

ILLINOIS EASTERN COMMUNITY COLLEGES

BOARD OF TRUSTEES

MONTHLY MEETING

November 21, 2006



Location:

**Wabash Valley College
2200 College Drive
Mt. Carmel, Illinois 62863**

**Dinner – 6:00 p.m. – Cafeteria
Meeting – 7:00 p.m. – Cafeteria**

**Illinois Eastern Community Colleges
Board Agenda**

**November 21, 2006
7:00 p.m.
Wabash Valley College**

1. Call to Order & Roll Call.....Chairman Lane
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. Certificate of ComplianceBrowning
 - B. Certificate of Tax LevyBrowning
 - C. Designation of Tax Levy YearBrowning
 - D. 2+2 Agreement with SIU-Edwardsville..... Bruce
 - E. IECC Report on Assessment Bruce
 - F. Stericycle Service Agreement..... Bruce
 - G. Lincoln Land Agri-Energy Tax Abatement Bruce
 - H. Affiliation Agreement with Lawrence County Memorial Hospital Bruce
 - I. Van Lease for Lincoln Trail College Bruce
 - J. Recognition of Outstanding Service..... Bruce
9. Bid Committee Report Bruce
 - A. Long Distance Telephone Service Provider
 - B. 15 Passenger Van

- 10. District Finance
 - A. Financial Report.....Browning
 - B. Approval of Financial Obligations.....Browning
- 11. Chief Executive Officer's Report Bruce
- 12. Executive Session Bruce
- 13. Approval of Executive Session Minutes
 - A. Written Executive Session Minutes Bruce
 - B. Audio Executive Session Minutes..... Bruce
- 14. Approval of Personnel Report Bruce
- 15. Collective Bargaining Bruce
- 16. Litigation..... Bruce
- 17. Acquisition and Disposition of Property..... Bruce
- 18. Other Items
- 19. Adjournment

Minutes of a regular meeting of the Board of Trustees of Illinois Eastern Community Colleges – Frontier Community College, Lincoln Trail College, Olney Central College, Wabash Valley College – Community College District No. 529, Counties of Clark, Clay, Crawford, Cumberland, Edwards, Hamilton, Jasper, Lawrence, Richland, Wabash, Wayne and White, and State of Illinois, held in the Banquet Room, at Olney Central College, 305 North West Street, Olney, Illinois, Tuesday, October 17, 2006.

AGENDA #1 – “Call to Order & Roll Call” – Mr. James W. Lane, Jr., Chairman, who chaired the meeting, called the meeting to order at 7:00 p.m. and directed the Board Secretary, Mr. 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:

Mrs. Brenda K. Culver, Dr. George Andrew Fischer, Mr. Walter L. Koertge, Mr. James W. Lane, Jr., Dr. Larry Rost, Mr. Kevin C. Williams, Miss Marilyn J. Wolfe. Also present was Ms. Jessica Lowe, 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:

Mr. Terry L. Bruce, Chief Executive Officer/Chief Operating Officer.
Dr. Harry Benson, President of Wabash Valley College.
Dr. Jack Davis, President of Olney Central College.
Dr. Michael Dreith, President of Frontier Community College.
Ms. Beverly Turkal, Interim President of Lincoln Trail College.
Mr. Roger Browning, Chief Finance Officer & Treasurer.
Mrs. Tara Buerster, Director of Human Resources.
Ms. Christine Cantwell, Associate Dean of Academic & Student Support Services.
Mr. Alex Cline, Director of Information & Communications Technology.
Ms. Kathleen Pampe, Associate Dean, Career Education & Economic Development.
Ms. Pamela Schwartz, Associate Dean of Institutional Development.
Mr. George Woods, Dean of Workforce Education.

Abbreviations Used in Minutes:

BITS – Business Industry Training Services
DO – District Office
DOC – Department of Corrections
DRS – Division of Rehabilitation Services
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
LWIB – Local Workforce Investment Board

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, September 19, 2006, were presented for disposition.

Board Action: Mr. Williams made a motion to approve minutes of the foregoing meeting as prepared. Dr. Rost seconded the motion. The Chair asked trustees in favor of the motion to say “Aye” and those opposed to say “No.” The viva voce (by the voice) vote was taken and the Chair declared the “Ayes” have it and the motion carried.

AGENDA #3 – “Recognition of Visitors & Guests” –

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

#3-B. IECCEA Representative: None.

AGENDA #4 – “Public Comment” – None.

AGENDA #5 – “Reports” –

#5-A. Report from Trustees: None.

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

#5-C. Report from Cabinet: None.

AGENDA #6 – “Policy First Readings (and Possible Approval)” – None.

AGENDA #7 – “Policy Second Readings” – None.

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

#8-A. 2006 Estimated Tax Levy Resolution: At the September 19, 2006 Board of Trustees meeting this Board adopted the 2006 Estimated Tax Levy Resolution establishing the levy for the education fund, the operations and maintenance fund, and an additional levy for outstanding bond issues, tort liability, workers compensation, audit, unemployment and other insurance. The Estimated Tax Levy Resolution also provided notice of a proposed tax increase that was required to be published by certain dates. Because one of the newspapers of general circulation within the district failed to meet the publishing requirements established, we must adopt a new 2006 Estimated Tax Levy Resolution that will provide for a public hearing on November 21, 2006 at Wabash Valley College. We will then re-publish the required notice to meet the requirements of the Truth in Taxation Law. All financial information contained in the original resolution remains the same, only pertinent dates have changed. The CEO recommended approval of the revised 2006 Estimated Tax Levy Resolution.

Board Action: Dr. Rost made a motion to approve the revised 2006 Estimated Tax Levy Resolution, as recommended. Ms. Lowe seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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. Resolution Establishing Tax Levy Hearing: The Board of Trustees must annually adopt a resolution establishing the District's estimated tax levy. If the adoption of that resolution results in an increase in the proposed property tax levy, a tax levy hearing must be held. Because we revised our 2006 Estimated Tax Levy Resolution, we must also revise the Resolution Establishing a Tax Levy Hearing. The resolution which follows would establish a fiscal year of July 1, 2007 – June 30, 2008, require the publication of a public notice of a hearing on the tax levy, require the conducting of a hearing on November 21, 2006, and notify the public that a tax levy would be adopted by the Board of November 21, 2006. The CEO recommended approval of the Resolution Establishing a Tax Levy Hearing.

BE IT RESOLVED by the Board of Trustees of Illinois Eastern Community Colleges District No. 529 of the State of Illinois, that the following requirements are hereby established relative to the tax levy for said community college district for the 2007-2008 fiscal year:

1. Date of Fiscal Year: July 1, 2007 - June 30, 2008
Publication of Notice of Public Hearing on Tax Levy: After November 7, 2006 and before November 14, 2006.
3. Public Hearing on Tax Levy: November 21, 2006, at the hour of 6:00 p.m. to 6:30 p.m., local time, Wabash Valley College, 2200 College Drive, Mt. Carmel, Illinois.
4. Adoption of Tax Levy: November 21, 2006, following the Public Hearing.

Board Action: Mr. Koertge made a motion to adopt the Resolution Establishing a Tax Levy Hearing as recommended. Dr. Rost seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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. Joint Agreement with Lake Land College: The Joint Agreement with Lake Land College was presented for renewal. IECC has removed the following programs:

Radiography	AAS Degree
Collision Repair Technology	AAS Degree

The CEO recommended approval.

Board Action: Miss Wolfe made a motion to renew the Joint Agreement with Lake Land College as recommended. Dr. Fischer seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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. Interdistrict Agreement with Southeastern Illinois College: For more than three decades, Illinois Eastern Community Colleges (IECC) and Southeastern Illinois College (SIC) have had an interdistrict agreement for Education Cooperation for coal miner training and for certificate and degree programs in Coal Mining Technology. The interdistrict agreement sets forth the programs to be included, the purposes of the agreement, the program implementation procedures, the claiming of credit hour and equalization apportionment, joint equipment purchases and provides for a termination by either of the colleges involved. The CEO recommended renewal of the existing agreement with Southeastern Illinois College.

Board Action: Mr. Williams made a motion to renew IECC's interdistrict agreement with Southeastern Illinois College as recommended. Ms. Lowe seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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-E. Affiliation Agreement with St. Anthony Hospital, Effingham: Olney Central College wishes to enter into an agency agreement with St. Anthony Memorial Hospital, Effingham, for its Medical Office Assistant Program and Administrative Information Technology Program. This is IECC's standard agreement and allows Olney Central College use of the agency's facilities for internships and sets forth mutual covenants concerning supervision, coordination and evaluation, and compliance with the agency's rules and regulations. Olney Central College will provide professional liability insurance. Each party may annually review this agreement and the agreement allows termination by written notice. The CEO recommended approval.

Board Action: Ms. Lowe made a motion to approve the agency agreement with St. Anthony Hospital, Effingham, for the Medical Office Assistant Program and Administrative Information Technology Program as recommended. Mrs. Culver seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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-F. Affiliation Agreement with Flora Healthcare: Olney Central College wishes to enter into an agency agreement with Flora Healthcare for its Associate Degree Nursing Program for all four colleges in the IECC District. This is IECC's standard agreement and allows District nursing students' use of the agency's facilities and sets forth mutual covenants concerning supervision, teaching and guidance, coordination and evaluation, and compliance with the agency's rules and regulations. The District agrees to provide malpractice insurance. Each party may annually review this agreement and the agreement allows termination by written notice. The CEO recommended approval.

Board Action: Mr. Williams made a motion to approve an agency agreement with Flora Healthcare for the Associate Degree Nursing Program for all four IECC colleges. Dr. Rost seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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-G. Environmental Scan/Executive Summary: Lisa Benson, Dean at Olney Central College, has prepared the FY07 Environmental Scan and Executive Summary, which is presented for the Board's acceptance. The Environmental Scan is used to forecast future internal and external needs for both college programs and services. The data assist the District in developing the Strategic Plan, Completing the Program Review Process, and Developing the Institutional Effectiveness Plan, the Career and Technical Education Plan, and the On-Line Education Plan. To do accurate strategic planning, the District prepares the environmental scan utilizing historical data to forecast future internal and external needs for college programs and services. A number of elements were selected for scanning, including District population, District high school graduates, Indiana border county high school graduates, credit hours generated, equalized assessed valuation, per capita personal income, and many others.

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

1. Population is declining.
2. Equalized assessed valuation is increasing slightly.
3. Reimbursable credit hour grants show steady increases.
4. Future revenue increases will come from tuition increases and state funding.
5. District income is lower than the state-wide average.
6. Farm employments are declining, manufacturing employments are relatively level, and educational services employment show steady increases.
7. Enrollment of both full and part-time students increased last year.
8. There has been a 35% increase in the number of completers comparing FY1983 to FY2006.

The FY2007 Environmental Scan indicates that the colleges must continue to offer educational programs and services that prepare students to meet the demands of an ever changing market place. By doing so, the District will benefit the local economy, which in turn, will better serve the residents of the District.

Board Action: Ms. Lowe made a motion to accept the Environmental Scan and Executive Summary as recommended. Dr. Fischer seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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-H. Certification of Equalization Eligibility: The Illinois Community College Board (ICCB) is required by the Public Community College Act to certify community colleges that are eligible to receive equalization grants. The ICCB, in accordance with Sections 3-14.3 of the Act, must also certify those districts eligible to levy a combined educational and operations and maintenance levy up to the most recently reported statewide average actual levy rate in cents per \$100 of equalized assessed valuation (EAV). The ICCB has certified that the most recently reported statewide average actual levy rate is 25.63 cents per \$100 of EAV. Since IECC's combined maximum authorized tax rate is 25.00 cents, the ICCB has certified that IECC is eligible to levy an additional tax in the amount of .63 cents. The levy of this additional .63 cents would generate an estimated additional \$65,056 in tax revenue. The District's current education and operations and maintenance tax levy of 25 cents has been in effect since voter approval of the District. This levy amount is currently sufficient for the operation of the District and the CEO recommended that the Board not levy the additional tax for which the District is eligible.

Board Action: Mr. Williams made a motion to accept the Certification of Equalization Eligibility and to reject the opportunity to levy an addition tax for FY07 as recommended. Mr. Koertge seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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” –

#9-A. Frontier Community College – Two (2) Used 2004 or Newer Mini-Vans: The CFO presented the following recommendation of the Bid Committee. Accept bid of Max Dye Inc., Salem, Illinois, for a 2006 Dodge Caravan with 17,700 miles for a total bid of \$12,500.00 plus license and title. Accept bid of Eagleson’s, Olney, Illinois, for a 2006 Chevrolet Uplander with 10,000 miles for a total bid of \$11,196.00. Source of Funds: Education Fund. Department: Staff and Faculty. Total price includes trade-ins of a 1998 Ford Taurus with 115,000 miles and a 1999 Oldsmobile Intrigue with 96,000 miles. The CEO recommended approval.

Board Action: Mrs. Culver made a motion to approve the recommendations of the Bid Committee for purchase of two used mini-vans for FCC as recommended. Ms. Lowe seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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 \$7,591,981.34, as of September 30, 2006.

#10-B. Approval of Financial Obligations: District financial obligations (Listing of Board Bills) for October 2006, totaling \$2,478,573.48, were presented for approval.

Board Approval for Payment of Financial Obligations: Miss Wolfe made a motion to approve payment of district financial obligations for October 2006, in the amounts listed, and payments from the revolving fund for September 2006. Ms. Lowe seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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” – None.

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, Tuesday, September 19, 2006.

AGENDA #14 – “Approval of Personnel Report” – The CEO presented the following amended Personnel Report and recommended approval.

400.1. Employment of Personnel

A. Classified

1. Sherrie Hemrich, Groundskeeper, OCC, effective October 19, 2006.

400.2 Leave of Absence approved by CEO since August 15, 2006

A. None.

400.3. Resignation

A. Professional/Non-Faculty

1. Greg Goldman, Bookstore Manager, WVC, effective October 13, 2006.
2. Ida McVaigh, Youthful Offender Counselor, LTC/RCC, effective December 1, 2006.

400.4. Retirement

A. Professional/Non-Faculty

1. Judy Burroughs, Director of Cosmetology, OCC, effective November 1, 2006.

Personnel Report Addendum

400.5. Approval to Hire Bookstore Manager at WVC Prior to November Board Meeting

400.6 Leave Request

A. Administrative

1. Donna Henry, Family Medical Leave, effective November 6, 2006, intermittent, with up to 12 weeks of leave. The requested leave is unpaid with allowance for substitution of paid leave time.

#14-A. Board Action to Amend Personnel Report: Mr. Williams made a motion to amend the Personnel Report, to add an addendum containing Sections 400.5 and 400.6 as recommended. Dr. Rost seconded the motion. The Chair asked trustees in favor of the motion to say “Aye” and those opposed to say “No.” The viva voce (by the voice) vote was taken and the Chair declared that the “Ayes” have it and the motion carried.

#14-B. Board Action to Approve Personnel Report: Miss Wolfe made a motion to approve the foregoing amended Personnel Report as recommended. Dr. Fischer seconded the motion and on a recorded roll call vote ordered by the Chair the following trustees voted yea:

Mrs. Culver, Dr. Fischer, Mr. Koertge, Mr. Lane, Dr. Rost, Mr. Williams, Miss 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” – None.

AGENDA #16 – “Litigation” – None.

AGENDA #17 – “Acquisition & Disposition of Property” – None.

AGENDA #18 – “Other Items” – The Board of Trustees noted the recent death of Mr. Kenneth Ward, Fairfield, former member of the Board of Trustees.

AGENDA #19 – “Adjournment” – Mr. Koertge made a motion to adjourn. Mrs. Culver 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 carried, and the meeting adjourned at 7:35 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

Certificate of Compliance

Agenda Item #8A

MEMORANDUM

TO: Board of Trustees
FROM: Roger Browning
DATE: November 21, 2006
SUBJECT: Certificate of Compliance with the Truth in Taxation Law

Mr. Chairman, attached is the Certificate of Compliance with the Truth in Taxation Law which requires consideration by the Board of Trustees.

Having fulfilled the requirements of the Truth in Taxation Law, I recommend approval of the Certificate of Compliance.

TLB/cr

TRUTH IN TAXATION
CERTIFICATE OF COMPLIANCE

I, the undersigned, hereby certify that I am the presiding officer of
Illinois Eastern Community Colleges District No. 529 and as such presiding

officer, I certify that the levy ordinance, a copy of which is attached, was adopted pursuant to, and in all respects in compliance with the provisions Sections 18-60 through 18-85 of the "Truth in Taxation" Law.

CHECK ONE OF THE CHOICES BELOW:

The taxing district published a notice in the newspaper and conducted a hearing, meeting the requirements of the Truth in Taxation Law, and a copy of the ad is attached.

The taxing district's aggregate levy did not exceed a 5% increase over the prior year's extension. Therefore, notice and a hearing were not necessary.

The proposed aggregate levy did not exceed a 5% increase over the prior year's extension. Therefore, a hearing was not held. The adopted aggregate tax levy exceeded 5% of the prior year's extension and a notice was published within 15 days of its adoption in accordance with the Truth in Taxation Law.

The adopted levy exceeded the amount stated in the published notice. A second notice was published within 15 days of the adoption in accordance with the Truth in Taxation Law.

This certificate applies to the 2006 levy.

Date: _____

Presiding Officer _____
(Signature)

NOTICE OF PROPOSED TAX INCREASE FOR
ILLINOIS EASTERN COMMUNITY COLLEGES DISTRICT NO. 529

- I. A public hearing to approve a proposed property tax levy increase for Illinois Eastern Community Colleges District No. 529 for 2006 will be held on November 21, 2006 at 6:00 p.m. at Wabash Valley College, Mt. Carmel, Illinois.

Any person desiring to appear at the public hearing and present testimony to the taxing district may contact Roger Browning, Chief Finance Officer, 233 East Chestnut Street, Olney, IL 62450; phone: (618-393-2982).

- II. The corporate and special purpose property taxes extended or abated for the year 2005 were \$3,251,264.

The proposed corporate and special purpose property taxes to be levied for 2006 are \$3,530,000. This represents an 8% increase over the previous year extension.

- III. The property taxes extended for debt service for 2005 were \$1,598,223.

The estimated property taxes to be levied for debt service and public building commission leases for 2006 are \$1,402,763. This represents a 12% decrease over the previous year.

- IV. The total property taxes extended or abated for 2005 were \$4,849,487.

The estimated total property taxes to be levied for 2006 are \$4,932,763. This represents a 1.7% increase over the previous year extension.

Section 5: This resolution shall be in full force and effect forthwith upon its passage.

ADOPTED this 17th day of October 2006.

BOARD OF TRUSTEES
ILLINOIS EASTERN COMMUNITY COLLEGES
COUNTIES OF RICHLAND, CLARK, CLAY,
CRAWFORD, CUMBERLAND, EDWARDS,
HAMILTON, JASPER, LAWRENCE, WABASH,
WAYNE AND WHITE
STATE OF ILLINOIS

By: James Lane
Chairman

ATTEST:

Harry Hillis, Jr
Secretary

Agenda Item #8B

Certificate of Tax Levy

MEMORANDUM

TO: Board of Trustees
FROM: Roger Browning
DATE: November 21, 2006
SUBJECT: Certification of Tax Levy for FY2008

It is necessary at this time to certify IECC's tax levies for FY2008, beginning July 1, 2007 and ending June 30, 2008. This information and that of prior years is presented for comparison on the following page.

