

ASSURANCE SECTION

REPORT OF A COMPREHENSIVE EVALUATION VISIT

TO

Danville Area Community College
Danville, IL

April 27-29, 2009

FOR

The Higher Learning Commission

A Commission of the North Central Association of Colleges and Schools

EVALUATION TEAM

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I. CONTEXT AND NATURE OF VISIT

A. Purpose of Visit

The purpose of the visit to Danville Area Community College (DACC), District No. 507, was to conduct a comprehensive evaluation for continued accreditation and address the College's request for approval of all online degree programs.

B. Organizational Context

For more than six decades, the College has served its diverse communities and has become a tradition in the lives of the people it serves. Multiple generations have sent their children to Danville Area Community College to begin the journey through higher education. As a post-secondary institution, DACC offers both baccalaureate transfer associate degree programs and associate of applied science and certificate programs in career and technical fields of study. Students enrolled in transfer programs of study may complete the first two years of a baccalaureate degree in majors within various liberal arts and sciences disciplines. Students may complete associate of applied science degrees and certificates in a variety of technical areas.

C. Unique Aspects of Visit

The district is characterized by high unemployment rates and low educational attainment levels. The majority of DACC's students are in-state residents, and most are drawn primarily from within the district. A small percentage of students come from the seven Indiana counties which lie along the border. These students receive a lower tuition rate than other out-of-state students.

The campus is exceptionally beautiful and well maintained and provides a wonderful environment for learning and growing.

D. Sites or Branch Campuses Visited

None

E. Distance Education Reviewed

A 2004 Focus visit approved DACC to offer a limited number of courses, certificates, and programs including: certificate and degree programs in Business, Marketing & Management; Travel & Tourism; and the Associate Degree in Science & Arts. DACC currently offers about 250 online course sections taught by about 40 faculty members. Many of these faculty were early adopters of the technology and have been teaching online for a significant period of time. About 1,300 students are currently enrolled in one or more online courses. In an effort to enhance and expand support to online faculty and students, the responsibilities of the Instructional Technology Librarian were re-focused into a full-time Instructional Designer / Academic Web technologist in 2008. The College is currently transitioning its learning management system (LMS) from Web-CT to Blackboard.

F. Interactions with Constituencies

President
Chief Financial Officer
Vice President for Instruction and Student Services
Director of Marketing and College Relations
Director, Institutional Effectiveness
Self-Study Steering Committee (12)

Director, Administrative Services
 Director, Human Resources/Affirmative Action Officer
 Executive Director of College Foundation and Grant Development
 Director of Grants and Planning
 Director, Financial Aid
 Director, Student Success Center
 Academic Division Deans
 Admissions Staff
 Director, Adult Education/Information and Referral Coordinator
 Associate Vice President, Student Services
 Coordinator/Director of Tech Prep
 Director, Career and Employment Services
 Fifty (50) Community Members
 Director of Education Programs, East Moline Correctional Center
 Director of Education Programs, Hill Correctional Center
 Director, Small Business Development Center
 Director, Counseling and Transfer Articulation Coordinator
 Controller
 Director, Computer and Network Services
 Institutional Effectiveness and Assessment Committee (18)
 Fifty (50) Students
 Director, Corporate and Community Education
 Coordinator, Customized Training
 Director, Job Training Partnerships
 Director of Maintenance and Facilities
 Coordinator, Bookstore
 Board of Trustees
 Director, Athletics/Men's Baseball Coach
 Men's Basketball Coach
 Director, Admissions and Records/Registration
 Safety and Security Officer
 Coordinator, Campus Services and Graphics
 Director, Instructional Media
 Coordinator, Child Development Center
 Instructional Designer
 Forty-Two (42) Staff Members
 Forty-Four (44) Faculty

G. Principal Documents, Materials, and Web Pages Reviewed

2004 HLC Focused Visit Report
 Access, Equity, and Diversity Advisory Committee Agendas and Minutes
 Administrative Council Agendas and Minutes
 Annual Budget Request Forms
 Approved Budgets (FY 2004-2009)
 Assessment Portfolios

