,113,757			1,170,862		
	Payroll		2,460,837			2,557,132			2,476,391		
	Totals	5,591,028	3,517,202	63%	5,884,839	3,670,889	62%	6,010,935	3,647,253	61%	58%
Wabash Valley	Bills		1,190,064			1,290,525			1,477,971		
	Payroll		1,746,421			1,717,371			1,715,580		
	Totals	4,318,310	2,936,485	68%	4,514,697	3,007,896	67%	4,777,611	3,193,551	67%	58%
Workforce Educ.	Bills		911,843			882,795			959,543		
	Payroll		605,592			570,651			596,303		
	Totals	2,416,321	1,517,435	63%	2,421,914	1,453,446	60%	2,575,034	1,555,846	60%	58%
District Office	Bills		132,220			137,779			142,696		
	Payroll		523,429			501,874			518,210		
	Totals	1,244,658	655,649	53%	1,240,904	639,653	52%	1,295,077	660,906	51%	58%
District Wide	Bills		832,554			734,942			1,033,052		
	Payroll		401,219			427,892			483,516		
	Totals	4,636,756	1,233,773	27%	5,282,077	1,162,834	22%	6,443,345	1,516,568	24%	58%
GRAND TOTALS		$25,218,132	$14,359,994	57%	$26,360,508	$14,354,481	54%	$28,607,667	$15,372,738	54%	58%

Excludes DOC

ILLINOIS EASTERN COMMUNITY COLLEGES
Operating Funds Expense Report
January 31, 2008

	Amount	% of Total
Salaries	8,290,193	53.93%
Employee Benefits	902,384	5.87%
Contractual Services	308,430	2.01%
Materials	880,198	5.73%
Travel & Staff Development	107,338	0.70%
Fixed Charges	303,248	1.97%
Utilities	654,719	4.26%
Capital Outlay	120,245	0.78%
Other	3,805,983	24.76%
	15,372,738	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

Agenda Item #14

Approval of Personnel Report

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: February 15, 2008

RE: Personnel Report

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

INDEX

PERSONNEL REPORT

400.1. Change of Status

    A. Classified

        1. Kathy Wheeler, Clerk/Receptionist, FCC, to Office Assistant, FCC, effective February 20, 2008.

400.2. Faculty Seniority List for 2007-2008

Accounting

    Kristi Urfer (one year seniority for 2007-08 academic year)

Adult Education

    Mary Jane Becktell (one year seniority for 2007-08 academic year)
    Travis Mathews

Agricultural Technology

*   Steve Hnetkovsky (one year seniority for 2007-08 academic year)
*   Doug Robb (one year seniority for 2007-08 academic year)

Art

    Lonnie Devin (one year seniority for 2007-08 academic year)

Automotive Service Technology

    Rodney Maxey (one year seniority for 2007-08 academic year)
    Brian Wick (one year seniority for 2007-08 academic year)

Business (Transfer)

    Gaziur Rahman (one year seniority for 2007-08 academic year)
    Lonnie Devin
    Teresa Tegeler

*/**/*** = same seniority

Chemical Sciences

Gary Adams (one year seniority for 2007-08 academic year)
Donald Florida (one year seniority for 2007-08 academic year)
Jason Brinkley (one year seniority for 2007-08 academic year)

Coal Mining Technology

Terry Russell (one year seniority for 2007-08 academic year)
Scott Hanson (one year seniority for 2007-08 academic year)
Mitchell Wolfe (one year seniority for 2007-08 academic year)
Fred Schwappach (one year seniority for 2007-08 academic year)
Randall Questelle (one year seniority for 2007-08 academic year)
Gary Wangler (one year seniority for 2007-08 academic year)
Phillip Edmondson (one year seniority for 2007-08 academic year)
John Michael Nutter (one year seniority for 2007-08 academic year)
Michael Thomas (one year seniority for 2007-08 academic year)
Kim Underwood (one year seniority for 2007-08 academic year)
Jim Beers (one year seniority for 2007-08 academic year)
John Mills (one year seniority for 2007-08 academic year)