In addition to the education and building fund, this certificate of tax levy will carry the statement that an additional levy must be made by each County Clerk for the outstanding bond issue and tort liability, workmen's compensation, audit, unemployment, Medicare and other insurance.

The tax rate for FY2008 is estimated at 41.11 cents per \$100 in equalized assessed valuation.

Mr. Chairman, I recommend that the tax levies as presented for fiscal year 2007-2008 be certified.

TLB/cr

Illinois Eastern Community Colleges
Fiscal Year 2007-2008 Tax Levies

It is necessary at this time to certify our tax levies for FY2008, beginning July 1, 2007 and ending June 30, 2008. This information and that of prior years is presented below to assist in evaluating next year's levy.

<u>YEAR</u>	<u>ACTUAL EAV</u>	<u>EDUCATIONAL LEVY</u>	<u>BUILDING LEVY</u>	<u>TOTAL LEVY</u>	<u>ACTUAL TOTAL TAX RATE</u>	<u>OPERATING TAX .25 EXTENSION</u>	<u>% EXTENSION IS OF LEVY</u>
88-89	695,402,479	1,400,000	600,000	2,000,000	44.8	1,738,506	87
89-90	679,781,864	1,400,000	600,000	2,000,000	45.35	1,699,454	85
90-91	653,538,264	1,302,000	558,000	1,860,000	45.00	1,633,846	88
91-92	671,687,523	1,302,000	558,000	1,860,000	42.80	1,679,206	90
92-93	674,813,407	1,225,000	525,000	1,750,000	43.54	1,687,034	96
93-94	690,368,534	1,225,000	525,000	1,750,000	43.28	1,725,921	99
94-95	710,255,106	1,313,000	562,000	1,875,000	43.15	1,775,637	95
95-96	743,421,002	1,330,000	570,000	1,900,000	42.08	1,888,553	99
96-97	789,479,991	1,400,000	600,000	2,000,000	42.42	1,973,618	99
97-98	840,096,133	1,555,000	667,000	2,222,000	40.32	2,100,240	95
98-99	904,660,676	1,610,000	690,000	2,300,000	45.47	2,261,652	98
99-00	945,037,299	1,800,000	765,000	2,565,000	44.28	2,362,597	92
00-01	983,802,073	1,820,000	780,000	2,600,000	43.77	2,459,505	95
01-02	980,620,689	1,837,500	787,500	2,625,000	41.76	2,451,552	93
02-03	1,010,227,912	1,837,500	787,500	2,625,000	45.13	2,525,570	96
03-04	1,019,727,226	1,925,000	825,000	2,750,000	44.41	2,548,293	93
04-05	1,034,733,922	1,925,000	825,000	2,750,000	44.44	2,590,749	94
05-06	1,023,487,154	1,925,000	825,000	2,750,000	43.72	2,558,772	93
06-07	1,077,939,382	1,925,000	825,000	2,750,000	44.99	2,695,516	98
Recommended: 07-08	1,200,000,000	2,100,000	900,000	3,000,000	41.11	3,000,000	

In addition to the Educational and Building Fund, our certificate tax levy will carry the statement that an additional levy must be made by each county clerk for each of the outstanding bond issues, for insurance purposes:(tort liability, medicare, worker's compensation and unemployment), and for financial audit purposes. It is recommended that the tax levies as presented for FY07-08 be certified.

CERTIFICATE OF TAX LEVY

Richland, Clark, Clay, Crawford, Cumberland,
Community College District No. 529 County(ies) Edwards, Hamilton, Jasper, Lawrence, Wayne,
Wabash & White

Community College District Name Illinois Eastern Community Colleges and State of Illinois

We hereby certify that we require:

- the sum of \$ 2,100,000 to be levied as a tax for educational purposes (110 ILCS 805/3-1), and
- the sum of \$ 900,000 to be levied as a tax for operations and maintenance purposes (110 ILCS 805/3-1), and
- the sum of \$ 0 to be levied as an additional tax for educational and operations and maintenance purposes (110 ILCS 805/3-14.3), and
- the sum of \$ 110,000 to be levied as a special tax for purposes of the Local Governmental and Governmental Employees Tort Immunity Act (745 ILCS 10/9-107), and
- the sum of \$ 190,000 to be levied as a special tax for Social Security and Medicare insurance purposes (40 ILCS 5/21-110 and 5/21-110.1), and
- the sum of \$ 20,000 to be levied as a special tax for financial audit purposes (50 ILCS 310/9), and
- the sum of \$ 0 to be levied as a special tax for protection, health and safety purposes (110 ILCS 805/3-20.3.01), and
- the sum of \$ 210,000 to be levied as a special tax for (specify) worker's compensation & unemployment purposes, on the taxable property of our community college district for the year 2006.

Signed this 21st day of November, 2006

Chairman of the Board of Said Community College District

Secretary of the Board of Said Community College District

When any community college district is authorized to issue bonds, the community college board shall file in the office of the county clerk in which any part of the community college district is situated a certified copy of the resolution providing for their issuance and levying a tax to pay them. The county clerk shall each year during the life of a bond issue extend the tax for bonds and interest set forth in the certified copy of the resolution. Therefore, to avoid a possible duplication of tax levies, the community college board should not include in its annual tax levy a levy for bonds and interest.

Number of bond issues of said community college district which have not been paid in full 1.
This certificate of tax levy shall be filed with the county clerk of each county in which any part of the community college district is located on or before the last Tuesday in December.

.....

(Detach and return to community college district)

This is to certify that the Certificate of Tax Levy for Community College District No. _____ County(ies) of _____
_____ and State of Illinois on the equalized assessed value of
all taxable property of said community college district for the year 20__ was filed in the office of the County Clerk
of this county on _____, 20_____.

In addition to an extension of taxes authorized by levies made by the board of said community college district and
additional extension(s) will be made, as authorized by resolution(s) on file in this office, to provide funds to retire
bonds and pay interest thereon. The total amount, as approved in the original resolution(s), for said purpose for
the year 20_____ is \$_____.

Date

County Clerk and County

Agenda Item #8C

Designation of Tax Levy Year

MEMORANDUM

TO: Board of Trustees
FROM: Roger Browning
DATE: November 21, 2006
RE: Designation of Tax Levy Year

Under guidelines established by the Governmental Accounting Standards Board (GASB), governmental entities may designate the fiscal year that their tax levy is to be recognized as income. Currently, the Board of Trustees does a levy and extension for taxes based upon calendar years which overlap our school year and fiscal year.

The following resolution clarifies that under GASB guidelines, taxes levied for the year 2006 will be collected late in calendar year 2007 and that such levy will be allocated 100% to fiscal year 2008.

I ask the Board's adoption of this clarifying resolution.

RB/cr

RESOLUTION SETTING FORTH TAX LEVIES FOR 2006

Be it resolved by the Board of Trustees of Illinois Eastern Community College District #529, Counties of Clark, Clay, Crawford, Cumberland, Edwards, Hamilton, Jasper, Lawrence, Richland, Wabash, Wayne and White and State of Illinois, as follows:

That the Board hereby incorporates, by reference, all prior resolutions adopted in calendar year 2006 concerning tax levies and extensions

Be it further resolved by the Board of Trustees of Illinois Eastern Community College District #529, Counties of Clark, Clay, Crawford, Cumberland, Edwards, Hamilton, Jasper, Lawrence, Richland, Wabash, Wayne and White and State of Illinois, as follows:

That the sum of Two Million One Hundred Thousand Dollars (\$2,100,000) be levied as a tax for Educational purposes; and the sum of Nine Hundred Thousand Dollars (\$900,000) be levied as a tax for Operations and Maintenance purposes; and the sum of One Hundred Ninety Thousand Dollars (\$190,000) be levied as a special tax for Social Security and Medicare purposes; and the sum of Twenty Thousand Dollars (\$20,000) be levied as a special tax for Financial Audit purposes; and the sum of One Hundred Ten Thousand Dollars (\$110,000) be levied as a special tax for purposes of the Local Government and Governmental Employees Tort Immunities Act; and the sum of Two Hundred Ten Thousand Dollars (\$210,000) be levied as a special tax for Worker's Compensation and Unemployment purposes on the equalized assessed value of the taxable property of Community College District #529, Counties of Clark, Clay, Crawford, Cumberland, Edwards, Hamilton, Jasper, Lawrence, Richland, Wabash, Wayne and White and State of Illinois, for the year 2006 to be collected in the year 2007; and that the levy for the year 2006 be allocated 100% for Fiscal Year 2008.

Adopted this 21st day of November, A.D. 2006

AYES: _____

NAYS: _____

ABSENT: _____

Chairman, Board of Trustees Date
Community College District #529

ATTEST:

Secretary, Board of Trustees Date
Community College District #529

Agenda Item #8D

2+2 Agreement with SIU-Edwardsville

MEMORANDUM

TO: Board of Trustees

FROM: Terry L. Bruce

DATE: November 21, 2006

RE: 2 + 2 Nursing Program Articulation Agreement with Southern Illinois University at Edwardsville

The purpose of this articulation agreement is to provide a mechanism whereby individuals graduating with the degree of Associate in Applied Science in Nursing from Illinois Eastern Community Colleges: Olney Central College will be eligible to complete the requirements for a B.S. degree in Nursing for Registered Nurses at Southern Illinois University-Edwardsville.

I recommend approval of the following 2 + 2 Nursing Program Articulation Agreement with Southern Illinois University-Edwardsville.

TLB/rs

Attachment

**Illinois Eastern Community Colleges: Olney Central College Associate in Applied
Science in Nursing Degree
and
Southern Illinois University Edwardsville School of Nursing
2 Plus 2 RN to BS Program Agreement**

The purpose of this agreement is to provide an opportunity for individuals graduating with the Illinois Eastern Community College’s Associate in Applied Science in Nursing Degree (D350) to complete the requirements of the BS degree in Nursing for registered nurses at Southern Illinois University Edwardsville. This SIUE program is 85% online. Eligibility is subject to the conditions detailed below.

Requirements for Admission

- Application to the university and the School of Nursing.
- Completed transcript on file in the School of Nursing by the deadline.
- Copy of current unencumbered license to practice professional nursing in the state of Illinois.
- Proof of health insurance.
- Proof of CPR certification.
- Cumulative GPA of 2.0 on a 4.0 scale (includes all college level coursework).
- Copy of a physical exam including immunization history.
- Successful completion of a drug screen and a criminal background check, as specified by the School of Nursing.

Bridge Process

Applicants who have completed RN preparation course work are eligible for upper division proficiency credit.* The proficiency credit will be applied to the student’s transcript after successful completion of the following bridge courses with a grade of “C” or better:

NURS 230	Intro Terminology, Inquiry & Writing in Nurs	2 sem hrs
NURS 323	Nsg Role RN: Concepts & Proc of Prof Nsg	2 sem hrs
NURS 335	Nsg Skills RN: Health Assessment	<u>3 sem hrs</u>
		7 sem hrs

Once these courses have been completed through enrollment, 38-41 university credits are placed on the student’s transcript for their nursing courses.

*Applicants who have completed RN course work over 5 years ago must submit a copy of their resume plus any completed CEU credits prior to the proficiency credits being posted.

Suggested Curriculum at IECC

First Semester

NUR 1201	Nursing I	10 cr hrs
LSC 2111	Human Anatomy & Physiology	4 cr hrs
PSY 1101	General Psychology I	<u>3 cr hrs</u>
		17 cr hrs

Second Semester

NUR 1202	Nursing II	10 cr hrs
LSC 2112	Human Anatomy & Physiology II	4 cr hrs
PSY 2109	Human Growth and Development	3 cr hrs
ENG 1111	Composition I	<u>3 cr hrs</u>
		20 cr hrs

Summer Semester*

CHEM 1120	Introductory Chemistry	5 cr hrs
-----------	------------------------	----------

*Summer courses are optional. Courses may be taken during the fall or spring semesters as well.

Third Semester

NUR 2201	Nursing III	10 cr hrs
LSC 2110	General Microbiology	4 cr hrs
SOC 2101	Principles of Sociology	<u>3 cr hrs</u>
		17 cr hrs

Fourth Semester

NUR 2202	Nursing IV	10 cr hrs
SPE 1101	Fundamentals of Effective Speaking	3 cr hrs
ENG 1121	Composition & Analysis	3 cr hrs
NUR 2205	Registered Nurse Review Course	<u>2 cr hrs</u>
		18 cr hrs

Curriculum at SIUE

First Semester

*NURS 230	Intro Terminology, Inquiry & Writing Nurs	2 sem hrs
*NURS 323	Concepts/Processes of Prof. Nsg.	2 sem hrs
*NURS 240	Pathophysiology	4 sem hrs
PHI 2111	Introduction to Logic	3 sem hrs
MTH 1131	Introduction to Statistics	<u>3 sem hrs</u>
		14 sem hrs

Second Semester

*NURS 335	Health Assessment	3 sem hrs
*NURS 472	Nursing Research	3 sem hrs
PHI 2141	Ethics in the Medical Community	3 sem hrs
	Intro Fine Arts/Humanities Elective	<u>3 sem hrs</u>
		12 sem hrs

Third Semester

*NURS 475	Care of Populations-Practicum Course	5 sem hrs
*NURS 479	Senior Assignment	1 sem hrs
**IS	Interdisciplinary	3 sem hrs
Elective	International Issues/Culture req.	<u>3 sem hrs</u>
		12 sem hrs

Fourth Semester

*NURS 480	Prof Nursing Leadership	4 sem hrs
*NURS 489	Senior Synthesis Sem. & Pract.	1 sem hrs
Elective	Intergroup Relations req.	3 sem hrs
	General Electives (if needed)	<u>6 sem hrs</u>
		14 sem hrs

125 hours required for graduation

*On-line Courses

**The following IECC Courses meet the Interdisciplinary Course requirement at SIUE:

ART 2101	Understanding Art
ART 2181	Renaissance to Contemporary Art (Also meets the International Issues/Culture requirement)
ART 2191	Non-Western Art (Also meets the International Issues/Culture requirement)
LIT 2101	Introduction to Literature
LIT 2111	American Literature to 1855
LIT 2112	American Literature Since 1855
LIT 2121	English Literature to 1800
LIT 2122	English Literature Since 1800
LIT 2131	World Literature to 1620
LIT 2132	World Literature Since 1620 (Also meets the International Issues/Culture requirement)

LIT 2141 Understanding Poetry
LIT 2142 Understanding Drama
LIT 2143 Understanding the Short Story
LIT 2144 Understanding the Novel
LIT 2151 Shakespeare
LIT 2152 Shakespeare II
LIT 2181 Mythology
LIT 2191 Introduction to American Folklore

MUS 2131 Music History I
MUS 2132 Music History II

PHI 2121 Philosophy of Religion
(Also meets the International Issues/Culture requirement)

NOTE: Students can meet elective credit course requirements by taking any transfer course.

**Illinois Eastern Community Colleges
Program Articulation Agreement**

Associate in Applied Science in Nursing to Bachelor of Science Degree

Partner Institutions

Southern Illinois University-Edwardsville: School of Nursing
and
Illinois Eastern Community Colleges: Olney Central College – Associate Degree Nursing Program

Approvals

Southern Illinois University-Edwardsville

Illinois Eastern Community Colleges

Agenda Item #8E

IECC Report on Assessment

MEMORANDUM

TO: Board of Trustees
FROM: Terry L. Bruce
DATE: November 21, 2006
RE: IECC Assessment Report

Prior to our Higher Learning Commission Accreditation Visit, IECC faculty and staff began the implementation of assessment of student learning. By the time of the arrival of the HLC team in April of 2005, IECC faculty and staff had made significant progress toward implementing student assessment.

Following the HLC visit, Chris Cantwell, Associate Dean of Academic and Student Support Services and Kathy Pampe, Associate Dean of Career and Technical Education implemented a plan to enhance our program of assessment.

With the Board's support, money was set aside for the hiring of a team of faculty members to lead our student assessment efforts. The faculty team is led by Amie Mayhall, and she is assisted by a faculty member on each campus. They are Nixie Hnetkovsky, FCC; Travis Matthews, LTC; Kelly Payne, OCC; and Mark Pettigrew, WVC.

A report of IECC's assessment efforts has been prepared by this team and is presented to the Board for its review and acceptance. The report sets forth the following accomplishments:

- Establishment of a District-wide Curriculum Discipline committee;
- Establishment of a Career and Technical Education committee;
- Updated and Approved Syllabi accessible to all faculty and staff on the Intranet;
- Assessment Plans and Results were made accessible on the Intranet;
- Formation of a General Education Assessment committee;
- Development of an Institutional Effectiveness Plan for Institutional Assessment;
- Completion by Faculty of a Classroom Assessment Inventory reporting form;
- A web-based Assessment ToolKit provided an accessible channel for feedback and assessment of student learning;
- A Student Learning Outcomes survey was developed and administered to over 3,000 students;
- Career and Technical Education Advisory Councils were revised and upgraded;
- Faculty developed syllabi which included measurable student learning outcomes;
- Directors of the Libraries developed a program to meet student needs and improve student learning;

I ask the acceptance of The Report on Assessment for 2005-2006.

TLB/rs

Illinois Eastern Community Colleges Report on Assessment

**2005-2006
Summary of History**



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

**Presented to Cabinet: November 8, 2006
Presented to Board: November 21, 2006**

Table of Contents

Summary of the History of the Assessment of Student Learning at IECC.....	3-7
Assessment of Student Learning at all Levels	8-12
Classroom Assessment	8
Course Assessment.....	8
Program Assessment	8-9
Discipline Assessment.....	9
General Education Assessment	9-12
Institutional Effectiveness.....	12
Faculty Development in the Area of Assessment of Student Learning	12-14
Future of Assessment of Student Learning at IECC.....	15-16
Appendices	17-49
Appendix A, Classroom Assessment Inventory Results, Jan. 2006.....	17-18
Appendix B, Course Assessment Results.....	19-26
Appendix C, Program Outcomes.....	27-32
Appendix D, MOA Pilot Reported with Program Assessment	33-35
Appendix E, Disciplines Established by General Education Assessment Committee.....	36
Appendix F, General Education Assessment.....	37-39
Appendix G, Brown Bag Session #1 Handout	40
Appendix H, Brown Bag Session #2 Handout	41-42
Appendix I, Nursing Program Evaluation Information.....	43-49

Summary of the History of Assessment of Student Learning at IECC

*Excerpts from Chapter 3 - HLC Self Study
For a Full Report-See the Self-Study off of the Assessment Toolkit*

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 History

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.

Major Accomplishments Prior to 2005:

- A Student Learning Outcomes Committee was formed in 2002 to establish and implement a Student Learning Outcomes Plan for the development, review, and approval of measurable student learning outcomes for courses and programs. The Student Learning Outcomes Committee initiated several assessments, which were the preliminary steps introducing IECC faculty to the idea of true student learning assessment and to provide an ongoing and continuous action approach aimed at improving student learning.
- A District-wide Curriculum Discipline Committee, composed of faculty members from the transfer disciplines, was formed to review and approve measurable student learning outcomes in all transfer courses. A Career and Technical Education Committee has completed the review process for all career and technical courses. The updated and approved syllabi are accessible to all faculty and staff via the Intranet under Master Syllabi.
- Transfer and CTE faculty began developing plans for program and course assessment. Assessment plans and results are accessible on a web-based Assessment ToolKit.
- A General Education Assessment Committee was formed in the Fall of 2004 to begin the planning process for assessing student learning outcomes within the general education core curriculum. The General Education Assessment Committee composed of faculty, staff, students, and administrators, developed a general education mission statement with specific learning outcomes. This mission statement was reviewed by the faculty and approved by the Cabinet and Board of Trustees. Plans to pilot a general education pre- and post-test assessment were developed using a newspaper article

assessment tool, which includes assessing reading comprehension, critical thinking, and writing skills, among others.