- Departmental Assessments
- Business and Technology Assessments
- Liberal Arts Assessments
- Math and Science Assessments

 Assessment Forms and Samples

Course-Level Assessment Report
 Department/Office-level Assessment Report
 Department/Office-level Planning Chart
 General Education Outcomes Matrix
 Program-Level Assessment Report
 Board Agendas
 Board Policies and Procedures Manual
 Campus master Plan and ICCB Resource Allocation Management Plan
 CCSSE 2004 and 2006 Comparison (Benchmark Item Composition)
 CCSSE 2004 and 2006 Reports
 College Catalog
 Comparison of Faculty (9 and 12 month) Fiscal Year 2007 Contractual Base Salaries
 DACC News Notebook - 2009
 DACCEA Contract/Agreement (Faculty)
 Diversity Team Activity Portfolios
 Employee Directory
 Employee Listing (Full- and Part-Time)
 Employee Recognition Celebration Programs
 Employee Survey
 Faculty Contract
 Financial Planning and Projections including current and Historical Trend Data (2005-2009)
 General Education Outcomes Assessment Matrix (Assessment portfolio)
 Business and Technology
 Liberal Arts
 Math and Science
 Incident/Accident Report
 Institutional Effectiveness Reports (Fiscal Years: 2002-2008)
 Moody's Report
 Online Course Program and Services Planning Worksheets
 Online Student Satisfaction Survey
 Part-time Faculty Academy Workshop documents
 President's Annual Reports (to the Board – confidential)
 Progress Report to the HLC 2002
 Response to the Concerns of the 1999 Comprehensive Visit
 Strategic Plan
 Student Complaint Log
 Student Handbook
 Thank You Card from Leadership Team

II. COMMITMENT TO PEER REVIEW

A. Comprehensiveness of the Self-Study Process

DACC organized its comprehensive self-study in alignment with the Higher Learning Commission's five criteria for accreditation. The self-study addressed all of the core components under each criterion, provided descriptions of evidence in support of the fulfillment of each component. In the self-study, DACC examined processes and functions for the college and provided sufficient information and references to source data to enable the team to adequately prepare strategic inquiries in advance of the visit.

B. Integrity of the Self-Study Report

In organizing the administrators, faculty, and staff for the self-study experience, DACC sought the widest possible involvement. A large number of the members of each employee group served on committees, collected data, wrote drafts of sections, and responded to the requests for review and comments as the drafts were edited into a final document. During the visit, interviews conducted by the team confirmed that the self-study document represents fairly the work of the committees, and speaks collectively for the college. The self-study is inclusive of assessment and evaluation, as well as in-depth analysis. More evidence could have been presented of what the college is doing to respond to the challenges presented in the self-study.

C. Adequacy of Progress in Addressing Previously Identified Challenges

The team reviewed all the evidence and materials provided by the College in regards to the challenges identified in 1999, as well as, interviewed the current College administration, faculty, and staff. The College has adequately dealt with these concerns with the exception of those associated with the online offering of degrees as described under Criterion 3, Section 3b of this report.

D. Notification of Evaluation Visit and Solicitation of Third-Party Comment

The team reviewed the third-party comments and process; the requirements were fulfilled.

III. COMPLIANCE WITH FEDERAL REQUIREMENTS

The team reviewed the required Title IV compliance areas and the student complaint information; the requirements were fulfilled.

IV. FULFILLMENT OF THE CRITERIA

CRITERION ONE: MISSION AND INTEGRITY. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

1. Evidence that Core Components are met

- a. DACC has one clear mission statement that is prominently contained in the College Catalog, displayed on campus, presented in various other college publications and the website. Their mission statement is consistent with the purview of the College and the charge given by the State for the institution. It was revised in 2008, and serves as the foundation for all College life.
- b. The College's mission statement clearly addresses student's diverse academic needs and varied learning goals, as well as the educational needs of external constituencies at large. Meetings with community representatives documented the value of the college's mission and the role of the graduates in their enterprises.
- c. As determined by meetings with internal groups, DACC's mission is well understood by the Board of Trustees, administration, faculty, staff, and students, and that the college is achieving them. Meetings with students provided evidence that they understand the mission and value the role of the faculty and staff in their educational life.