Collision Repair Technology

Mark Fitch (one year seniority for 2007-08 academic year)

Communications

Judith Puckett

Computer Networking Specialist

Jeff Cutchin

Computer Science

Dan Tahtinen (one year seniority for 2007-08 academic year)
Wayne Morris (one year seniority for 2007-08 academic year)

Counseling

David Cunningham

*/**/*** = same seniority

Diesel Equipment & Technology

Larry Hoeszle (one year seniority for 2007-08 academic year)
Scott Balding (one year seniority for 2007-08 academic year)

Drafting Technology

Lonnie Devin

Drama

Barb Shimer (one year seniority for 2007-08 academic year)

Early Childhood Development

Linda Kolb (one year seniority for 2007-08 academic year)

Economics

Kathy Doty

Education

Linda Kolb
Kathy Harris (one year seniority for 2007-08 academic year)

Electronics Technology

Jay Carter (one year seniority for 2007-08 academic year)

English

Brenda Phegley (one year seniority for 2007-08 academic year)
Diane Reed (one year seniority for 2007-08 academic year)
William Tucker (one year seniority for 2007-08 academic year)
Judith Puckett (one year seniority for 2007-08 academic year)
Winifred Wolven (one year seniority for 2007-08 academic year)
Kelly Payne (one year seniority for 2007-08 academic year)

English As A Second Language

Mary Mersinger (one year seniority for 2007-08 academic year)

*/**/*** = same seniority

Health

       Clyde Buck (one year seniority for 2007-08 academic year)
       Kathryn Harris

History

       Patricia Owens (one year seniority for 2007-08 academic year)
       David Denton (one year seniority for 2007-08 academic year)
       Carmen Jones (one year seniority for 2007-08 academic year)

Home Economics

       Linda Kolb

Horticulture

       Paul Stouse (one year seniority for 2007-08 academic year)

Industrial Maintenance Technology

       Russ Jausel (one year seniority for 2007-08 academic year)
*   Michael McKern (one year seniority for 2007-08 academic year)
*   Gary Spraggins (one year seniority for 2007-08 academic year)

Industrial Studies

       Byford Cook (one year seniority for 2007-08 academic year)

Information Processing

       Wayne Morris

Information Systems Management

       Jeff Cutchin (one year seniority for 2007-08 academic year)

*/**/*** = same seniority

Life Science

       Don Leynaud (one year seniority for 2007-08 academic year)
       James Burnett (one year seniority for 2007-08 academic year)
       Anuradha Roy (one year seniority for 2007-08 academic year)
       Richard Poskin (one year seniority for 2007-08 academic year)
       Christian Mathews (one year seniority for 2007-08 academic year)
*   Nixie Hnetkovsky (one year seniority for 2007-08 academic year)
*   Carrie Mallard (one year seniority for 2007-08 academic year)
       Nick Short (one year seniority for 2007-08 academic year)

Machine Shop Technology

       Byford Cook
       Mark Pettigrew (one year seniority for 2007-08 academic year)

Manufacturing Technology

       Gary Wise (one year seniority for 2007-08 academic year)

Marketing Business Management

       David Wilderman (one year seniority for 2007-08 academic year)

Massage Therapy

       Penny Campbell (one year seniority for 2007-08 academic year)

Mathematics

       C. Allen Brown (one year seniority for 2007-08 academic year)
       Laurel Cutright (one year seniority for 2007-08 academic year)
*   Mary Jane Becktell
*   Richard Kribs IV (one year seniority for 2007-08 academic year)
       Don Florida
       Kimberly Stevens (one year seniority for 2007-08 academic year)

Microcomputer Support Specialist

       David Johnston (one year seniority for 2007-08 academic year)

*/**/***= same seniority

Music

     Yvonne Newlin (one year seniority for 2007-08 academic year)
     Paul Sainer (half year seniority for 2007-2008 academic year)
     Suzanne Downes (one year seniority for 2007-08 academic year)