- In 2003, IECC's Assessment Plan title was changed to the Institutional Effectiveness Plan. The Institutional Effectiveness Plan focuses on the accomplishments of students, the District's overall effectiveness, and the use of assessment as a measure for decision-making and planning. The Institutional Effectiveness Plan provides a systematic process for institutional assessment and measuring the District against its stated mission and objectives. The data compiled from the Plan is reported in the Annual Report on Institutional Effectiveness, which documents the District's use of data to improve institutional effectiveness and student learning.
- In April 2004, transfer faculty were invited to faculty discipline meetings and assessment training where they also completed a Classroom Assessment Inventory reporting form. The Classroom Assessment Inventory Report provided additional support and evidence of the various direct and indirect methods of assessment which are currently being utilized within the District.
- A web-based Assessment ToolKit was developed to provide a convenient and accessible channel for feedback and information related to assessment of student learning. The Assessment ToolKit offers basic information about assessment as well as links to the levels of assessment, the committees involved in assessment, the mission statements, the learning outcomes for programs, plans for course assessments, the results of student learning outcomes, and a reporting link with examples of program reports.
- A Student Learning Outcomes Survey was piloted during 2003-2004 and was administered to over 3,000 students in transfer, career and technical, and online classes. The survey asked students to self-evaluate their progress in a specific course. The survey was used to help determine IECC's effectiveness in assessing student learning outcomes.
- Career and Technical Education Advisory Councils if not currently active were revised and upgraded to update instructors of workplace needs and trends and the skills needed by our graduates in the workplace.
- Faculty were given the responsibility, through committee and discipline assignments, for developing syllabi that include measurable student learning outcomes. Instructors were provided the academic freedom to select the best instructional strategies to meet student learning outcomes.
- The Directors of the Libraries began working on assessing how they are meeting student needs to improve student learning. Many processes have been instituted or changed to meet student needs.

Faculty Development Summary

Classroom Assessment Technique Presentation by Klassen and Watson from the College of DuPage at the Fall 2001 District Workshop.

Student Learning Outcomes Presentation by Susan Hatfield at the IECC Fall 2002 Workshop.

Assessment and Accreditation Presentation by Dr. Linda Chapman and Dr. Tom Wunderle, Lewis and Clark, at the Fall 2003 District Workshop.

Assessment Presentation by David Deitmeyer in January 2004 at the Faculty Workshop.

Faculty Discipline Meetings and Assessment Training for transfer faculty on April 13 and April 20, 2004.

Career and Technical Education Assessment Workshop on June 24, 2004.

IECC District Workshop October 2004 – Faculty disciplines met to formulate course assessment plans and assessment methods for course assessment plans. Career and Technical Education faculty continued to work with electronic portfolios as a method of program assessment.

Faculty Assessment Workshop January 7, 2005 – Assessment update and comments, Title III Mini-grant Demonstrations, program review procedures, program assessment, and review of Fall 2004 learning outcome assessment results.

Concerns and Recommendations

1. Concern: Faculty members are unclear on strategies to assess student learning outcomes in a uniform manner.

◆Recommendation: The District will continue guiding faculty on their assessments of student learning—from designing assessment tools to applying the results to make course and program changes. The District will offer workshop sessions and in-service activities that provide training on the assessment of student learning outcomes and the interpretation and use of assessment results and data. The District will implement a system of training and mentoring of new full-time faculty and part-time faculty in the assessment process.

◆Self-Study Status: A District-wide workshop was held for Career and Technical education faculty in June 2004, and two meetings were held for Transfer faculty to examine student learning outcomes and to develop and implement student portfolios. Grant funds were used to purchase Mediator 7 software licenses and digital cameras for the four colleges so that the colleges can more easily develop student portfolios. Mediator 7 software training was conducted by Title III staff at all four colleges to teach faculty how to use the software in a classroom environment. A portfolio development course was created and approved and scheduled to be offered Spring 2005. A second CTE workshop was held October 2004 to train faculty on the use of Mediator 7 software and student-driven e-portfolios. Perkins Strand Continuous Improvement funds were used to purchase OPAC testing and assessment software for the Office Technology programs and for students at all four colleges. The District is continuing to provide workshops, training, and in-service activities which will

inform and involve faculty in their assessment of student learning outcomes. Assessment training in both the Transfer and Career and Technical areas, Student Learning Outcomes' Committee meetings, General Education Assessment Committee meetings, Curriculum Discipline meetings, and the development of a web-based Assessment ToolKit are resources devoted to meaningful assessment activities which will help develop and maintain a culture of assessment that will extend to all educational and student service endeavors throughout the District.

◆ **UPDATE:** IECC has made good progress in implementing student learning assessment programs. However in order to address the many challenges of developing a comprehensive, multi-level culture of assessment within the four colleges, in 2005, the District established a new structure for assessment with the establishment of a Faculty Assessment Team. The Faculty Assessment Team includes 5 full-time faculty representing both Transfer and Career and Technical areas. The Faculty Assessment Team serve as leaders in assessment and promote a faculty-driven assessment process by providing information, resources, and best practices to reinforce the requirements, purposes and most of all, the benefits of student learning assessment. These faculty leaders have attended many training sessions and conferences to bring vital, up-to-date information and expectations for assessment to faculty. The Faculty Assessment Team assists with keeping the Assessment ToolKit current as well as promoting, coordinating, and facilitating the various assessment initiatives at IECC.

2. **Concern:** There is a lack of consistency in the orientation of part-time faculty, particularly related to curricular requirements.

◆ **Recommendation:** The District will develop a District-wide procedure for part-time faculty orientation.

◆ **Self-Study Status:** An online orientation program for new part-time faculty is being developed by the District's Human Resources Department. The process was scheduled to be in effect by February 2005.

◆ **UPDATE:** The part-time faculty online orientation has been completed and is accessible under the HR/Payroll tab on the Intranet. There are plans to incorporate a segment on assessment.

3. **Concern:** Student learning assessment data has not been uniformly collected and analyzed.

◆ **Recommendation:** The District will continue to develop an assessment handbook and an online assessment website and ToolKit. This will provide a convenient channel for feedback and information related to student learning outcomes assessment essential to making appropriate quality improvements to improve student learning.

◆ **Self-Study Status:** A Student Learning Outcomes Guide and a Faculty Guide to Course Assessment of Student Learning Outcomes have been developed and distributed to the faculty. These guides are available on the Intranet and in the Assessment ToolKit. Additionally, assessment forms have been developed to help faculty design and administer course assessment as well as a method to collect and report the student learning outcome assessment data in a consistent and uniform manner. The web-based Assessment ToolKit will include the course assessment plans and the course assessment results for each semester. An Assessment Report will also be developed which will outline the progress of the assessment of student learning, and the results of the assessment activities.

◆ **UPDATE:** The Student Learning Outcomes Guide and Faculty Guides are currently under revision. Assessment forms have been developed and revised and are available on the Assessment Toolkit to make data collection uniform from all areas.

4. Concern: Specifically addressing the assessment of student learning outcomes needs further development and greater awareness to implement a unified and comprehensive student learning outcome assessment culture throughout the entire District.

◆ Recommendation: The District has taken steps to ensure that assessment of student learning occurs at multiple levels. Assessment of student learning will be a top priority and will be visited annually to continually improve and maintain the assessment of student learning and the active use of the assessment results.

◆ Self-Study Status: Several CTE programs and faculty piloted a student portfolio during Fall 2004. These included Industrial Maintenance Technology, Machine Shop Technology, Manufacturing Technologies, Radio/TV, and Office Technologies. IECC is a certified ACT Work Keys Testing Center and has used these assessments to help paraprofessional educators to meet many of the requirements as outlined in the “No Child Left Behind” federal legislation. As previously stated, the District is continuing to provide workshops, training, and in-service activities to educate and involve faculty in the assessment of student learning outcomes. Assessment Training, Student Learning Outcomes Committee meetings, General Education Assessment Committee meetings, Curriculum Discipline meetings, and the development of a web-based Assessment ToolKit are resources devoted to meaningful assessment activities. These efforts are providing the processes and procedures necessary to develop a comprehensive student learning assessment culture within the District.

◆ UPDATE: Faculty are given the opportunity and time to work on assessment efforts during district in-service meetings. Many transfer courses have begun implementing assessment processes, but now need to identify how to utilize the assessment results and data to improve student learning. Most CTE programs have integrated the Portfolio Development course into their curriculum for a possible assessment tool. The Medical Office Assistant Program at OCC completed a pilot using the portfolios for assessment. General conclusions from the pilot are that students need the course to better understand the student portfolio development process. The Faculty Assessment Team has sponsored several faculty development activities in the District, such as a series of “brown bag” lunches at each college, providing faculty and staff the opportunity for open discussions about assessment practices and activities, concerns, and program and discipline assessment questions. The Assessment Team has promoted outside conference and workshop opportunities to all faculty and the team has attended several outside conferences and workshops. Additionally, the Assessment Team has developed information to present at New Faculty Orientation to promote an assessment environment and culture that permeates the IECC District.

Assessment of Student Learning at All Levels

Classroom Assessment:

Faculty across our four colleges use a variety of tools for classroom assessment; that is, assessment in that particular classroom and course only. We continue to tally results of a survey to faculty concerning what tools they use for classroom assessment. The summary of the Classroom Assessment Inventory from January 2006 is shown in Appendix A. Master Course Syllabi are available on the Intranet to ensure that the student learning outcomes set for the course are used in every section of the course.

Course Assessment:

Student Learning Outcomes are created for all courses and posted via the Intranet in the Master Syllabi. Faculty are starting to assess Student Learning Outcomes in many courses that had not been previously assessed. Also many courses currently being assessed are semi-annually adding student learning outcomes to their assessment cycle.

Many faculty have established a process for assessment of courses within their disciplines. The courses with reported results are shown in Appendix B. It appears that from scanning these submissions, most faculty submitting results need to ensure that they are using the results to improve student learning. The process is there, the results are there, but what are we doing with the results?

To help combat the communication struggles of our four-college district, the District along with the Faculty Assessment Team, continue to provide faculty with the time to work on assessment within their programs and disciplines at the District Workshop. Each college has supported and helped organize assessment workshops, brown bag lunches and informational meetings, and have promoted and emphasized faculty involvement in the assessment process.

Program Assessment:

On January 6, 2006, all Career and Technical Education Programs (CTE) met and began writing measurable program outcomes. April 3rd was the deadline for submitting program outcomes. The ToolKit was revised to include links to each program's outcomes that have been submitted and the corresponding assessment of these outcomes. During the Brown Bag Lunch Session #2, many programs were working on planning the assessment of these outcomes. The majority of programs have submitted outcomes. Those that have not submitted program outcomes have a final deadline for program outcomes of September 15, 2006. Appendix C has a list of the program outcomes that have been received.

The next major step for IECC CTE Programs is to decide on Assessment Tools to assess the outcomes that have been written, begin assessing and reporting results, and then use the results to make educated decisions concerning courses, programs, sequence, budgetary needs, and staffing.

The Medical Office Assistant Program at Olney Central College piloted a Program Assessment Process. The faculty in the program used OPAC testing software and found this very useful to help substantiate results from the Portfolio Process. The faculty in this program found that there needs to be clearer instructions to the student concerning what is expected in the portfolio. The faculty have decided that a Portfolio

Development Course will be a required course in their curriculum; it is hoped that this course will not only help alleviate students' confusion with the portfolio process overall but also further illustrate how the portfolio serves as the capstone for the students' education. The faculty met with Russ Jausel, Olney Central College Faculty Member, who is using a portfolio handbook to guide his students. The faculty in this program plan to adapt this handbook for use in their own program. The results of this pilot can be found in Appendix D.

Several programs have established criteria for each program outcome that they expect the student to achieve. These reports can be found on the Assessment Toolkit under Program and Outcomes/Assessment.

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.

Discipline Assessment

The Student Learning Outcomes and General Education Assessment Committees have worked together to specify groups for discipline assessment (provided in Appendix E). To date, no specific discipline assessments are taking place, but IECC as a District needs to move forward in the coming year on Discipline Assessment. The main focus will be to write outcomes that will be applicable for anyone who takes a course in a specific discipline. These will most likely be very broad outcomes and will be aligned with the General Education Assessment Outcomes.

General Education Assessment

In Fall 2005, the General Education Assessment Committee piloted a General Education Assessment Pre-test during Freshman Orientation at each college. The pre-test was scored by computer, while the written portion was scored by all faculty in attendance at the October 2005 District Workshop. The post-test was made a graduation requirement for graduates in the Spring of 2006. Faculty scored the written portion of the post-test at the January 2006 workshop. The committee received the following results:

General Education Assessment Inventory

Pre-Test

Fall 2005

Questions	Total Respondents	Number Correct	Percentage Correct
1.	725	297	41%
2.	721	482	66.9%
3.	724	295	40.7%
4.	720	474	65.8%
5.	725	449	61.9%
6.	719	521	72.5%

Writing Samples

Score	Criteria	Total	Average
0	Nothing written or paragraph is illegible	126	17.24%
1	Student fails to identify the main ideas of the article	271	37.07%
2	Student identifies the main ideas of the article but fails to show critical thinking skills	208	28.45%
3	Student's response effectively summarizes the main point of the article	126	17.24%
Total		731	

General Education Assessment Inventory

Post-Test Spring 2006

Questions	Total Respondents	Number Correct	Percentage Correct
1.	480	310	65%
2.	480	389	81%
3.	480	305	64%
4.	480	382	80%
5.	480	408	85%
6.	480	422	88%

Writing Sample Results

Score	Criteria	Total	Average
0	Nothing written or paragraph is illegible	4	1%
1	Student fails to identify the main ideas of the article	66	20%
2	Student identifies the main ideas of the article but fails to show critical thinking skills	141	43%
3	Student's response effectively summarizes the main point of the article	120	36%
Total		331	

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:

41% correct on pre-test, 65% correct on post-test.

Although there was visible 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 that take 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.

Q2-Outcome 3:

66.9% correct on pre-test, 81% correct on post-test.

We feel that 81% 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. Based on these results, future conversations will determine if perhaps we need to develop a more challenging question to ensure we are adequately assessing each student's critical thinking skills as outlined in our mission statement.

Q3-Outcome 3:

40.7% correct on pre-test, 64% on the post-test.

There was a 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 skills assessment.

Q4-Outcome 4:

65.8% correct on the pre-test, 80% 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.

Q5-Outcome 1:

61.9% correct on pre-test, 85% 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, 88% 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.

Q7-Outcome 2:

There was improvement between the pre-test and the post-test. Faculty should continue to require writing components in their classes and continue to evaluate grammar and spelling as suggested by faculty comments

and concerns. In this round of assessments, students were not told to use their best writing and grammatical skills; in the future this statement will be in the instructions and part of the evaluation process.

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

Outcome 6 we found difficult to assess. We feel that students' total encounter at IECC should encourage them to be lifelong learners and the article dealing directly with diversity issues 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 77% scored the post-test correctly as opposed to 58% on the pre-test. There is a positive increase in the scores on this exam following the two years of education at IECC. Before evaluating the second year results, the General Education Assessment Committee will set performance criteria.

The written portion of the exam also showed dramatic increases from 17.24% in our lowest category to a 1% result on the post-test. The committee has recommended some improvements to the test for the 06-07 academic year. These recommendations include an extra math question and written grammatical mechanics to be included in the scoring of the written portion of the exam. The Article and questions are listed in Appendix F.

Institutional Effectiveness

Currently, the Institutional Effectiveness Plan is being reviewed, updated and revised to improve IECC's ongoing quest for quality and fulfillment of its stated purpose. 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.

Faculty Development

IECC District Workshop

In October 2005, faculty from all four colleges met at Olney Central College for the Annual District workshop. We had presentations from faculty that were moving forward in assessment, as well as evaluating the pre-test written portion of the General Education Assessment that was administered at the freshman orientation process.

Brown Bag Lunches

In Spring of 2006, the Faculty Director of Student Learning Assessment began hosting Brown Bag Lunches at each college. There were two sessions of brown bag lunches offered. The first session showcased different assessment tools that can be used (Handout Appendix G). The second session showcased how to progress in our assessment processes and use of data (Handout Appendix H).

The table below shows what percentage of faculty participated in the events:

College	Session 1	Session 2
OCC	25%	7%
LTC	20%	20%
WVC	58%	39%
FCC	40%	20%

The brown bag lunch was a success and helped many faculty to develop outcomes, plan assessments, and just spend time learning about assessment. The second session, though in a busy time of the year, really helped those who attended to progress in their assessment.

January 6, 2006 Faculty Workshop

The Faculty Director of Student Learning Assessment, along with the four College Coordinators, planned and implemented a faculty workshop centered on assessment of student learning.

The main presentation was entitled “The Journey of Assessment”. The journey took faculty through each level of assessment and how these fit together. The Assessment Team also went through some common assessment terminology in an effort to alleviate lingering confusion as to what “assessment” truly is and how the overall process works. The faculty also scored the General Education Assessment Post-Test Writing Samples.

The faculty was divided into programs and disciplines and given time to work on their assessment activities. A report was collected from each area on what was accomplished at the workshop. The response to the workshop was favorable and faculty requested that they continue to have time set aside to work with the faculty from each college on their assessment efforts.

Assessment Fair—Moraine Valley

The opportunity was extended for all faculty to attend the 10th Annual Community College Assessment Fair. Three faculty, Nixie Hnetkovsky, Amie Mayhall, and Mark Pettigrew, all members of our IECC Assessment Team, attended the Moraine Valley 10th Annual Community College Assessment Fair at Palos Hills, IL. The conference was held on March 2, 2006, and involved community colleges from all across Illinois.

There was a keynote address concerning program level and institution level assessment which provided great insight to our team. The three faculty split up during break-out sessions to ensure that maximum learning took place at the conference. One high point of the keynote address was that faculty should meet together and discuss results of the assessment and choose one action item and work to solve that issue.

The team learned at the conference that many community colleges and universities are either moving toward the portfolio requirement, or have already done so.

One phrase that was extremely applicable to our District was to “Remember that assessment is not just to assess; many of us are doing this already in our classes, but we need to be sure to document what we do and use the results to improve the experience for our customers (the students)”.

Assessment Institute—IUPUI

The opportunity was extended to all faculty to participate in the Assessment Institute held at Indianapolis, Indiana, at IUPUI. Olney Central College instructors Amie Mayhall, Shasta Bennett and Laurel Cutright attended the Assessment Institute to bring new ideas for assessment to OCC and the Illinois Eastern Community Colleges’ District.

The conference, which was held Oct. 23-25, provided assessment assistance for both beginners and veterans. Each session offered eight to ten topics from which participants could choose. The event also included a Best Practices Fair which gave convention-goers an opportunity to learn how other institutions are implementing assessment.

Sessions focused on a variety of issues including utilizing assessment information for improving learning and establishing student learning objectives while determining what courses will address them. Presenters also discussed how assessment results were being used not only to enhance student learning, but to address processes throughout the university.

HLC 111th Annual Meeting—Chicago, IL

Three faculty attended the Higher Learning Commission Annual Meeting held in Chicago, IL. On April 2-4, 2006, Travis Matthews, Amie Mayhall, and Kelly Payne attended the 111th Annual Meeting of the Higher Learning Commission in Chicago, IL. The three assessment team members attended the assessment track of the meeting.