- d. Conversations with community representatives documented that DACC's dealings with its community partners are conducted in an honest and collaborative manner, which supports both the learning on the part of the students and the outcomes to the community.
- e. The College's Board of Trustees provided substantial evidence that the College is highly engaged in the communities of east central Illinois and that the overall mission of community engagement is exemplified by DACC.
- f. The college's administration has demonstrated integrity of the highest level in its dealings with all of the institution's constituencies as evidenced by the many interviews conducted by the team with numerous individuals from the region.
- g. As described in the self-study and confirmed through campus interviews, the college's planning and budgeting priorities flow from and support the mission. There is a college-wide process which ensures participation from stakeholders from throughout the institution. Such inclusiveness encourages sound communication and buy-in from the various college constituents.
- h. The college has embraced its commitment to inclusive education and service for a diverse population through coordinated efforts across the campus. The creation of a student diversity advocate to coordinate these activities has been instrumental in creating awareness and experiences toward the development of campus intercultural competency.
- i. The college's governance and administrative structures promote effective leadership and support collaborative processes which enable the organization to fulfill its mission. A discussion with the President, review of the college's organizational chart and discussion with faculty and staff verify that appropriate administrative structures are in place to advance the organization.
- j. The members of the Board of Trustees clearly understand their collective role as a policy-making body. A review of board minutes and discussion with trustees supports the self-study's finding that the Board engages in appropriate activities which support leadership and shared governance processes for institutional decision-making.
- k. As indicated in board minutes and verified through conversations with board members, trustees actively participate in professional development as they work to fulfill the vision and mission of the college. They attend internal workshops devoted to trustee development and participate in external training sessions as provided by the ICCTA and other higher education organizations.
- l. The trustees indicate support for and knowledge of the HLC processes engaged in by DACC, including support for the concepts of self-study and peer review.
- m. The Board of Trustees is appropriately involved in the strategic planning process of the college. The members of the Board set appropriate priorities and, through regular meetings, seek updates from the college President on achievement of these goals. The Board maintains an appropriately high level of involvement in the planning process, thus ensuring both internal and external constituencies of their policy and oversight role as different from any operational role for the college's President and employees.

2. Evidence that one or more specified Core Components need organizational attention

- a. Some members of the college community indicate the need to strengthen the overall institutional communication structures. At times the communication processes do not ensure that all college employees are involved in decision-making nor that they are informed of critical new college initiatives during their developmental stages.

Strengthening institutional communication will provide opportunities for all employees to buy in to new initiatives, to ask questions early in the process, and to feel connected to the college's future work. (Core Component 2c)

- b. While many employees feel satisfied with their positions at DACC and are proud of the impact they have upon students' learning, some also indicate a concern that enough attention has not been paid to measuring, analyzing and improving employee satisfaction. The college may wish to engage in an initiative to fully evaluate employee satisfaction and to design a program to address improvements in this realm. As part of this review, issues regarding the use of travel budgets by various constituent groups, the possibility of increased flexibility in employee scheduling, and the importance of using photo IDs for added security could be reviewed. Core Component 2c)

3. Evidence that one or more specified Core Components require Commission follow-up.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion met; No Commission follow-up recommended.

CRITERION TWO: PREPARING FOR THE FUTURE. The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.