Nursing

     Carole Fusco (one year seniority for 2007-08 academic year)
     Kathleen Nelson (one year seniority for 2007-08 academic year)
     Kathleen Hudson (one year seniority for 2007-08 academic year)
     Janet Kinkade (one year seniority for 2007-08 academic year)
     Tamara Fralicker (one year seniority for 2007-08 academic year)
     Teresa Diekman (one year seniority for 2007-08 academic year)
     Ruby Houldson (one year seniority for 2007-08 academic year)
     Hollie Kelly (one year seniority for 2007-08 academic year)
     Lori Phillips (one year seniority for 2007-08 academic year)
*   Brenda Grove (one year seniority for 2007-08 academic year)
*   Anne Hustad (one year seniority for 2007-08 academic year)
*   Karen Marks (one year seniority for 2007-08 academic year)
*   Sharen Wolke (one year seniority for 2007-08 academic year)
     Holly Farley (one year seniority for 2007-08 academic year)
**   Shirley Smithenry (one year seniority for 2007-08 academic year)
**   Angelia Williams (one year seniority for 2007-08 academic year)
     Cheryl Dill (one year seniority for 2007-08 academic year)
     Judith Hudson (one year seniority for 2007-08 academic year)

Office Careers

     Teresa Tegeler (one year seniority for 2007-08 academic year)
     Beatrice Abernathy (one year seniority for 2007-08 academic year)
*   Kathy Doty (one year seniority for 2007-08 academic year)
*   Cathy Robb (one year seniority for 2007-08 academic year)
     John Kendall (one year seniority for 2007-08 academic year)
**   Shasta Bennett (one year seniority for 2007-08 academic year)
**   Amie Mayhall (one year seniority for 2007-08 academic year)

Physical Education

     Kathryn Harris
     Clyde Buck

*/**/*** = same seniority

Physics

Robert Mason (one year seniority for 2007-08 academic year)
Alan O'Keefe (one year seniority for 2007-08 academic year)

Psychology

David Cunningham (one year seniority for 2007-08 academic year)
John Day (one year seniority for 2007-08 academic year)
Susan Polgar (one year seniority for 2007-08 academic year)
Andrea Gere (one year seniority for 2007-08 academic year)

Quality Improvement Specialist

Lonnie Devin
Radio/TV Broadcasting

Kyle Peach (one year seniority for 2007-08 academic year)

Religion

Judith Puckett

Social Services

Judy Neikirk (one year seniority for 2007-08 academic year)

Spanish

Hal Kizer (one year seniority for 2007-08 academic year)

Speech

James Tucker (one year seniority for 2007-08 academic year)
Jill Winter (one year seniority for 2007-08 academic year)

Telecommunications Technology

David Goodson (one year seniority for 2007-08 academic year)
Howard Lanam (one year seniority for 2007-08 academic year)
Tom Baird (one year seniority for 2007-08 academic year)
George Kocher (one year seniority for 2007-08 academic year)
Travis Matthews (one year seniority for 2007-08 academic year)

*/**/*** = same seniority

400.3. Leave of Absence Approved by CEO since January 15, 2008

    A. None

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

	Estimated Budget		Board Approval	Materials	Begin Construction	30% Completed	60% Completed	80% Completed	100% Completed	Partial Accepted	Fully Accepted
TENTATIVE Protection, Health, Safety and ADA Projects Schedule Phase 8											
Districtwide Upgrade of Plumbing	$173,317										
Replace Compressed Air System - WVC	$99,329										
Ventilation Upgrades - OCC	$60,500										
Paving Replacement & Protection - FCC, OCC, & WVC	$176,641										
GRAND TOTAL	$509,787		Board Approval	Materials	Begin Construction	30% Completed	60% Completed	80% Completed	100% Completed	Partial Accepted	Fully Accepted

1/31/2008

	Estimated Budget		Board Approval	Materials	Begin Construction	30% Completed	60% Completed	80% Completed	100% Completed	Partial Accepted	Fully Accepted
TENTATIVE **Protection, Health, Safety and ADA** **Projects Schedule** **Phase 9**											
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		**Board Approval**	**Materials**	**Begin Construction**	**30% Completed**	**60% Completed**	**80% Completed**	**100% Completed**	**Partial Accepted**	**Fully Accepted**

1/31/2008