“The main highlights of the conference included: details on the HLC Assessment Academy, tips for what the HLC is looking for with regards to assessment, and how to write an annual assessment report to help gain understanding within the District on where we are and where we need to go. We look forward to utilizing these ideas in our commitment to improving student learning in our District.”

Assessment Workshop – Lisle, IL

In May 2006, Travis Matthews, Amie Mayhall, Kelly Payne, and Mark Pettigrew attended a HLC sponsored Assessment Workshop. This workshop had the faculty members choose three main goals to accomplish during the time at the workshop. The faculty decided they would like to plan the August Workshop, create a plan for instilling a culture of assessment with our new faculty, and developing a rough sketch of a Report on Assessment. The faculty also met with mentors through HLC who walked the faculty members through the last report, and gave helpful hints for the future. This true WORKshop helped pave the way for this year in Student Learning Assessment.

Accreditation and Assessment Newsletter

The District began distribution of an Accreditation and Assessment Newsletter in September of 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-and Assessment of Student Learning). Faculty best practices are spotlighted in this newsletter, as well as resources for more information about assessment.

Future of Assessment of Student Learning at IECC

IECC has truly progressed over the year in assessment. The efforts of faculty, staff, and administration to move forward are applauded. However, although progress has been made, there is still more work to be done.

The Assessment Team heard details about an opportunity called the Assessment Academy at a conference held by the HLC. The District and the Team decided to apply for admission to this Academy.

Benefits:

- ◆ Provides constant support in continuing our journey of Assessment for the next 4 years, and requires that every year we report on the progress.
- ◆ Allows us to brainstorm with a consortium of different institutions about ways to progress our efforts.
- ◆ Gives us feedback during the four years on how we are doing and what areas need specific work.

If accepted into the academy, beneficial, constant feedback will be received on whether IECC is meeting the expectations of the HLC, our accrediting agency.

In Classroom Assessment, faculty need to continue to use classroom assessment tools to improve student learning, and to submit our surveys for a record of what tools are being used and how it is impacting the learning in the classroom.

In Course Assessment, faculty should continue choosing outcomes to assess in courses across the District. Faculty should begin 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 listing instructors and the course(s) s/he is teaching each semester. If this would be beneficial to you, please request it.

Faculty should report and document the assessment results and how they are utilizing the valuable data that is collected through assessment. Some of the course assessments are listing the data and documentation but not indicating what action will be taken based on the results. Providing a feedback loop is one of the most important steps in outcome assessment.

The forms for Course Assessment have been combined. You only need to fill out one form for course assessment. As with all Assessment forms, the new Course Assessment form is available to all faculty via the Assessment Toolkit.

In Program Assessment, faculty should choose their assessment tools. Most programs have effective program outcomes written that may be revised if needed. Please notify mayhalla@iecc.edu if you are a faculty member who wants to revise your outcomes. The next step after creating outcomes is to decide what assessment tool you can use to effectively assess your program outcomes. Some may choose the student

portfolio, others may embed final exam questions, or others may use software programs or simulations to gauge how the students are doing. As you are using these tools to assess your outcomes, document using the Program Outcomes Report Form found on the Toolkit. This form can be saved as a word file and filled in and saved and emailed as an attachment.

In Discipline Assessment, discipline outcomes need to be developed this year and these outcomes need to be tied closely to the general education outcomes.

For Institutional Effectiveness, IECC needs to start incorporating additional assessments of student services, including but not limited to bookstores, cafeteria, maintenance, athletics, international student program, correctional program, library services, administration and educational support, and the relationship between the school and the community to more accurately evaluate the District's overall effectiveness in all areas that impact the total student experience.

In Summary, IECC continues to travel down this never ending journey of assessment. There is still a long way to go on this journey. The efforts including work and time that Faculty, Staff, and Administration put into student learning assessment does not go unnoticed. It is our goal as a District that student learning assessment is bringing 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.

Appendices

Appendix A

CLASSROOM ASSESSMENT INVENTORY RESULTS JANUARY 2006

There were a total of 79 responders. Below is a table of the frequencies indicated for the types of assessment tools currently being used.

Assessment Tool	N
Bibliography Cards	1
Brainstorming	2
Care Plans	7
Case Study	2
Class Discussions	7
Critical Thinking Exercises	6
Debates	1
Discussions Boards	14
Emails	2
Employer Assessment	2
Empty Outlines	12
Essay Tests	7
Game Show Pro & Other Games	3
Interactive Software	0
Interviews	4
Journals	3
Lab Competencies	45
Mind Maps	10
Minute Papers	1
Muddiest Point	27
Objective Tests	62
Oral Speeches	8
Out of Class Assignments	8

Peer Assessment	25
Performance Based Testing	36
Portfolios	4
Pre and Post Tests	11
Presentations	51
Problem Solving Activities	3
Projects	47
Reaction Papers	2
Research Papers	10
Role Playing	4
Self Evaluation	2
Skills Check Offs	30
Surveys	3
Teaching Plans	2
Web Quests	1
Written Essays	9

Appendix B

Course Assessment Results

Date Submitted:	4/8/2005
Discipline:	PHY 2110
Course:	Physics I
Assessment Year:	2004

1. Measurable Student Learning Outcome:

Ability to applied physic concepts to solve physical problems in motion and mech. energy

1a. Assessment Method and Timing

four standardized problems on a test to be used on all campuses

1b. Performance Criteria

80% correct completion of these problems

1c. Results and Date

prob. 1-90%

prob. 2-100%

prob. 3-75%

prob. 4-85%

1d. Action Taken

more time will be spent on conservation of energy

Date Submitted:	5/13/2005
Discipline:	SOCIAL SCIENCE
Course:	HIS 2102
Assessment Year:	2005

1. Measurable Student Learning Outcome:

Pre-test and post-test to and after discussion and lesson plan dealing with the subject matter. Assessment will initially include full-time instructors, then after pilot assessment, part-time faculty will be included.

1a. Assessment Method and Timing

1a. Assessment Method and Timing

Students are to answer each of the multiple choice questions on the post-test to 60% accuracy.

1b. Performance Criteria

We would like to posttest to 60% accuracy and show significant improvement form pretest questions.

1c. Results and Date

Assessment Questions HIS 2102 Pre-test

How many answered this _____ questions correctly? Instructor Name

19-28% 1. During World War II the United States was at war against all except
27-39% 2. The Vietnam War escalated under the presidency of .
40-58% 3. The president whose term spanned the Great Depression and most of
World War II .
17-25% 4. The author of THE FEMININE MYSTIQUE .
30-43% 5. Jim Crow laws advanced equal opportunity for African Americans
living in the South.
23-33% 6. Upton Sinclair's THE JUNGLE inspired reform in the .
69 # of student taking this quiz?

Answer Key

- 1. C
- 2. C
- 3. B
- 4. C
- 5. B
- 6. A

Assessment Questions HIS 2102 Post-test

How many answered this _____ questions correctly? Instructor Name

27-57% 1. During World War II the United States was at war against all except
28-60% 2. The Vietnam War escalated under the presidency of .
40-85% 3. The president whose term spanned the Great Depression and most of
World War II .
23-49% 4. The author of THE FEMININE MYSTIQUE .
24-51% 5. Jim Crow laws advanced equal opportunity for African Americans
living in the South.
36-77% 6. Upton Sinclair's THE JUNGLE inspired reform in the .
of student taking this quiz?

Answer Key

- 1. C
- 2. C
- 3. B
- 4. C
- 5. B
- 6. A

1d. Action Taken

Post- test results were mixed with three of the six questions reaching the 60% criteria. Recommendation from here would be to concentrate assessment questions on specific units now instead of questions covering entire semester.

Date Submitted: 5/25/2005

Discipline: Music

Course: MUS 1101 Music Appreciation

Assessment Year: Spring 2005

1. Measurable Student Learning Outcome:

6 questions of post-test:
Results are indicated in box below:

1a. Assessment Method and Timing

Pre and post-tests at beginning and
end of semester. Not all students took the post-test. This will be corrected next term.

1b. Performance Criteria

Answering multiple choice questions correctly. Questions focus on broad-based subjects from throughout the semester.

1c. Results and Date

1 - 83% 2 - 17% 3 - 49%

4 - 49% 5 - 68% 6 - 43%

percentage correct: 47 students total

Spring 2005

1d. Action Taken

Music faculty will evaluate these results in Fall 05 and create an action plan. The plan will address how to more thoroughly cover deficient areas.

Date Submitted:	<u>8/2/2006</u>
Discipline:	<u>Life Science</u>
Course:	<u>LSC 1101</u>
Assessment Year:	<u>Spring 2006</u>

1. Measurable Student Learning Outcome:

All 9 outcomes

1a. Assessment Method and Timing

Multiple Choice Exam given at beginning and end of the semester.

1b. Performance Criteria

70% correct on entire exam as a whole.

1c. Results and Date

8/79 students scored $\geq 70\%$

1d. Action Taken

Outcomes will be reviewed in Fall to ensure they are appropriate for the course.

Date Submitted:	<u>6/9/2005</u>
Discipline:	<u>Psychology</u>
Course:	<u>PSY 1101</u>
Assessment Year:	<u>Spring 2005</u>

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

Q# Pre Post % Gain/(Loss)

1 49% 68% 19%

2 35% 69% 34%

3 53% 59% 6%

4 60% 84% 24%

5 61% 89% 28%

6 32% 75% 43%

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 4, 5, and 6. Performance criteria were not met for questions 1, 2 and 3. In the fall 2004 semester, performance criteria were not met for questions 1, 3, and 6.

The IECC psychology departments will discuss the results of questions 1,2, and 3 at the IECC District Wide Workshop in October. Comparing the results between the Fall assessment and the Spring assessment indicates that there may be a problem with the wording of question 3.

The faculty will compare results to ascertain whether there is a "best" time to present these concepts within the course. They will also share methods of effective ways to teach these ideas.

Lastly, it may be advisable for the psychology faculty to research reasonable expectations for an entry level general education course taken by students from several program areas. It is possible that a 75% accuracy rate is high for a course of this type.

Date Submitted:	<u>1/10/2006</u>
Discipline:	<u>SPE</u>
Course:	<u>SPE 1101</u>
Assessment Year:	<u>05</u>

1. Measurable Student Learning Outcome:

Outcome #3: Demonstrate speaking skills by presenting a variety of different presentations.

1a. Assessment Method and Timing

Final speeches were assessed during the Fa 05 semester.

1b. Performance Criteria

Eighty percent of the final speeches would contain an attention getter, signposting and bulleting, and a concluding statement.

1c. Results and Date

Attention Getting Statement: Success with 86%

Bulleting: Success with 94%

Concluding Statement: Success with 86%

Dec. 9., 2005

1d. Action Taken

No action needed. We proceeded to objective #1.

Date Submitted: 8/2/2006
Discipline: Life Science
Course: LSC 1101
Assessment Year: Spring 2006

1. Measurable Student Learning Outcome:

All 9 outcomes

1a. Assessment Method and Timing

Multiple Choice Exam given at beginning and end of the semester.

1b. Performance Criteria

70% correct on entire exam as a whole.

1c. Results and Date

8/79 students scored $\geq 70\%$

1d. Action Taken

Outcomes will be reviewed in Fall to ensure they are appropriate for the course.

Date Submitted: 6/7/2006
Discipline: Transfer Life Sciences
Course: LSC 1102- General Biology 2
Assessment Year: Spring 2006

1. Measurable Student Learning Outcome:

Students take a multiple choice question subject matter pre-assessment and post-assessment inventory test consisting of questions.

1a. Assessment Method and Timing

The Pre-Assessment Inventory Tool Test was completed in February 2006 and Post-Assessment Inventory Tool Test was completed in May 2006.

1b. Performance Criteria

Students scores will be ranked and assessed on the pre-assessment and post-assessment tools and documented. Statistical summaries will be included

1c. Results and Date

Total Number of Students involved in This evaluation/assessment is 18

Number of Questions asked=66

Pre-Assessment Documentation:

a. Submissions: LSC 1102 Pre-Assessment

b. Report: Summary Statistics: LSC 1102 Pre-Assessment

c. Distribution for LSC 1102 Pre-Assessment

d. Documentation for 2 of the students enrolled; REPORT: Item Statistics: LSC 1102 Pre-Assessment

Post-Assessment Documentation:

a. Submission: LSC 1102 Post-Assessment

- b. Reports: Summary Statistics: LSC 1102 Post-Assessment
- c. Distribution for LSC 1102 Post-Assessment
- d. Examples showing for 2 students; REPORTS: Item Stastic: LSC 1102 Post Assessment Comparison of Pre-Assessment and Post-Assessment Results for LSC 1102 Pre-Assessment Inventory Tool Documentations:
- a. Submissions Report LSC 1102

1d. Action Taken

No Action Taken at Present

Date Submitted:	6/13/2006
Discipline:	Transfer Biological Life Sciences
Course:	LSC 2112-Human Anatomy and Physiology
Assessment Year:	Spring 2006

1. Measurable Student Learning Outcome:

Students enrolled in DC Leynaud's LSC 2112-Human Anatomy and Physiology classes (3 sections) will take a 62 multiple choice post-assessment inventory tool. This post-assessment will be done through on-line WebCT.

1a. Assessment Method and Timing

This post-assessment inventory tool will be available to the student during the first week of May via WebCT. Students will have 1 week to complete this. The inventory assessment tool will be made available to the student for a maximum of 1 hour.

1b. Performance Criteria

Via WebCT the pre-assessment results for the class and individual student and post-assessment results for the class and individual student will be collected and analyzed.

1c. Results and Date

The responses to the 62 answered questions and overall percentages will be compared between the results collected from the February Pre-Assessment inventory tool assessment and the May Post-Assessment inventory tool assessment. What's to be done with this stuff, I'm not too sure. My collection of data and sample of reslts will be sent to the appropriate personel for review by June 30, 2003

1d. Action Taken

No action takes as of yet.

Date Submitted:	6/13/2006
Discipline:	Transfer Biological Life Sciences
Course:	LSC 2110-General Microbiology
Assessment Year:	Spring 2006

1. Measurable Student Learning Outcome:

Students enrolled in DC Leynaud's LSC 2110-General Microbiology class will take a 50 multiple choice post-assessment inventory tool. This post-assessment will be done through on-line WebCT.

1a. Assessment Method and Timing

This post-assessment inventory tool will be available to the student during the first week of May via WebCT. Students will have 1 week to complete this. The inventory assessment tool will be made available to the student for a maximum of 1 hour.

1b. Performance Criteria

Via WebCT the pre-assessment results for the class and individual student and post-assessment results for the class and individual student will be collected and analyzed.

1c. Results and Date

The responses to the 50 answered questions and overall percentages will be compared between the results collected from the February Pre-Assessment inventory tool assessment and the May Post-Assessment inventory tool assessment. What's to be done with this stuff, I'm not too sure. My collection of data and sample of results will be sent to the appropriate personnel for review by June 30, 2003

1d. Action Taken

No action taken as of yet.

Date Submitted:	<u>5/1/2006</u>
Discipline:	<u>Mathematics</u>
Course:	<u>MTH 1102 -- College Algebra</u>
Assessment Year:	<u>Fall 2005</u>

1. Measurable Student Learning Outcome:

The students will solve exponential equations.

1a. Assessment Method and Timing

Five questions were embedded in the final exam

1b. Performance Criteria

Question 1 -- 80%

Question 2 -- 70%

Question 3 -- 70%

Question 4 -- 70%

Question 5 -- 30%

1c. Results and Date

Question 1 – 99% met criteria of 80%

Question 2 – 77% met criteria of 70%

Question 3 – 61% did not meet criteria of 70%

Question 4 – 83% met criteria of 70%

Question 5 – 54% met criteria of 30%

1d. Action Taken

Question 3 -- when the full time faculty meet in Fall 2006, we will discuss whether to change the criteria, change the question or to reteach.

Date Submitted:	5/1/2006
Discipline:	Mathematics
Course:	MTH 1171 -- Calculus II
Assessment Year:	Fall 2005

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 – 77% did not meet criteria of 80%

Question 2 – 73% did not meet criteria of 75%

Question 3 – 63% did not meet criteria of 75%

Question 4 – 77% met criteria of 75%

Question 5 – 82% met criteria of 75%

1d. Action Taken

No action will be taken on Questions 1, 2 and 3 at this time. We will evaluate with the results returned from the Spring 2006 semester.

Appendix C

Program Outcomes

Accounting and Computing (ACT)

1. Prepare a tax return with 95% accuracy
2. Prepare a set of financial statements with 85% accuracy
3. Have a working knowledge of a computerized bookkeeping program (IE QuickBooks Pro or PeachTree)

Administrative Information Tech (AIT)

1. To be able to key 45 WPM with 97% accuracy
2. Demonstrate the following skills within the given software programs:
 - a. PowerPoint-Create a PowerPoint Presentation including animation, graphics, transitions, sound, movies, tables, and charts
 - b. Access-Create an Access database including a form, report, table, and query
 - c. Excel-Create an Excel Spreadsheet using formulas, functions, and graphs
 - d. Word-Create word documents using mail merge, tables, templates, forms, macros and identify the steps taken leading up to the finished document as well as show formatted mailable business letters, reports, and memos
 - e. Desktop Publishing (does everyone use publisher?)-create a flyer, brochure, and newsletter
 - f. Computerized Accounting-enter accounting transactions, create new vendors, and process payable and receivable data using either Peachtree or QuickBooks
3. Prepare Basic Financial Statements with 95% accuracy
4. Demonstrate the use of office technologies including:
 - a. Fax
 - b. Copier
 - c. Scanner
5. Complete one year of applicable internship in the area of study shown through a letter of completion from the employer.

Agriculture Technology | Business (AGB)

1. Complete coursework in general agricultural sciences; communication and mathematics; and marketing, finance, and economics.
2. Employed for 24 weeks in a supervised occupational experience.
3. Demonstrate the ability to maintain, adjust, and operate agricultural equipment and machinery.

4. Operate and utilize computer programs such as Excel, Word, PowerPoint, Database, and Internet Browsers.
5. Placement of graduating students in agricultural employment or advanced agricultural education at a senior university.

Agriculture Technology | Production (AGP)

1. Complete coursework in general agricultural sciences; communication and mathematics; and marketing, finance, and economics.
2. Employed for 24 weeks in a supervised occupational experience.
3. Demonstrate the ability to maintain, adjust, and operate agricultural equipment and machinery.
4. Operate and utilize computer programs such as Excel, Word, PowerPoint, Database, and Internet Browsers.
5. Placement of graduating students in agricultural employment or advanced agricultural education at a senior university.

Collision Repair Technology (AUB)

1. Develop safe, good work habits and respect for shop safety and equipment.
2. Learn the proper methods of using paint and material products.
3. Learn the proper methods to repair small rust areas.
4. Learn hammer and dolly techniques.
5. Replace moveable and stationary glass to manufacturers' standards.
6. Be able to use industry measuring tools in order to find and repair extensive collision damage.

Diesel Equipment Technology (DIESL)

1. Must be able to correctly use a digital multimeter with 85% accuracy.
2. Must be able to identify components on a diagnosis troubleshooting chart with 85% accuracy.
3. Must be able to read and identify service specifications out of a technical manual with 90% accuracy.
4. Must be able to complete the internship by successfully completing entry level job tasks to 90% level
5. Must be able to set preload, and play, backlash or tapered roller bearing to a 90% level.
6. Must have people skills which include written and verbal in order to communicate with employers, customers, and co-workers by identifying main ideas and showing critical thinking skills to a 90% level.