1. Evidence that Core Components are met

- a. The college has established a progressive master planning process which ensures both the safekeeping of current physical structures and the future development of space for learning and student support. A review of facilities planning documents and a discussion with the Director of Administrative Services confirms the college's careful attention to its physical plant.
- b. All financial dealings of the College are managed in standard, well developed processes and audits reveal that all financial dealings are of high integrity.
- c. According to the Director of Administrative Services, the college is strategically reviewing the possibilities of using new alternative fuels and energy sources for future physical plant expansions and renovations. Such considerations are necessary to ensure a fiscally-sound future for the college.
- d. A review of DACC's financial statements, audit reports, assets, revenues, and expenditures for FY07 and 08 indicates that the college has a sound financial basis to

maintain the strength of the organization in the future. The college has maintained, over the past three years, a stable fiscal environment, even within the changing context of shifting enrollment patterns and state fiscal support.

- e. Planning across the campus takes place both formally and informally. The culture of the college is very team-oriented and proactive in seeking ways to enhance the education and training options available to the college's students and community members. A review of the college's strategic planning documents indicates purposeful, progressive views for the institution's future.
- f. DACC has systematically identified five constituent groups to which they look for direction and feedback on its educational and community activities. As evidenced through minutes of meetings with various community groups, the college uses focus groups to identify community needs. Additional data review takes place through surveys, program evaluations, media review, informal meetings, and professional organizational involvement.
- g. The college's leadership has taken proactive steps to ensure that the college maintains its cost containment strategies. Examples include the change of telephone systems, replacement of lighting on the campus, keeping restrictive bidding policies, and consolidating bidding. The establishment of this culture of efficiency prepares the institution well for future economic demands and changes.
- h. The college proactively seeks funding to support the future endeavors of DACC students, faculty, and the community through aggressive work by both the Foundation and the Department of Grants and Planning. Both departments work collaboratively to secure funding for DACC special initiatives and student scholarships. Such funding support is critical to the institution's future.
- i. As evidenced by interviews with faculty, staff and review of assessment documents, the College has made significant progress in assessment since its 1999 visit and its subsequent progress report in 2002 that reported on the strategic planning, CQI, budgeting and assessment processes. The College has provided strong evidence of addressing some issues identified by the 1999 visit including sending a team to an outcomes assessment workshop hosted by the Higher Learning Commission in fall 2006. The College's assessment plan, co-chaired by a faculty member and an administrator, is a comprehensive document that addresses four areas: phase one – course level assessment; phase two – general education outcomes; phase three – program level assessment; and phase four – institutional effectiveness.

2. **Evidence that one or more specified Core Components need organizational attention**
3. **Evidence that one or more specified Core Components require Commission follow-up.**
4. **Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)**

Recommendation of the Team

Criterion met; No Commission follow-up recommended.

CRITERION THREE: STUDENT LEARNING AND EFFECTIVE TEACHING. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

1. Evidence that Core Components are met

- a. DACC's campus has been designed to encourage enjoyment of outdoor gathering spaces between buildings and student collaborative learning space within the campus buildings. The facilities are immaculate, evidence of the college's commitment to enhancing the students' learning environment. The campus is beautiful and is a showcase of community pride.
- b. According to the self-study document, review of relevant documentation, and interviews with staff, DACC has developed a robust structure of assessment at the general education, programmatic, and course levels. There has been substantial buy-in from faculty on this new regime. Individuals can point to specific instances where assessment has been used to improve instruction.
- c. According to the self-study document, DACC has a program whereby outstanding faculty are recognized and honored. This program has several components. Locally, there is the DACC Faculty and Part-time Faculty Award. This is an annual award where faculty, staff, students, and alumni may nominate full- and part-time faculty for this award. A committee comprised of previous honorees makes the selection of the awardees. Winners of this award are automatically nominated for the state-wide Illinois Community College Trustee Association Outstanding Faculty Member Award. Two DACC faculty have received this award in recent years. The other award to which Faculty Award winners are automatically nominated is the Association of Community College Trustees William H. Meardy Faculty Award. DACC has had four regional winners of this award.
- d. According to the self-study report, DACC is one of the few community colleges in the country to have a cadaver lab. The use of this lab adds a new dimension to the teaching of anatomy and physiology.
- e. According to interviews with staff, In order to maintain its competitive advantage in enrollments and to maximize its value to its service area, DACC continually searches for new programs to develop. Since 2000 it has developed over 20 new programs. The new programs are developed as a result of a continuous environmental scan by the college. This is facilitated by the fact that the college works in partnership with the local economic development agency. This partnership includes discussion with local employers concerning up and coming fields.
- f. A review of the assessment plans, Assessment Committee minutes, interviews with faculty members and meetings confirms that most disciplines and programs have in place assessment methods and outcome data has been gathered and analyzed. Through interviews and meetings, the team found evidence to demonstrate that there is support of assessment by the administration and with the budget. In 2006, DACC implemented the assessment champion initiative for each of the three academic divisions. The assessment champion spends at least three hours per week assisting