WVC Early Childhood Development Outcomes

1. Identify agencies and discuss local, state, and federal laws, regulations and licensing standards for various types of early childhood facilities.

2. Play developmentally appropriate curriculum for various ages of early childhood children including overall plans, units, projects, and lesson planning including all areas of development and curriculum areas.
3. Organize safe and meaningful physical, social, cognitive, and emotional learning environments for various ages of early childhood children.
4. Discuss various means/methods of managing early childhood facility personnel, financial, and physical environments.
5. List various measures to keep children safe, disciplined, and physically well while in care at an early childhood facility.
6. Name the abilities to work cooperatively with early childhood personnel, parents, and the public community to meet the needs of all children involved in early childhood facilities.

Electronics Technology (ELECT)

1. Demonstrate the ability to operate a variety of electronic test equipment.
2. Demonstrate the ability to use technical publications, including but not limited to:
 - a. Schematics
 - b. technical drawings
 - c. reference books
3. Demonstrate the ability to understand and apply Ohm's Law to circuitry.
4. Use electronic theory and concepts with critical thinking skills to troubleshoot a variety of electronic devices.
5. Demonstrate the ability to communicate technical information effectively through the use of daily logs, damage reports, work orders, etc.

Machine Shop Technology (MAC)

1. Operate conventional metal cutting machine tools holding dimensional tolerance of $\pm .010$ "
2. Interpret multiview, mechanical drawings to include but not limited to: title blocks, dimensions, tolerances.
3. Use precision measurement instruments to check dimensions to accuracy of $.001$ "
4. Operate a personal computer to complete drawings using cad software meeting ANSI Standards.
5. Set-up, operate, and program a CNC machining center holding part tolerances of $\pm .005$ "

Manufacturing Technologies (MANUF)

1. Using mechanical, electrical, hydraulic and pneumatic schematics, repair manuals and parts catalogs as necessary troubleshoot and repair or replace defective equipment parts and reassemble equipment.
2. Effectively communicate between managers, supervisors, operators and fellow employees information concerning budgets, preventive maintenance and equipment functions and repairs.

3. Communicate to engineering, tool room, and facilities management by means of drawings and sketches requirements for installation, design modifications and safety issues of production equipment.
4. Assemble, install and or repair wiring, electrical and electronic components, pipe system, machinery and equipment recording the work performed and associated time and cost.
5. Perform routine preventive maintenance to ensure that production machines continue to run smoothly, by inspecting drives, motors, and belts, check fluid levels, replace filters, and perform maintenance actions following checklist.

Marketing Business Management (MARKT)

1. Student can recommend, apply, demonstrate, and define the marketing concept as it applies to continual customer satisfaction.
2. Student can present a sales presentation utilizing the relationship customer focused selling model
3. Student can interview a job candidate using an organized interview model.
4. Student is able to conduct a situational analysis of a business.
5. Student is able to apply the Hershey-Blanchard Situational Leadership Model in the proper situations.

Medical Office Assistant (SMED)

1. To be able to consistently key 45 WPM or above with 3 or less errors on a five-minute timing
2. To be able to show a thorough knowledge of computer skills including, but not limited to:
 - a. Word
 - b. Excel
 - c. Access
 - d. PowerPoint
3. To be able to format the following documents:
 - a. Business Letters
 - b. Table
 - c. Memo
 - d. Reports
 - e. Agenda and Minutes
 - f. Itinerary
 - g. News Release
 - h. Medical Reports
 - i. Insurance and Coding Documents
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 employer.

5. To summarizing their experience in the degree program including what they have learned and how they anticipate using it through the submission of a 1000 word report.

Microcomputer Support Specialist Degree (MSS)

1. Demonstrate comprehension of programming concepts and techniques
2. Demonstrate web construction skills
3. Install, troubleshoot, and maintain PC-based hardware and software
4. Demonstrate comprehension of local area networks and local area network security
5. Install, troubleshoot, and maintain PC-based operating systems
6. Maintain computer industry ethics
7. Understand and demonstrate the use of Linux-based operating systems

Network Support Specialist (NSS)

1. Demonstrate the installation of computer hardware devices.
2. Investigate techniques in preventive maintenance and troubleshooting.
3. Install 3 different operating systems. Windows XP, Windows Server 2003, and Linux.
4. Develop a general working knowledge of the OS.
5. Learn network protocols and security.
6. Learn data storage techniques and backup.
7. Demonstrate the operation Microsoft's IIS and Apache Web Server.
8. Configure and implement DHCP, DNS, and NetBIOS.
9. Create a personal web site using HTML and XHTML.

Social Services Specialist (SSS)

1. Identify and develop the Eight Characteristics of a Social (Human) Services Specialist
2. Identify area Social Services Agencies including; services provided, criteria for assistance, and contact information.
3. Develop strong listening skills
4. Develop problem-solving strategies.
5. Gain a basic understanding of Counseling Theories
6. Demonstrate documentation skills.
7. Define and demonstrate professionalism in the Social Services Field

Telecommunications Technology (TEL)

1. Demonstrate the ability to use available resources (internet, library, mentors) to learn of new technologies in the telecom industry.
2. List and define at least 100 telephony terms & acronyms.
3. Observe all applicable telecom industry safety practices.
4. Solve telecom electronic circuit problems using Ohm's law and math skills.
5. Produce a selection of copper and optical fiber terminations.
6. Design a complete outside plant (OSP) layout.
7. Complete an array of copper & fiber optic cable splices.
8. Operate a variety of Outside Plant power equipment and test sets.
9. Construct an OSP aerial cable lead.
10. Complete and troubleshoot residential station installations.
11. Install a range of interconnect switch gear including KSUs and EPABXs.
12. Explain, troubleshoot and maintain a digital central office switch.
13. Set up a Voice over Internet Protocol (VoIP) switching system.
14. Demonstrate an understanding of personal computers and a selection of software applications.
15. Design and set up a complete operational computer data network.

Appendix D

MOA Pilot Reported with the Program Assessment Reporting Form

*Medical Office Assistant
Associate in Applied Science*

Office Careers

**Amie Mayhall
Shasta Bennett**

Created: January 10, 2006

Last Date Modified: November 17, 2006

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 three or less errors on a five-minute timing on average copy material	18% of students provided a timing meeting the criteria.	Goal not met. Portfolio requirements will be reworded so students understand everything that needs to be demonstrated. Make Portfolio Development a required course.
2	To be able to show a thorough knowledge of computer skills including, but not limited to: <ul style="list-style-type: none"> - Word - Excel - Access 	Student portfolio will contain a minimum of one artifact for each software demonstrating satisfactory use of the	The following percentage of students met each given program criteria:	Goal not met. Since MOA does not require PPT, we need to set a PowerPoint project in a course that is required.

	– PowerPoint	software programs. 70% of graduates will show satisfactory use of the software programs to meet criteria.	36% WORD 45% EXCEL 18% ACCESS 36% POWERPOINT	Need to decrease the amount of course substitutions for Access. Portfolio requirements will be reworded so students understand everything that needs to be demonstrated. Make Portfolio Development a required course.
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. 70% of graduates will show proper formatting of documents meeting each criterion.	64% Letters 55% Tables 45% Memos 73% Reports 36% Agenda and Minutes 27% Itinerary 27% News Release 55% Medical Reports 36% Insurance and Coding	Goal not met. Portfolio requirements will be reworded so students understand everything that needs to be demonstrated. Make Portfolio Development a required course. Detailed Program outcomes need to be available to students-post on Assessment toolkit and make publicly available.
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	60% showed completion of internship criteria	Goal not met. All students did successfully complete internship, but there was not indication of this through all the

		show the PowerPoint Presentation, Brochure, and letter of Completion from Employer		portfolios. Set a meeting date for Interns to ensure that their presentations and brochures are updated. Portfolio requirements will be reworded so students understand everything that needs to be demonstrated. Make Portfolio Development a required course.
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.	82% of students completed the self-analysis report	Goal met. This is a great method for students to summarize what they have learned and accomplished during their studies. Continue to utilize this method.

Appendix E

Disciplines Established by the General Education Assessment Committee

Mathematics

English/Communications

Physical Sciences

Life Sciences

Humanities

Fine Arts

Social Sciences

Behavioral Sciences

Business

Education/Health

GENERAL EDUCATION ASSESSMENT

Fall 2005

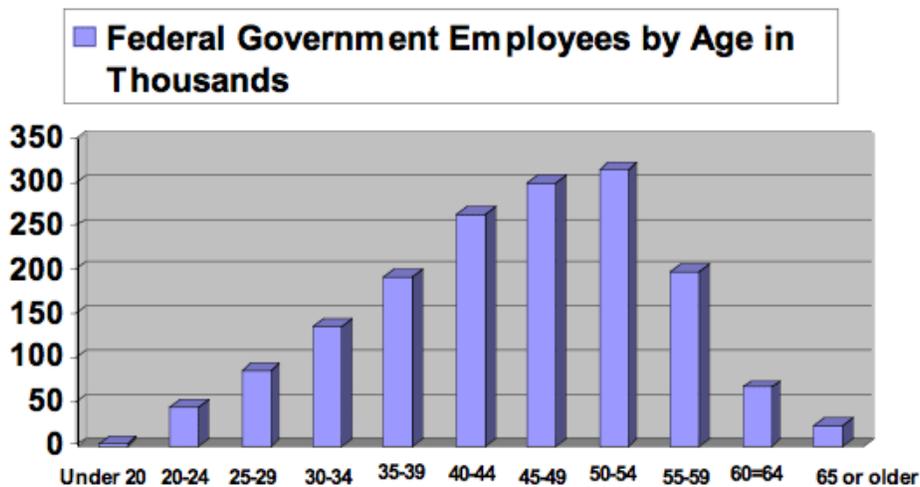
Read the following article excerpt "Brain Drain" by Leonard Weiner from the Nov. 22, 2004 *US News and World Report* and then respond to the questions at the end of the article marking your answers on the op-scan data sheet. Do NOT mark on this sheet. Thank you.

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



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 Jaggard, 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 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.
Write paragraph on the reverse side of op-scan data sheet in Area 1.

Assessment Tools

Written surveys and questionnaires (asking individuals to share their perceptions about the study target—e.g. their own or others’ skills/attitudes/behavior, or program/course qualities and attributes)

Exit and other interviews (asking individuals to share their perceptions about the target of study—in a face-to-face dialog with an interviewer)

Commercial, norm-referenced, standardized exams (commercially developed exams, generally group administered, mostly multiple choice, “objective” tests, usually purchased from a private vendor)

Locally developed exams (objective or subjective designed by local staff/faculty- can also include embedded test questions)

Archival Records (biographical, academic, or other file data available from college or other agencies and institutions)

Focus Groups (guided discussion of a group of people who share certain characteristics related to the research or evaluation question, conducted by trained moderator)

Portfolios (collections of work samples, usually compiled over time and rated using rubrics)

Simulations (a *competency based* measure where a person’s abilities are measured in a situation that measures a “real world” setting. Simulation is primarily used when it is impractical to observe a person performing a task in a real world situation (i.e. on the job)

Performance Appraisals (systematic measurement of demonstration of acquired skills generally through direct observation in a “real world” situation (i.e. internship visit)

External Examiner (using an expert in the field outside of your program – usually from a similar program at another institution to conduct, evaluate, or supplement the assessment of your students)

Oral examinations (evaluation of student knowledge levels through a face-to-face dialogue between the student and the examiner—usually faculty)

Behavioral Observations (measuring the frequency, duration, and context of subject’s actions, usually in a natural setting with non-interactive methods)

Assessment Tips to Help Us Mature Beyond Development Phases

Understand what questions you are trying answer through completing assessment.

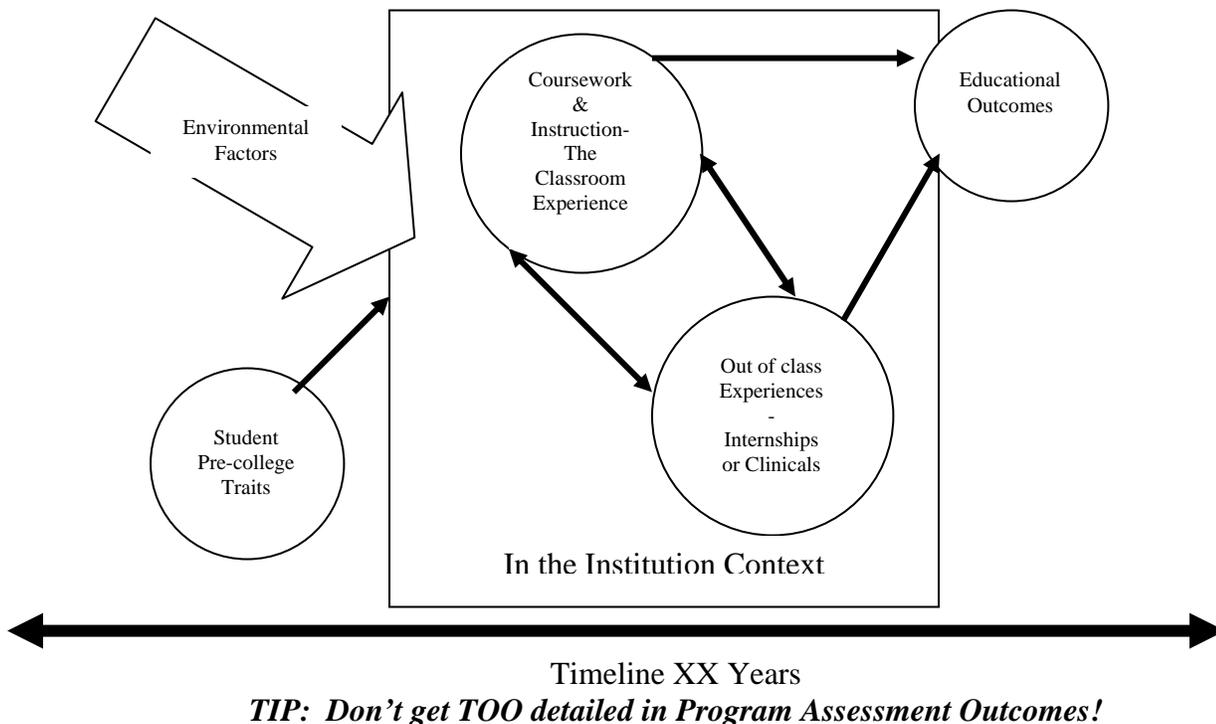
- ◆ Can we demonstrate that students have learned outcome XXX to an appropriate level by the time of graduation?
- ◆ What do we do with the results once we have them? If we do not incorporate the results into our teaching process, then it is not worth the time to assess.

WE DON'T ASSESS JUST TO ASSESS! USE THE RESULTS!

Course Assessment Checklist:

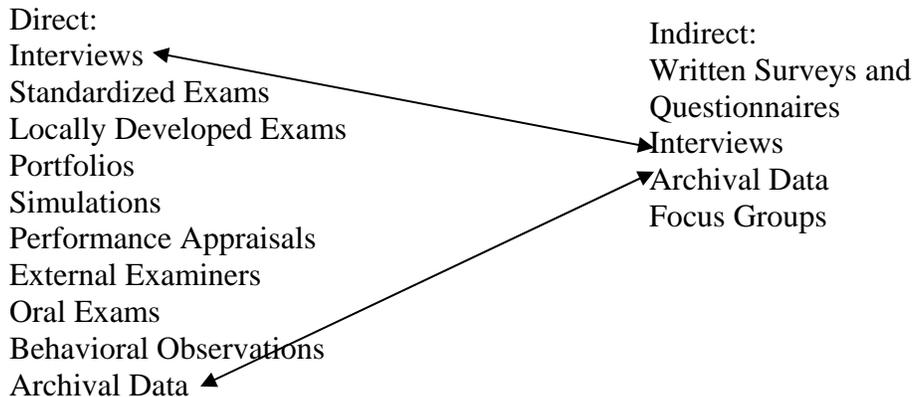
1. Measurable outcomes are set!
2. A method of assessment is in place!
3. Results are collected and summarized with all instructors teaching the course.
4. A determination among instructors is made as to what needs to be done due to the results received.
5. Students and instructors have a more learning focused environment! As well as the instructors have good information to base decisions made concerning the course.
6. A summary is provided to the institution with what process was completed, and what was done with the results (documentation purposes)

Program Assessment



Once you have your assessment plan started Curriculum Mapping is extremely important. This is where you align teaching strategies with anticipated outcomes and show where you give students the opportunity to Learn, Practice, Develop, and Demonstrate the outcomes of the course or program.

Be sure to build in Direct and Indirect Methods of Assessment into your plan.



The Ideal Assessment Methods for you and your course, program, discipline, or classroom are those that best fit with your goals and outcomes!

Checklist:

- Assessment Question is known and explicit
- Outcomes are defined and number of performance criteria are manageable
- Data are efficiently and systematically collected
- Assessment methods are appropriate to context
- Results are evaluated
- Evaluation is more than looking at the results of learning outcomes
- Action is appropriate

Advice:

Capitalize on what is already being done!

One size does not fit all!

Not everything has to be measured ALL the time!

More data are not necessarily better!

Identify local resources!

Understand that it may not be perfect the first time!

Do what is logical to your area and then explain it to others!

Appendix I: Nursing Program Evaluation Information

Standard IV: The curriculum is designed to accomplish its educational and related purposes.

PROGRAM EVALUATION PLAN

Criterion 13: Program design provides opportunity for students to achieve program objectives and acquire knowledge, skills, values, and competencies necessary for nursing practice.

Definition: Program design provides opportunity for students to achieve the educational outcomes, which include the knowledge, skills, competencies and professional ethics and values of an entry-level associate degree nurse.

Expected Level of Achievement:

- 100% of the time, the program length and balance of distribution of credits (nursing and non-nursing courses) meets IDPR and NLNAC standards
- Full-time and part-time progression students acquire knowledge, skills, competencies within the two year Program which provides a balance between nursing courses and general education courses and these students are successful as evidenced by: *See evaluative criterion 23* [added 2002]
- 85% of employer and graduate survey responses will be ≥ 3 on items related to professionalism (ethics, values, responsibilities) [added 2002].
- 85% of employer and graduate survey responses will be ≥ 3 .
- The average of second year, second semester students will be at or above the national norm (154.53) as measured by the Arnett Critical Thinking test.

Component	Time/Frequency of Assessment	Assessment Method	Report of Data Collection & Analysis Level of Achievement	Actions Resulting from Data Analysis
<i>Length of program</i>	Every 3 years. As needed based on program changes.	Analyze credit hours of general education courses and of nursing courses to total hours required. (IECC College Catalog)	2002 ➤ Total credits (72) in the program of learning are within the accepted limits and provide a balance of nursing (58.3%) and general education (41.6%) courses. 2005 ➤ Total credits (72) in the program of learning are within the accepted limits and provide a balance of nursing (58.3%) and general education (41.6%) courses.	Continue to monitor.
<i>Knowledge, skills, competencies for practice</i>	Annually.	Graduate survey	See Evaluative Criterion 23.	
<i>Professional ethics, values and accountability</i>	Every 2 years, even years	Analysis of employer survey responses to items 10, 11, 12, 13 with graduate survey responses to items 9, 10, 12 <u>and other specific</u>	2002 ➤ 100% of employer and graduate responses to items related to professionalism were ≥ 3 every year. 2003 ➤ 100% of employer and 100% graduate response to	Continue review for trends.

		<u>items with revised survey.</u>	<p>items related to professionalism were ≥ 3.</p> <p>2004</p> <ul style="list-style-type: none"> ➤ 98.8% of employer and 98.9% graduate response to items related to professionalism were ≥ 3. <p>Summative Evaluation: Graduates articulate use of professionalism in practice and employers concur. 32 (33%) graduate responses and 20 (21%) employer responses and 7 (37%) generic employer responses received.</p> <p>2005</p> <ul style="list-style-type: none"> ➤ 100% of employer and 97% graduate responses to items related to professionalism were rated good to excellent/ ≥ 3. <p>2006</p>	<p><u>bSurvey for employees revised. "Generic" employer survey developed. Items clarified for professionalism and role expectations (Advisory Committee meeting 10/18/04).</u></p> <p>Initiatives have increased response rate. Continue.</p>
<i>Critical Thinking</i>	Annually with 3 year summary	Analysis employer survey to item 14 and graduate responses on survey to item 6 (CT). Compare with average CT results on Arnett CTOE.	<p>2000</p> <ul style="list-style-type: none"> ➤ CT test: 142.55 ➤ 92% employer and 100% graduate responses rated CT as ≥ 3. <p>2001</p> <ul style="list-style-type: none"> ➤ CT test: 120.37 ➤ 88% employers and 100% graduate responses rated CT as ≥ 3. <p>2002</p> <ul style="list-style-type: none"> ➤ CT test 124.82 ➤ 100% employer and 100% graduate responses rated CT as ≥ 3. <p>3 year summary: Average of student population consistently does not meet national average for Arnett Critical thinking. Other indicators of CT (graduate and employer responses), and student success indicators (NCLEX scores and faculty evaluations) do not correlate with these test results.</p> <p>2003</p> <ul style="list-style-type: none"> ➤ CT Test 102.67 ➤ 100% of employers and 100% of graduate responses rated CT as ≥ 3; [100% of employers 	<p>Assessment/Evaluation Committee reviewed reasons presented at faculty discussions re: Ct testing: No evaluative criteria attached to test (does not impact grade), given after CAT, student test-fatigue at this point in program. Discussed validity of CT tests. Data presented to ADN faculty. Voted 9/23/03 to delete Arnett CT on-site this year. Students will do CTOE on web-site. Department heads to research other methods to measure CT and report to faculty.</p> <p>Faculty agreed to test with Arnett paper version under controlled circumstances to</p>

			<p>and 88.8% of graduate responses rate CT as >=4.]</p> <p>Arnett CT test taken in web format. Average of student scores includes persons who did not complete test, but logged in and started. Results obtained from this test method not considered valid for group norm. Some individual scores were much higher than those in past years.</p> <p>2004</p> <ul style="list-style-type: none"> ➤ CT Test 130.9 (15% below average) ➤ 100% of employers and 100% of graduate responses rated CT as >=3; [100% of employers and 88.8% of graduate responses rate CT as >=4.] <p>Students took paper/pencil test, separate from other tests.</p> <p>2005</p> <ul style="list-style-type: none"> ➤ CT Test 124.19 (24% below average) ➤ 100% employers rated CT good to excellent and 93% graduate responses rated CT as >=3.[93% graduates rated CT as >=4; 58% employers rated CT as excellent.] <p>Paper/pencil test given separate from other tests.</p> <p>2006</p> <ul style="list-style-type: none"> ➤ CT Test 117.66. <p>3-year summary: CT test continuously below national average of 154.53. No evaluative criteria, in terms of program progression or graduation, associated with CT testing. NCLEX scores average past 3 years is _____; national is _____; state is _____.</p>	<p>evaluate outcomes in this venue (ADN minutes 11/17/03).</p> <p>Strategy showed some improvement in outcomes. Continue to monitor.</p>
--	--	--	---	--

Standard VII: There is an identified plan for systematic evaluation including assessment of student academic achievement.

PROGRAM EVALUATION PLAN

Criterion 23: STUDENT ACADEMIC ACHIEVEMENT OUTCOMES SUMMARY

Required Outcomes	Expected Level of Achievement	Actual Level of Achievement	Resulting Action Taken/To be Taken with Time Frame for Implementation	
			Action	Time Frame
Completion Rates	50% of students on the midterm roster in fall semester will complete the ADN program within 3 years.	<p>2000: 32% 38% of student responses indicated employment, money as reasons for exit; 51% indicated health, family, marriage.</p> <p>2001: 45% 75.75% of student responses indicated outside stressors as reasons for exit (employment, travel family).</p> <p>2002: 46% [43.37% completed in 2 years] 76% students indicated outside stressors as reasons for exit. Largest increase in personal health and family problems. Exit surveys reviewed for 3 years. Reasons for withdrawal reviewed. Highest responses were: 57% of students reported personal problems (health, family problems, marriage) and 37% indicated finances (lack of money; employment too time-consuming) as contributing reasons for withdrawal. 20% of students indicated academic concerns (not developed adequate study techniques, academic work too hard). 11% indicated studies too time-consuming.</p>	<p>On-line course pain management offered to use toward 15 hours required for CAI programs on campus; students can do at home.</p> <p>Faculty adopted readmission policy in recognition of extraordinary circumstances: “The Academic Standards Committee has the right to review the admission status of any student based don faculty recommendation and documentation of extraordinary circumstances that adversely impacted student performance. (ADN 11-16-01; DH 11-30-01)</p> <p>Data compared to prior results: 33% of students indicated academic concerns as reason for exit. Since requirement for evidence of study skills class prior to enrollment in first nursing course and addition of tutors (implemented 2000), number reduced to 20%. Impact also evidenced by increased completion rates.</p>	<p>Implemented academic year 2001-2002.</p> <p>Implemented 2002-2003.</p>

Completion Rates		<p>2003: 53% [50.48% completed in 2 years] 41% student responses indicated outside stressors as reason for exit (22% personal, family, health) and 19% finances); 15.9% indicated academics as reason for exit.</p> <p>2004: 54.4% [50.5% completed in 2 years] 34% student responses indicated outside stressors as reason for exit 17% personal, family, health and 17% finances); 25% indicated academics as reason for exit.</p> <p>2005: 50.5% [42.55 completed in 2 years]</p>	<p>GEN1104 added to Study Skills Class to help prepare students for web-enhanced instruction.</p> <p>Faculty trained on Noel-Levitz College Student Inventory. Administered to continuing students on both levels Fall 2004. Inventory focuses on psychosocial and attitudinal as well as academic strengths and concerns. Will use survey for entering students 2005.</p>	
Performance on NCLEX and/or Certifying Examinations	85% of first-time writers will pass the NCLEX exam.	<p>2000: 85% (IECC); 87% (IDPR)</p> <p>2001: 85% (IECC); 84% (IDPR)</p> <p>2002: 93%(IECC); % (IDPR)</p> <p>3-year summary: NCLEX scores have consistently met criteria. Prior 3 years, criteria not met two of those years.</p> <p>2003: 85% IECC second time writers: 91%</p> <p>2004: 84% IECC & IDPR second time writers: 90%</p>	<p>RN NCLEX Q&A CAI added as requirement for NUR 2205; test pool of 1000 questions.</p> <p>One student included on IECC list, not an IECC graduate. IDPR notified.</p> <p>Increased access to NCLEX style questions with Arnett on-line test package available for students. Other initiatives continued.</p> <p>On-site review course as part of curriculum, requirement for completion of RN NCLEX questions and self-study plan have been effective. These initiatives will be continued.</p> <p>Continue to monitor.</p> <p>Degree of difficulty of exam increased and item changes were incorporated. Program still stable.</p>	<p>Added requirement and on-site review continued for graduates for 2001.</p> <p>Available January 2002 to 6 weeks per graduation.</p> <p>Continue 2003.</p> <p>Review course to include new item format.</p>

<p>Employment Rates</p>	<p>70% of graduates responding to 6-month survey will be employed as RNs within six month of graduation or not employed by choice (e.g., continuing education, personal reasons).</p>	<p>2000: 100% employed 2001: 100% employed 2002: 100% employed</p> <p>3-year summary: Past 3 years, no employment problems.</p> <p>2003; 95% employed. One recently married, waiting till after holidays.</p> <p>2004: 91.2% employed. One moved, awaiting endorsement, one did not pass boards, one had baby.</p>	<p>Continue data collection.</p> <p>Watch trends.</p>	
<p>Program Satisfaction</p>				
<p>Graduate satisfaction</p>	<p>85% of students completing program evaluations and 85% of graduates responding to Graduate Follow-up Questionnaire will rate program satisfaction =>3 or good to excellent.</p>	<p>2000: 87%; all would recommend program.</p> <p>2001: 89%; 82% would recommend program</p> <p>2002: 100%; all would recommend program.</p> <p>3-year summary: Criteria met for program satisfaction. Data comparable to previous, with exception of 98 graduating class, when satisfaction was low</p> <p>2003: 100%; all would recommend (21 responses)</p> <p>2004: 94.1% satisfied and would recommend.</p>	<p>Discussed low rate of return of surveys (DH meeting 3-7-03). Discussed possibility of on-line survey. Will be investigated with technology persons and academic services.</p> <p>Rate of return improved to 25%.</p> <p>Had 33 surveys returned of 92 graduates (35.8%)—highest rate in several years. Need emphasized throughout program.</p>	<p>Investigate for 2003 graduating class. (Surveys mailed in November)</p>
<p>Employer satisfaction</p>	<p>85% of employers responding to surveys will rate performance of graduates as good to excellent (=>3).</p>	<p>2000: 94% 2001: 91% 2002: 98</p> <p>3-year summary. LOA consistently met. Data previous years congruent.</p>	<p>Low rate of survey return. Discussed development of generic form for affiliating agencies asking for comparison of IEEC graduates performance compared to expected level of new graduate RN. (DH meeting 3-7-03).</p>	<p>DH's to work with A/E committee to develop for distribution 2003.</p>

		<p>2003:100% rated graduates as good to excellent.</p> <p>2004: 93% rated graduates as good to excellent. <i>100% generic surveys rated graduates as good to excellent compared to expectation of new graduate.</i></p>	<p>Nine surveys returned. Discussed with Advisory Committee. All employers are not receiving form from graduate. Developed generic survey with input of Advisory Committee to query how IECC graduates compare to expected entry-level practitioner.</p> <p>Twenty surveys returned for specific graduates. Seven responses to “generic” survey.</p>	
--	--	--	--	--

Agenda Item #8F

Stericycle Service Agreement

Agenda Item #8F

MEMORANDUM

TO: Board of Trustees
FROM: Terry L. Bruce
DATE: November 21, 2006
RE: Service Agreement with Stericycle

IECC's Nursing Program generates regulated medical waste which must be disposed of properly.

Stericycle Inc. of Bannockburn, Illinois has submitted a contract under which they would make quarterly pick-ups of medical waste generated by the nursing program. Stericycle would collect, transport and treat the regulated medical waste as defined under federal, state, or local laws, rules, regulations, and guidelines. IECC will be required to classify, package, and label the regulated medical waste appropriately.

Stericycle will charge IECC \$45.05 per month for this quarterly pick-up. The term of the contract is for twelve months and will automatically renew for equal terms unless 60 days prior notice is given.

I ask the Board's approval of the contract with Stericycle Inc.

TLB/rs



Stericycle®

Account/ Site #

STERI•SAFESM SERVICE AGREEMENT

Service Address

Billing Address (If Different)

Name: Olney Central College

Address 1: 108 E Main Street Room 110

Address 2: _____

City/State/Zip: Olney, IL 62450

E-Mail: _____

Phone: (618) 392-2589 ext. _____ **Fax:** () - - - -

Contact: Amanda Johnson **Title:** _____

Name: _____

Address 1: _____

Address 2: _____

City/State/Zip: _____

E-Mail: _____

Phone: () - - - - ext. _____ **Fax:** () - - - -

Contact: _____ **Title:** _____

The parties agree as follows:

1. The Effective date of this agreement is 10/23/2006.
2. Stericycle shall remove and dispose of Customer's Regulated Medical Waste (Hazardous Waste as applicable) subject to the terms and conditions set forth below.
3. Stericycle will provide additional compliance services for the prices applicable to the service program level Customer has selected below.

Services to be Provided

<u>STERI-SAFE</u>	<u>*Additional Waste Services</u>			
Steri-Safe Program Level <u>Economy</u> Payment Schedule: Billed <u>Quarterly</u> at the rate of <u>\$45.05</u> (Per Month) <small>* Monthly payment schedule only available for selected programs with pickup frequency greater than 13 pickups per year.</small> Service Frequency <u>4 (Every 12 Weeks)</u> Additional Pick Up Charge <u>\$89.00</u> <small>(For stops in addition to your regular schedule.)</small> Maximum Medical Waste Containers per Pickup _____	<u>Category</u>	<u>Included w/ SS</u>	<u>Trans. Charge</u>	<u>\$/Cont</u>
	Dental Waste	<input type="checkbox"/> YES	_____	
	Pharm	<input type="checkbox"/> YES	_____	
	Chemo/Path	<input type="checkbox"/> YES	_____	
	Medical Waste Container Size	_____		
	Each Additional Container Charge \$	_____		

By signing below I acknowledge that I am the Customer's authorized officer or agent and that I have the authority to bind Customer to this Agreement. Customer agrees to be bound by the terms and conditions that appear on the second page hereof and comply with Stericycle's Waste Acceptance Policy, both of which are integral parts of this Agreement.

CUSTOMER: X _____ PLEASE PRINT: _____ Title _____

Date:

STERICYCLE: X _____ PLEASE PRINT: Rich Sizelove Title Healthcare Compliance Rep

Date: 10/23/06

STERICYCLE USE ONLY

Type of Agreement New Term of agreement 12 Months

Tax Exempt: YES NO If YES, ID# _____ (copy must accompany paperwork)

Promo Code _____

Purchase Order (if applicable) # _____ From ___/___/___ to ___/___/___

Segment Code SEG38 Affiliation Code _____

SFDC Record # 535430

Routing Information (Operations Department):

Med Waste Container Code GS19 Qty 2 Special Waste Container Code _____ Qty _____ None (sharps only)

Service Area SO Route # _____ Container Setup Date ___/___/2006 First Pickup Date (Cycle Begin Date) ___/___/2006

Day of Service: Mon Tues Wed Thurs Fri Service Hours _____

Stericycle, Inc. • www.stericycle.com • 28161 N. Keith Drive, Lake Forest, IL 60045 • P (847) 943-6556 • F (800) 776-1043
The offer Will Expire on: 10/31/06

STERI•SAFESM TERMS AND CONDITIONS

Account/Site #

1. Regulated Medical Waste Services (a) Upon the terms and conditions contained herein, Stericycle, Inc. shall collect, transport, treat and dispose of all Regulated Medical Waste (except Non-conforming Waste) generated by Customer during the term of this Agreement. Stericycle employees may refuse containers that are determined to be Non-conforming Waste. (b) Title to Regulated Medical Waste collected from Customer shall transfer and vest in Stericycle at the time it is loaded into Stericycle's vehicle. Customer shall have title to Regulated Medical Waste at all prior times. Customer shall hold title to any Non-Conforming Waste at all times, whether refused for collection or returned to the customer for proper disposal after collection. (c) All Regulated Medical Waste must be accompanied by a properly completed shipping document pursuant to 49 CFR 172.202 (Manifest). (d) For purposes of this agreement, "Regulated Medical Waste" means: (i) waste or reusable material known to contain or suspected of containing an infectious substance in Risk Group 2 or 3 and generated in the diagnosis, treatment, or immunization of human beings or animals; research on the diagnosis treatment or immunization of human beings or animals; or the production or testing of biological products per the definition of regulated medical waste (49 CFR 173.134); (ii) As defined in 29 CFR 1910.1030 and all other applicable laws, rules, regulations and guidelines; and (iii) trace chemotherapy discarded items which may have been contaminated provided that such items, including vials and syringes, shall be "empty" as defined in applicable laws, regulations and guidelines. (e) For the purposes of this agreement, "Non-Conforming Waste" means: (i) any waste or other material not falling within the definition of Regulated Medical Waste, and includes fetal remains and human torsos; (ii) radioactive wastes; (iii) hazardous wastes, chemotherapeutic hazardous waste and substances as defined in any applicable laws, regulations and guidelines; (iv) pharmaceutical waste (except as allowed under Stericycle's waste acceptance policy); (v) any device, solution or waste containing mercury including dental wastes (amalgam and products, chairside traps, amalgam sludge or vacuum pumps); (vi) improperly segregated, labeled or packaged waste, including sharps not in designated sharp containers; (vii) containers that are leaking, damaged or likely to create risk of exposure to employees or the general public; and (viii) any other material which Stericycle may not collect, transport, treat or dispose in accordance with applicable laws, regulations or guidelines. Customer shall be liable for all injuries, losses and damages that result from any Non-conforming Waste, due to packaging or contents, being collected, transported, treated or disposed by Stericycle. For further clarification see Stericycle's current Waste Acceptance Policy, which is attached hereto and incorporated herein by reference. A copy of Stericycle's Waste Acceptance Policy may be obtained from your local Stericycle representative.

2. Term and Pricing Subject to the provisions below, the term ("Term") of this Agreement shall be **Twelve (12)** months from the Effective Date. (a) This Agreement shall automatically renew for successive terms equal to the original Term (each an "Extension Term") unless either party has notified the other party in writing during the sixty (60) day period prior to any such renewal date of its desire to terminate this Agreement. All Extension Terms shall be subject to the terms and conditions hereunder. (b) Stericycle reserves the right to adjust the contract price to account for operational changes it implements to comply with documented changes in law, to cover increases in the cost of fuel, insurance, or residue disposal, or to otherwise address cost escalation. Stericycle may charge Customer a fee to cover its administrative costs in the event that Customer changes its service requirements or program level during the Term or Extension Term. Stericycle may change the price of any of its goods or services not covered by this Agreement at any time without notice to Customer. (c) In the event Customer terminates this Agreement prior to expiration of the term hereof (or any "Extension Term") or fails to perform any of its obligations under this Agreement, Stericycle shall have, without limitation, all rights and remedies provided at law or in equity, as well as the right to recover from Customer an amount (which the parties hereby acknowledge constitutes Stericycle's liquidated damages and not a penalty) equal to fifty percent of the Customer's average monthly charge multiplied by the number of months (including any partial months), remaining until the expiration date of the then current term hereof. (d) Stericycle shall have the right to terminate this Agreement at any time by giving Customer at least sixty (60) days notice in the event that it is unable to continue performing its obligations under this Agreement due to the suspension, revocation, cancellation or termination of any permit required to perform this Agreement or in the event that a change in any law or regulation makes it impractical or uneconomical, in Stericycle's sole discretion, to continue performing this Agreement.

3. Billing Stericycle shall provide Customer with monthly, quarterly or annual invoices that are due upon receipt. Customer agrees to pay a late charge on any amounts owed to Stericycle that are more than 30 days old, at a rate equal to the lesser of 1 ½% per month or the maximum rate permitted by law. Customer shall bear any costs that Stericycle may incur in collecting overdue amounts from Customer, including, but not limited to, reasonable attorneys' fees and court costs. Should any amounts due pursuant to this Agreement remain unpaid for more than 30 days from the date of the debt's first invoice, Stericycle shall have the option, without notice to Customer, to suspend service under this Agreement until the overdue amounts (plus late charges and collection fees) are paid. In the event that Stericycle suspends services under this Agreement for any reason, including the expiration or termination of this Agreement or Customer's breach (see 2(c), above), Stericycle may remove all containers belonging to it from Customer's premises. Any non-compliant containers will be billed an additional container charge at the current container rate. Non-compliant containers include containers that are overweight under applicable laws or regulations or in excess of 60 pounds or containers holding Non-Conforming Waste, (including hazardous or radioactive waste or improperly packaged or labeled medical waste.)

4. Surcharge Stericycle may also impose a surcharge in the event that Stericycle attempts to pick up waste at a Customer location (on either a scheduled pick-up or in response to a Customer request) and, through no fault of Stericycle, either (a) there is no Regulated Medical Waste for Stericycle to pick up, (b) waste is not ready for pick-up or (c) the Customer location is closed. Excess waste volumes significantly greater than average volume for similar generators shall be subject to a surcharge at the current surcharge container rate (_____) at Stericycle's discretion. Stericycle will impose this surcharge to deter abuses, including but not limited to, solid waste disposed in the medical waste stream, or Customer consolidation of the waste of several generators under one site.

5. Liability for Equipment Customer shall have the care, custody and control of containers and other equipment owned by Stericycle and placed at Customer's premises and accepts responsibility and liability for the equipment and its contents except when it is being physically handled by employees of Stericycle. Customer agrees to defend, indemnify and hold harmless Stericycle from and against any and all claims for loss or damage to property, or personal injury or death, resulting from or arising in any manner out of Customer's use, operation or possession of any containers and other equipment furnished under this Agreement. Any damage or loss to such containers and equipment, other than normal wear and tear, will be charged to Customer at full replacement value.

6. Indemnification (a) Stericycle shall indemnify and hold Customer harmless from any liabilities arising from the gross negligence or willful misconduct of Stericycle in the performance of its obligations under this Agreement. Customer shall indemnify and hold harmless Stericycle from any liabilities arising from the gross negligence or willful misconduct of Customer, which shall include, but not be limited to, failure to properly store, package, label, or segregate Regulated Medical Waste and any liabilities relating to Non-Conforming Waste, whether or not collected, transported or treated by Stericycle. Each party agrees to pay the reasonable attorneys' fees and costs incurred by the other in bringing a successful indemnification claim under this Paragraph. Customer agrees to pay Stericycle's reasonable attorney's fees incurred for any successful defense by Stericycle of a suit for indemnification brought against Stericycle by Customer. (b) Stericycle will indemnify and hold harmless any Customer who subscribes to a Preferred Program from any fine or portion thereof resulting from an OSHA citation explicitly describing a blood-borne pathogen or medical waste management practice specifically addressed by the Preferred Program training and materials. Provided, however, that Stericycle's obligation to indemnify Customer under this sub-Paragraph (b) is contingent upon (1) Customer having followed or following each recommendation and instruction included in the Preferred Program (whether expressed verbally by employees or agents of Stericycle or as set forth in any written or electronic materials) and (2) Customer notifying Stericycle as soon as possible after it learns that it will be the subject of an OSHA inspection, and shall allow employees or agents of Stericycle to attend the inspection and to defend the Customer's blood-borne pathogen and medical waste management practices during the inspection. Customer's failure to perform any of its obligations under this sub-Paragraph (b) to Stericycle's satisfaction shall absolve Stericycle of its indemnification responsibilities under this sub-Paragraph (b). This sub-Paragraph (b) applies only to the Preferred Level Program.

7. Compliance Materials To the extent that Stericycle provides Customer with any electronic or printed materials (the "Compliance Materials") it provides these materials subject to a limited license to Customer to use the Compliance Materials for Customer's own, non-commercial use. Stericycle may revoke this license at its discretion at any time. Customer may not copy or distribute the Compliance Materials in any manner. Customer agrees to return all Compliance Materials to Stericycle at Customer's expense at the expiration or termination of this Agreement. Stericycle may charge Customer a fee for failure to return Compliance Materials at the expiration of the Term or a restocking fee for return of materials prior to the expiration of the Term.

8. Compliance with Laws Stericycle hereby agrees to carry General Liability, Automobile Liability, and Workmen's Compensation Insurance as required by applicable state law, and to otherwise comply with all federal and state laws, rules and regulations applicable to its performance hereunder. As of the date of this Agreement, Stericycle has all necessary permits, licenses, zoning and other federal, state or local authorizations required to perform the services under this Agreement and will furnish copies of these to Customer upon request. Customer hereby agrees to comply with all federal and state laws, rules and regulations applicable to its handling of Regulated Medical Waste and its performance under this Agreement, including, without limitation, all applicable record keeping, documentation and manifesting requirements. Stericycle and Customer shall

keep and retain adequate books and records and other documentation including personnel records, correspondence, instructions, plans, receipts, vouchers, copies of manifests and tracking records consistent with and for the periods required by applicable regulations and guidelines pertaining to storage or handling of Regulated Medical Waste and the services to be performed under this Agreement.

9. Exclusivity Customer agrees to use no other Regulated Medical Waste disposal service or method during the Term of this Agreement and any Extension Terms.

10. Excuse of Performance Stericycle shall not be responsible if its performance of this Agreement is interrupted or delayed by contingencies beyond its control, including, without limitation, acts of God, war, blockades, riots, explosion, strikes, lockouts or other labor or industrial disturbances, fires, accidents to equipment, injunctions or compliance with laws, regulations, guidelines or orders of any governmental body or instrumentality thereof (whether now existing or hereafter created).

11. Independent Contractor Stericycle's relationship with Customer pursuant hereto is that of an independent contractor, and nothing in this Agreement shall be construed to designate Stericycle as an employee, agent or partner of or a joint venture with Customer.

12. Amendment and Waiver Changes in the types, size and amount of equipment or the frequency of service may be mutually agreed to orally or in writing by the parties, without affecting the validity of this Agreement. Consent to oral changes shall be evidenced by the practices and actions of the parties. All other amendments to this Agreement (other than as provided in 2(b)) shall be effected only by a written instrument executed by the parties. No waiver shall be effective unless submitted in writing by the party granting such waiver. No waiver of any provision of this Agreement shall be deemed a waiver of any other provision of this Agreement and no waiver of any breach or duty under this Agreement shall be deemed a waiver of any other breach or later instances of the same duty.

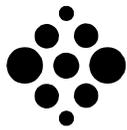
13. Savings Clause In case any one or more of the provisions contained in this Agreement shall, for any reason, be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not effect any other provisions of this Agreement; this Agreement shall be construed as if such invalid, illegal or unenforceable provision had never been contained herein, unless such finding shall impair the rights or increase the obligations of Stericycle hereunder, in which event, at Stericycle's option, this Agreement may be terminated.

14. Entire Agreement This Agreement (including any attachments, exhibits and amendments made in accordance with Paragraph 12) constitutes the entire understanding and agreement of the parties and cancels and supersedes all prior negotiations, representations, understandings or agreements, whether written or oral, with respect to the subject matter of this Agreement. This Agreement shall be binding upon and shall inure to the benefit of the successors, assigns legal representatives and heirs of the parties hereto provided, however, that Customer may not assign its rights or delegate its obligations under this Agreement without the prior written consent of Stericycle, which consent of Stericycle may not unreasonably withhold.

15. Governing Law This Agreement shall be governed by and construed in accordance with the laws of the State of Illinois without regard to the conflicts of laws or rules of any jurisdiction.

16. Notices All required notices, or those which the parties may desire to give under this Agreement shall be in writing and sent to the parties' addresses set forth above.

17. Originals A copy or facsimile of this Agreement shall be as effective as an original.



Stericycle®

Waste Acceptance Policy

INTRODUCTION

Stericycle policy requires compliance with all applicable regulations regarding the collection, transportation and treatment of regulated medical waste. Federal Department of Transportation (DOT) Regulations require the generator of regulated medical waste to certify that the packaging and documentation of transported regulated medical waste complies with DOT regulations regarding waste classification, packaging, labeling and shipping documentation. To ensure that neither Stericycle nor the generator of regulated medical waste violates applicable regulations, it is imperative that all parties understand the rules regarding proper identification, classification, segregation and packaging of regulated medical waste. The purpose of this policy is to summarize the **minimum** requirements for preparing your medical waste for collection, transportation and treatment. Additional facility or state-specific waste acceptance policies may apply based on permit specifications. Please contact your local representative for further information. You may also call (866) 783-7422.

REGULATED MEDICAL WASTE

Stericycle accepts medical waste generated in a broad range of medical, diagnostic, therapeutic and research activities. The term “medical waste” includes biohazardous, biomedical, infectious or regulated medical waste as defined under federal, state or local laws, rules, regulations and guidelines. Except as defined by specific state regulations, this **excludes** RCRA pharmaceuticals, bulk chemotherapy, waste containing mercury or other heavy metals, batteries of any type, non-infectious dental waste, chemicals such as solvents, reagents, corrosives or ignitable materials classified as hazardous waste under Federal and State EPA Regulations. In addition, Stericycle **cannot accept** bulk liquids, radioactive materials, fetal remains, or human torsos. Stericycle **cannot accept** these excluded materials packaged as regulated medical waste. Separate protocol and packaging requirements apply for the disposal of non-hazardous pharmaceuticals. Hazardous waste transportation services may be offered in certain geographical locations, under separate contract. Please contact your local representative for details and packaging specifications.

WASTE SEGREGATION AND PACKAGING

The generator is solely responsible for properly segregating, packaging and labeling of regulated medical waste. Proper segregation and packaging reduces the potential for accidental release of the contents and exposure to employees and the general public. DOT regulations require (49 CFR 173.197) that all packages of regulated medical waste be prepared for transport in containers meeting the following requirements: 1) rigid; 2) leak resistant; 3) impervious to moisture; 4) of sufficient strength to prevent tearing or bursting under normal conditions of use and handling; 5) sealed to

prevent leakage during transport; and 6) puncture resistant for sharps. All regulated medical waste must be accompanied by a properly completed shipping document (See 49 CFR 172.202).

MANAGEMENT OF NON-CONFORMING WASTE

As required by regulation and company policy, Stericycle employees may refuse containers that are non-conforming because of their contents or are improperly packaged, leaking, damaged or likely to create a risk of exposure to employees or the general public. Any non-conforming waste identified in route to or at a Stericycle location may be returned to the generator for proper packaging or disposal. Proper segregation and packaging is essential to ensure compliant and safe handling, collection, transportation and treatment of regulated medical waste.

Initials_____

STERICYCLE WASTE ACCEPTANCE POLICY CHECKLIST

Accepted Waste:

- √ **Sharps**
Needles and syringes, scalpel blades, glass pipettes, slides, etc.
- √ **Regulated Medical Waste**
A waste or reusable material known to contain or suspected of containing an infectious substance in Risk Group 2 or 3 and generated in the diagnosis, treatment, or immunization of human beings or animals; research on the diagnosis, treatment or immunization of human beings or animals; or the production or testing of biological products.

Accepted Waste Which Must Be Identified And Segregated For Incineration

- √ **Trace- Chemotherapy Contaminated Waste**

RCRA Empty drug vials, syringes and needles, spill kits, IV tubing and bags, contaminated gloves and gowns, and related materials as defined in applicable laws, rules, regulations or guidelines
- √ **Pathological Waste**

(Human or animal body parts, organs, tissues and surgical specimen (decanted of formaldehyde, formalin or other preservatives)

√ **Non-RCRA Pharmaceuticals**

Must be characterized and certified as non-RCRA hazardous material by the generator. *Consult Stericycle Representative for specific requirements*

Waste NOT Accepted By Stericycle

- ⊗ **RCRA Hazardous Pharmaceutical Waste**
- ⊗ **Chemicals**
Formaldehyde, formalin, acids, alcohol, waste oil, solvents, reagents, fixer developer

- ⊗ **Hazardous Waste**
Drums or other containers with a hazard warning symbol, batteries and other heavy metals
- ⊗ **Radioactive Waste**
Any container with a radioactivity level that exceeds regulatory or permitted limits; lead-containing materials
- ⊗ **Complete Human Remains**
Cadavers, complete torsos and fetal remains
- ⊗ **Bulk Chemotherapy Waste**
- ⊗ **Compressed Gas Cylinders, Canisters, Inhalers and Aerosol Cans**
- ⊗ **Any Mercury Containing Material or Devices:**
Any mercury thermometers, Sphygmomanometers or lab or medical devices
- ⊗ **Mercury-Containing Dental Waste**
Non-contact and contact amalgam and products, chairside traps, amalgam sludge or vacuum pump filters, extracted teeth with mercury fillings and empty amalgam capsules

Additional waste acceptance policies may apply based on state or permit specific requirements. Hazardous waste transportation services may be offered in certain geographical locations, under separate contract. Please refer to your local Stericycle Representative for additional information. For additional information on container and labeling requirements contact our Stericycle Customer Service Department at (866) 783-7422.

Agenda Item #8G

Lincoln Land Agri-Energy Tax Abatement

Agenda Item #8G

MEMORANDUM

TO: Board of Trustees
FROM: Terry L. Bruce
DATE: November 21, 2006
RE: City of Robinson Tax Abatement Resolution

The Robinson City Council has asked that the Illinois Eastern Community Colleges' Board of Trustees approve a resolution continuing the tax abatement on real property located within the Robinson Enterprise Zone. The Board of Trustees adopted a similar resolution on May 17, 2005. After adoption, the resolution was submitted to, but not filed by, the appropriate parties.

The abatement only relates to new improvements and the improvement project must be located within the District, and the abatement cannot exceed the amount attributable to the improvements, and is only allowed for commercial and industrial property. Abatement shall be at the rate of 100% of taxes for a period of five years.

I ask approval of this resolution.

TLB/rs

Attachment

TAX ABATEMENT RESOLUTION

The Board of Trustees of Illinois Eastern Community College District #529 does hereby adopt this resolution as follows:

The County Clerk of Crawford County, Illinois, is hereby directed to abate ad valorem taxes imposed upon real property located within the Robinson Enterprise Zone as the result of an Enterprise Zone Ordinance adopted by the City Council of the City of Robinson, Crawford County, Illinois on June 11, 2002, as Ordinance Number 2002-O-16, upon which new improvements shall be renovated or rehabilitated, subject to the following conditions:

- a) no abatement shall be applicable to any such improvement project located within the boundaries of a Tax Increment Redevelopment Project District;**
- b) any abatement of taxes on any parcel shall not exceed the amount attributable to the construction of the improvements and the renovation or rehabilitation of existing improvements in such parcel;**
- c) such abatement shall be allowed only for non-residential, commercial and industrial property located within the zone are;**
- d) such abatement of taxes on any parcel shall be for, and only for, the taxes attributable to an increased assessed valuation of the parcel for the taxing period immediately preceding the issuance of a building permit for the qualified construction and renovation or rehabilitation;**
- e) such abatement shall be at the rate of 100 percent of the taxes for a period of five years, beginning with the first year in which the improvements are fully assessed. Such is limited to the term of the Robinson Enterprise Zone.**

Upon roll call vote the following Board members voted aye.

Upon roll call vote the following Board members voted nay.

Passed and approved by the Board of Trustees of Illinois Eastern Community College District #529, at its regular Board meeting held on November 21, 2006, at Wabash Valley College in Mt. Carmel, Illinois.

**ILLINOIS EASTERN COMMUNITY
COLLEGE DISTRICT #529**

**BY; _____
JAMES LANE, JR.
CHAIRMAN OF THE BOARD**

ATTEST:

**_____
HARRY J. HILLIS, JR., SECRETARY**

Agenda Item #8H

Affiliation Agreement with Lawrence Memorial Hospital

Agenda Item #8H

MEMORANDUM

TO: Board of Trustees
FROM: Terry L. Bruce
DATE: November 21, 2006
RE: Affiliation Agreement with Lawrence County Memorial Hospital

IECC wishes to enter into a new affiliation agreement with the Lawrence County Memorial Hospital, located in Lawrenceville, Illinois.

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

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

TLB/rs

Attachment

**ILLINOIS EASTERN COMMUNITY COLLEGES, DISTRICT #529
OLNEY CENTRAL COLLEGE PHLEBOTOMY PROGRAM**

AFFILIATION AGREEMENT

THIS AGREEMENT made and entered into this _____ day of _____,
by and between ILLINOIS EASTERN COMMUNITY COLLEGES, DISTRICT #529,
Olney Central College, for its Phlebotomy Program (hereinafter referred to as DISTRICT #529)
and Lawrence County Memorial 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.

14. In the event of blood borne pathogen or hazardous products exposure, or any injury sustained in the Clinical AGENCY, the DISTRICT #529 faculty will:

-review the student handbook protocol with the student (see reference under Health Insurance in Student Handbook). The student is responsible for physician, diagnostic and treatment costs for services rendered by the clinical facility and for any continuing costs related to the incident.

If the student refuses to follow the guidelines of the Clinical Agency for exposure or injury, the student will be required to sign a release that says he/she has been notified of the risks and has chosen not to follow the guidelines. Failure to comply with the stated Handbook policy and Agency Guidelines will result in dismissal from the program.

The DISTRICT #529 faculty will provide the Clinical Agency with the documentation of this follow up or notification that the student has been dismissed from the program.

IN WITNESS WHEREOF, the undersigned signatures have caused this instrument to be executed by its duly authorized officials the _____ day of _____.

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 #8I

Van Lease for Lincoln Trail College

Agenda Item #8I

MEMORANDUM

TO: Board of Trustees
FROM: Terry L. Bruce
DATE: November 21, 2006
RE: Van Lease with Lincoln Trail College Foundation

The Lincoln Trail College Foundation has agreed to lease a van to Lincoln Trail College under the terms of the lease agreement which follows.

LTC will be reducing its fleet of vehicles by one and this leased van will be a replacement for that vehicle.

I ask the Board's approval of this lease agreement with the Lincoln Trail College Foundation.

TLB/rs

LEASE WITH OPTION TO PURCHASE

This agreement entered into the ____ day of November, 2006, by and between the Lincoln Trail College Foundation, Robinson, Illinois, hereinafter referred to as “Lessor” and Illinois Eastern Community Colleges, Olney, Illinois, hereinafter referred to as “Lessee”.

WITNESSETH:

The parties hereto desire to enter into Agreement whereby Lessor shall provide to Lessee the following described property:

2006 Chrysler Town & Country Minivan, 26,786 miles, VIN 2C4GP44R85R558489

The consideration to be paid for the lease shall be \$15,300, plus 4.5% simple interest to reflect a total lease amount, including interest, of \$16,697.19, payable as follows:

1. Three payments of \$5,565.73, to be due and payable on the 15th day of July 2007, 2008, and 2009.
2. The final payment, due July 15, 2009, shall be adjusted to reflect actual payment activity during the course of the contract. No penalty will be charged for prepayments.
3. Lessee is hereby given the option of purchasing the above referenced vehicle for an additional one dollar (\$1.00) to be paid with the final payment.
4. For and during the term of the lease, title to the above referenced vehicle shall be reflected in the name of the Lessor.
5. During the term of the lease, the Lessee takes full responsibility for the following obligations:
 - a. To provide and pay for all necessary expenses to operate the leased vehicle.
 - b. To maintain said vehicle in a state of good repair, subject only to normal wear associated with the operation of same for college purposes, to include all routine and major maintenance of all kinds.
 - c. To maintain proper insurance on said vehicle.

LESSOR:

LINCOLN TRAIL COLLEGE FOUNDATION

BY: _____

LESSEE:

ILLINOIS EASTERN COMMUNITY COLLEGES

BY: _____

Agenda Item #8J

Recognition of Outstanding Service

MEMORANDUM

TO: Board of Trustees
FROM: Terry L. Bruce
DATE: November 21, 2006
RE: Recognition of Outstanding Service

The Board of Trustees acknowledges that many faculty and staff members have provided outstanding service to the students, staff, and the community in which they reside. Each college has individuals who have provided these services over a long period of time. The Board has the opportunity to recognize one of those individuals at this Board meeting.

A resolution setting forth the details will be provided at the Board meeting.

TLB/rs

Agenda Item #9

Bid Committee Report

- A. Long Distance Telephone Provider**
- B. 15 Passenger Van**

BID COMMITTEE REPORT

November 21, 2006

IECC

1. Long Distance Telephone Service Provider

Olney Central College

1. 15 Passenger Van

TO: Board of Trustees
FROM: Bid Committee
SUBJECT: Bid Recommendation – Long Distance Telephone Service Provider
DATE: November 21, 2006

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

The Bid Committee recommends acceptance of the low bid received that meets all specifications from Sprint located in Lenexa, Kansas for a two (2) year contract for an estimated annual charge of \$14,331.60.

A bid tabulation sheet is attached.

Respectfully submitted,

Terry Bruce
Alex Cline
Jack Dunn
Harry Hillis, Jr.

Source of Funds: Education Fund

Department: District Wide

Rationale for Purchase: Long Distance Service Provider

The “Advertisement for Bids” was placed in the Wayne County Press for one (1) day.

Long Distance Telephone Service Provider

		Consolidated Communications Mattoon, IL						Sprint Lenexa, KS						Verizon Business Services Sycamore, IL					
		1 Year Contract		2 Year Contract		3 Year Contract		1 Year Contract		2 Year Contract		3 Year Contract		1 Year Contract		2 Year Contract		3 Year Contract	
	Monthly Minutes	Rate/Minute	Total Charge	Rate/Minute	Total Charge	Rate/Minute	Total Charge	Rate/Minute	Total Charge	Rate/Minute	Total Charge	Rate/Minute	Total Charge	Rate/Minute	Total Charge	Rate/Minute	Total Charge	Rate/Minute	Total Charge
Switched Dial-1																			
Interstate	12,000	\$.045	540.00	\$.041	\$492.00	\$.038	\$456.00	\$.034	\$408.00	\$.034	\$408.00	\$.034	\$408.00	\$.0429	\$514.80	\$.0410	\$492.00	\$.0390	\$468.00
Intrastate	8,500	.035	297.50	.033	280.50	.032	272.00	.029	246.50	.029	246.50	.029	246.50	.0320	272.00	.0306	260.10	.0291	247.35
Intralata	8,300	.035	290.50	.033	273.90	.032	265.60	.029	240.70	.029	240.70	.029	240.70	.032	265.60	.0306	253.98	.0291	241.53
Switched Toll Free																			
Interstate	2,400	.045	108.00	.041	98.40	.038	91.20	.034	81.60	.034	81.60	.034	81.60	.0429	102.96	.0410	98.40	.0390	93.60
Intrastate	7,500	.035	262.50	.033	247.50	.032	240.00	.029	217.50	.029	217.50	.029	217.50	.0320	240.00	.0306	229.50	.0291	218.25
Calling Cards																			
Interstate	vary	.17		.15		.13		.40	vary	.40	vary	.40	Vary	.0429		.0410		.0390	
Intrastate	vary	.17		.15		.13		.44	vary	.40	vary	.40	Vary	.0320		.0306		.0291	
Intralata	vary	.17		.15		.13		.44	vary	.44	vary	.44	vary	.0320		.0306		.0291	
ESTIMATED MONTHLY CHARGE			1498.50		1392.30		1324.80		1194.30		1194.30		1194.30		1395.36		1333.98		1268.73
ESTIMATED ANNUAL CHARGE			17982.00		16707.60		15897.60		14331.60		14331.60		14331.60		16744.32		16007.76		15224.76
Calling Card Connect Fee		None						\$.15 per call						Domestic \$0.154 per call, International \$0.77 per call					
Charge to Add or Remove account codes		\$7.00 per occurrence						\$20.00 per occurrence day						No charge					

Long Distance Telephone Service Specifications:

Illinois Eastern Community Colleges (IECC) is seeking long distance telephone service for its six Nortel PBXs located in the following Southeastern Illinois cities: Fairfield, Robinson (2), Olney (2) and Mount Carmel. All six sites have trunks that are used for long distance telephone service.

IECC is a member of MiCTA (Michigan Collegiate Telecommunications Association). Vendors should quote all applicable discounts relating to MiCTA membership.

Bidders must able to provide:

- 600 five-digit account codes that will function at any of the six locations (actual numbers will be specified by IECC)
- Call Management Software for Reports (reports must use name, not account code and must be separated by account, technical support must be included)
- Hard Copy billing for each separate account
- Six existing toll-free numbers with separate billing
- Price/Minute for INTERSTATE calls Approx Minutes/Month:
- Price/Minute for INTRASTATE calls Approx Minutes/Month:
- Price/Minute for INTRALATA calls Approx Minutes/Month:
- Price/Minute for incoming toll free calls
- Maximum of six second billing increments
- Price/Minute for 50 calling cards assigned to various accounts
- Connect fee for using calling cards if applicable
- Charge to add or remove account codes (account code changes must be complete in one business day)

Please provide rates in the spaces below:

			1 Year Contract		2 Year Contract		3 Year Contract	
		Monthly Minutes	Rate/Minute	Total Charge	Rate/Minute	Total Charge	Rate/Minute	Total Charge
Switched Dial-1	Interstate	12,000						
	Intrastate	8,500						
	Intralata	8,300						
Switched Toll Free	Interstate	2,400						
	Intrastate	7,500						
Calling Cards	Interstate	vary						
	Intrastate	vary						
	Intralata	vary						
TOTAL MONTHLY								
TOTAL ANNUAL CHARGE								

Long Distance Telephone Service Continued:

Other Charges:

Calling Card Connect Fee: _____

Charge to add or remove account codes: _____

SIGNATURE _____

PRINT NAME _____

COMPANY _____

ADDRESS _____

TELEPHONE _____

FAX NO. _____

DATE _____

NOTE: PLEASE SUBMIT BID IN DUPLICATE

TO: Board of Trustees
FROM: Bid Committee
SUBJECT: Bid Recommendation – 15 Passenger Van
DATE: November 21, 2006

The Bid Committee recommends acceptance of the lowest bid received that meets all specifications from Eagleson Automotive Center in Olney, IL for a 2006 Chevy Express 15-passenger van with 9,076 miles for a total bid of \$19,337.00.

Respectfully submitted,

Terry Bruce
Jack Davis
Harry Hillis, Jr.
Doug Shipman

Source of Funds: Education Fund/Athletic Transfer Fund

Department: Athletics/Faculty/Staff

Rationale for Purchase: Van is needed to upgrade the fleet. It will replace a 1999 Dodge van that has 118,360 miles for athletics, faculty and staff driving out of town.

The "Advertisement for Bids" was placed in the Wayne County Press for one (1) day.

Olney Central College

**15 Passenger Van
BID TABULATION**

Company	Year	Mileage	Make/Model	Total Bid
Eagleson Automotive Center Olney, IL	2006	9,076	Chevy Express	\$19,337.00
Ford Square Mt. Vernon, IL	2006	New	Ford E350 XL	22,254.30
Joe Hotze Ford, Inc. Salem, IL	2006	0760.1	Ford E-350 XLT	25,000.00

One (1) 15-PASSENGER VAN MODEL PROGRAM SPECIFICATIONS:

- (1) **15-Passenger Van, 2004 or Newer, 25,000 or Less Miles (In-Stock) meeting the following specifications:**

Specify Remaining Warranty
Gas V8 (350 Cu. In. or Larger)
Automatic 4-Speed
Power Brakes with ABS
Power Steering
Cruise Control
Tilt Steering Wheel
AM/FM Radio
Tinted Glass
Rubber Floor Mats (optional)
Front and Rear Heat
Front and Rear Air Conditioning
Intermittent Wipers (Optional)

NOTE: Following Board approval, bid will be awarded on November 22, 2006.

All freight, delivery, municipal license and title charges are included in bid.

VAN YEAR _____ **COLOR** _____ **MILEAGE** _____

MAKE _____ **MODEL** _____ **BID \$** _____

DELIVERY DATE _____

SIGNATURE _____

PRINT NAME _____

COMPANY _____

ADDRESS _____

TELEPHONE NO _____

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 October 31, 2006

<u>FUND</u>	<u>BALANCE</u>
Educational	\$804,055.87
Operations & Maintenance	\$247,279.14
Operations & Maintenance (Restricted)	\$105,771.52
Bond & Interest	(\$276,952.91)
Auxiliary	\$263,061.60
Restricted Purposes	\$128,847.52
Working Cash	\$0.00
Trust & Agency	\$78,755.61
Audit	\$45,340.56
Liability, Protection & Settlement	\$119,095.55
TOTAL ALL FUNDS	\$1,515,254.46

Respectfully submitted,

Roger Browning, Treasurer

ILLINOIS EASTERN COMMUNITY COLLEGES
Combined Balance Sheet - All Funds
October 31, 2006

	ALL FUNDS
	Fiscal Year 2006
ASSETS:	
CASH	1,515,254
IMPREST FUND	21,500
CHECK CLEARING	12,000
INVESTMENTS	12,590,000
RECEIVABLES	2,382,346
ACCRUED REVENUE	-
INTERFUND RECEIVABLES	-
INVENTORY	481,046
OTHER ASSETS	446,276
TOTAL ASSETS AND OTHER DEBITS:	17,448,422
 LIABILITIES:	
PAYROLL DEDUCTIONS PAYABLE	(2,992)
ACCOUNTS PAYABLE	3,517
ACCRUED EXPENSES	-
INTERFUND PAYABLES	139,950
DEFERRED REVENUE	0
OTHER LIABILITIES	272,119
TOTAL LIABILITIES:	412,594
 EQUITY AND OTHER CREDITS:	
INVESTMENT IN PLANT	1,646,662
PR YR BDGTED CHANGE TO FUND BALANCE	(181,543)
 FUND BALANCES:	
FUND BALANCE	4,939,284
RESERVE FOR ENCUMBRANCES	10,631,425
TOTAL EQUITY AND OTHER CREDITS	17,035,828
 TOTAL LIABILITIES, EQUITY, AND OTHER CREDITS	 17,448,422

ILLINOIS EASTERN COMMUNITY COLLEGES
 Combined Statement of Revenues, Expenses,
 and Changes in Net Assets
 AS OF October 31, 2006

ALL FUNDS

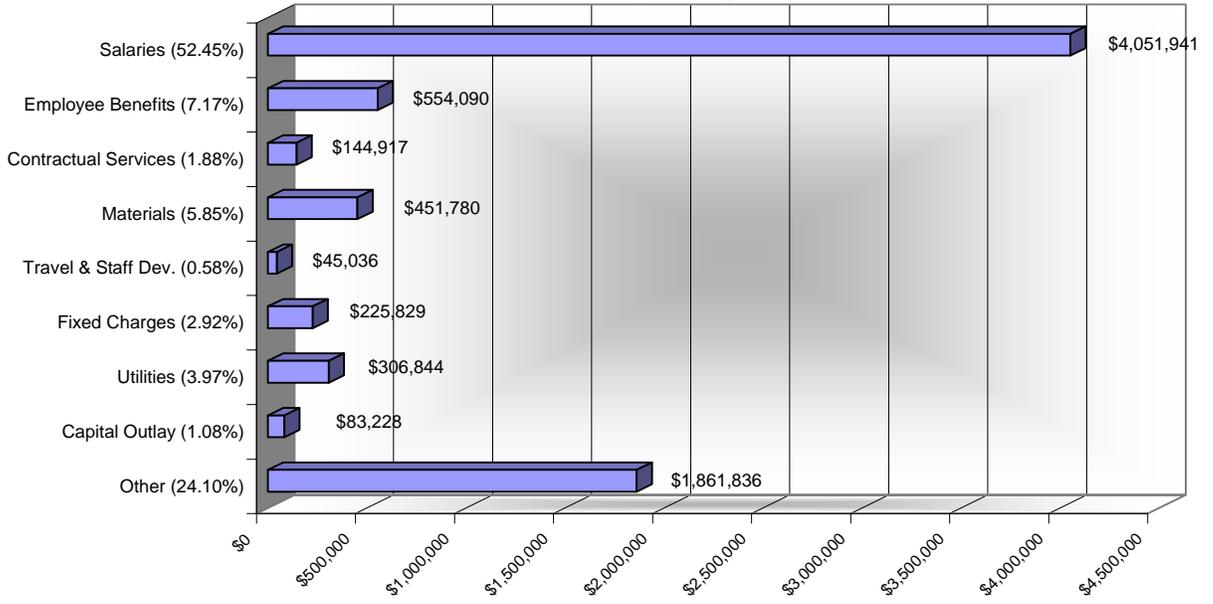
	YEAR-TO-DATE
REVENUES:	
LOCAL GOVT SOURCES	3,603,208
STATE GOVT SOURCES	3,627,294
STUDENT TUITION & FEES	5,335,566
SALES & SERVICE FEES	1,252,275
FACILITIES REVENUE	22,703
INVESTMENT REVENUE	36,887
OTHER REVENUES	<u>13,940</u>
TOTAL REVENUES:	13,891,873
EXPENDITURES:	
INSTRUCTION	3,059,626
ACADEMIC SUPPORT	141,703
STUDENT SERVICES	379,630
PUBLIC SERV/CONT ED	19,953
OPER & MAINT PLANT	839,722
INSTITUTIONAL SUPPORT	4,095,565
SCH/STUDENT GRNT/WAIVERS	1,845,058
AUXILIARY SERVICES	<u>1,612,953</u>
TOTAL EXPENDITURES:	11,994,210
TRANSFERS AMONG FUNDS:	
INTERFUND TRANSFERS	<u>0</u>
TOTAL TRANSFERS AMONG FUNDS:	0
NET INCREASE/DECREASE IN NET ASSETS	<u>1,897,663</u>

ILLINOIS EASTERN COMMUNITY COLLEGES
Operating Funds Comparison Report
FY 2005 - 2007

College	Category	FISCAL YEAR 2005			FISCAL YEAR 2006			FISCAL YEAR 2007			
		Annual Budget	Spent Thru October	% of Bdgt	Annual Budget	Spent Thru October	% of Bdgt	Annual Budget	Spent Thru October	% of Bdgt	% of Year
Frontier	Bills		\$541,783			\$549,819			\$562,850		
	Payroll		638,774			668,464			587,077		
	Totals	\$2,802,511	1,180,557	42%	\$2,903,861	1,218,283	42%	\$2,899,660	1,149,927	40%	33%
Lincoln Trail	Bills		517,182			430,650			450,028		
	Payroll		699,061			711,706			642,232		
	Totals	3,138,783	1,216,243	39%	3,073,986	1,142,356	37%	3,157,380	1,092,260	35%	33%
Olney Central	Bills		746,075			701,991			723,002		
	Payroll		1,166,414			1,276,354			1,227,931		
	Totals	4,915,983	1,912,489	39%	5,250,226	1,978,345	38%	5,510,700	1,950,933	35%	33%
Wabash Valley	Bills		621,477			715,912			754,587		
	Payroll		916,282			930,746			829,785		
	Totals	3,620,540	1,537,759	42%	3,802,320	1,646,658	43%	3,950,259	1,584,372	40%	33%
Workforce Educ.	Bills		434,101			469,743			507,907		
	Payroll		324,748			326,862			296,564		
	Totals	2,013,499	758,849	38%	2,023,450	796,605	39%	2,117,444	804,471	38%	33%
District Office	Bills		80,317			75,664			79,049		
	Payroll		287,395			297,093			258,802		
	Totals	1,217,781	367,712	30%	1,258,704	372,757	30%	1,248,404	337,851	27%	33%
District Wide	Bills		739,816			627,237			596,137		
	Payroll		198,954			217,009			209,550		
	Totals	6,714,716	938,770	14%	6,905,585	844,246	12%	7,476,661	805,687	11%	33%
O & M	Bills										
	Payroll										
	Totals										
GRAND TOTALS		\$24,423,813	\$7,912,379	32%	\$25,218,132	\$7,999,250	32%	\$26,360,508	\$7,725,501	29%	33%

Excludes DOC

**Illinois Eastern Community Colleges
FY2006
Operating Funds**



Illinois Eastern Community Colleges Dist. #529
■ As of October 31, 2006 - \$7,725,501

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: November 17, 2006
RE: Personnel Report

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

INDEX

- 400.1. Employment of Personnel**
- 400.2. Change in Status**
- 400.3. Leave of Absence Approved by CEO since October 17, 2006**
- 400.4. Request for Approval on Non-College Employment (External Report)**
- 400.5. Special Assignment**

PERSONNEL REPORT

400.1. Employment of Personnel

A. Professional / Non-Faculty

1. Deana Palmer, Director of Cosmetology, OCC, effective November 27, 2006

400.2. Change in Status

A. Classified

1. Doris Duckworth, Administrative Assistant, Allied Health, OCC, to Program Advisor, Allied Health, OCC, effective November 21, 2006.
2. Tamara Fehrenbacher, Administrative Assistant, Allied Health, OCC, to Program Advisor, Allied Health, OCC, effective November 21, 2006.
3. Cheryl Knight, Administrative Assistant, Allied Health, OCC, to Program Advisor, Allied Health, OCC, effective November 21, 2006.
4. Vavette Sexton, Administrative Assistant, Allied Health, OCC, to Program Advisor, Allied Health, OCC, effective November 21, 2006.
5. Ida McVaigh, Youthful Offender Program Counselor, LTC/RCC, to Bookstore Clerk, WVC, effective November 1, 2006.

400.3. Leave of Absence Approved by CEO since October 17, 2006

A. None

400.4. Request for Approval of Proposed Non-College Employment (External Report)

400.5. Special Assignment

A. District Office

Recommended

1. Extra-Curricular 2006-07

Nixie Hnetkovsky	Faculty Coordinator of Student \$2,000 Learning Assessment – FCC
Travis Matthews	Faculty Coordinator of Student \$2,000 Learning Assessment - LTC

Kelly Payne	Faculty Coordinator of Student \$2,000 Learning Assessment - OCC
Mark Pettigrew	Faculty Coordinator of Student \$2,000 Learning Assessment - WVC

Agenda Item #15
Collective Bargaining

Agenda Item #16

Litigation

Agenda Item #17

Acquisition and Disposition of Property

Agenda Item #18

Other Items

Agenda Item #19

Adjournment

**TENTATIVE
Protection, Health, Safety and ADA
Projects Schedule
Phase VIII**

	Estimated Budget											
Repair Stairways & Elevators	\$121,460											
Combustible Wall Panel Replacement	\$178,291											
Bleacher Repair & Replacement	\$179,850											
Floor Tile Repair & Replacement	\$38,400											
Replacement of Greenhouse Glass	\$51,400											
ADA - Natatorium Renovations	\$245,000											
Tuckpointing of Exterior Walls	\$37,200											
Other ADA Compliance Work	\$287,400											
Roof Repair and Replacement	\$1,013,755											
Asbestos Survey and Potential Abatement	\$529,507											
Districtwide Upgrade of Plumbing	\$67,200											
HVAC Supplement and Upgrade	\$593,505											
Upgrade of Lighting & Firealarm System	\$154,600											
GRAND TOTAL	\$3,497,568		Board Approval	Materials	Begin Construction	30% Completed	60% Completed	80% Completed	100% Completed	Partial Accepted	Fully Accepted	

10/31/2006