faculty with assessment activities. Assessment champions confirmed that this has been an effective method of support for the faculty.

- g. In reviewing the College Catalog, all students graduating from DACC will have acquired all four of these general education skills: competence in communications, competence in critical inquiry and problem solving, technological competence, and cultural awareness and social skills. These general education requirements were established by the Assessment of Student Learning Committee and demonstrate the college's commitment to lifelong learning.
- h. According to the self-study document, interviews with staff, and documentary evidence, DACC has created general education matrices for each course it offers. These matrices detail which of the four global general education competencies are addressed in each course. They also list which classroom activity would support each competency. This allows for a systematic review of the general education outcomes as they relate to individual courses.
- i. According to the self-study document and documentary evidence, the college regularly administers student evaluations of instruction. In addition to providing direct feedback to the faculty member, it also can inform the performance evaluation of the faculty member, thereby leading to faculty improvement.
- j. According to the self-study report and interviews with staff, DACC has developed the Exit Exam for Rhetoric and Composition. This high stakes exam governs advancement from ENGL 101 to ENGL 102. Students have two opportunities to pass the test. If they fail it twice, they are unable to advance to ENGL 102 and must obligatorily receive a D. Having ENGL 101 students pass this test assures that they will have the minimum skills needed to succeed in ENGL 102.
- k. According to the self-study, interviews with staff, and from team members' visiting the site, the library is well-suited to support the educational program at DACC. The library is the beneficiary of a more than \$1 million donation specifically designated for it. It is a very inviting space, enhanced by the architectural value of the structure and the artwork within it.
- l. The Marketing and College Relations Department does a remarkable job of overseeing and producing publications and press releases to highlight events at DACC with particular attention to recruitment and retention.

2. Evidence that one or more specified Core Components need organizational attention

- a. The College Express Initiative, developed to fill the vacuum created by the closure of the VVEDS area vocational school, has laudable objectives. However, interviews with staff indicate that at least some of the students participating in this program perhaps lack sufficient skills to succeed in college-level work. It is suggested that DACC review its entry-level skills assessment procedures for this initiative to ensure students are placed properly. (Core Component 3a)

3. Evidence that one or more specified Core Components require Commission follow-up.

- a. There is evidence of insufficient integration between DACC's programs as offered on the Danville campus and those offered at the college's off site programs located at

the two correctional facilities. The outstanding assessment program at the Danville campus has not been replicated at these off-sites. There is insufficient communication between instructional staff at the Danville campus and the off-sites. In addition, there is inadequate curricular integration between the Danville campus and the off-sites. Finally, there is evidence that not all of the off-site instructional staff are fully credentialed in the areas in which they teach. (Core Component 3a)

- b. There is evidence that the College has not fully complied with the recommendations of the 2004 Focused Visit Report addressing the College's request to offer all existing degree programs through online programming, nor have they adequately prepared their online infrastructure (technical and administrative) to support current and additionally-requested online programming. The College must devote focused attention in order to better administer its online programming. (Core Component 3a)

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion met; Commission follow-up recommended.

A Progress Report is recommended to be submitted no later than September, 2011, concerning the support of online degree offerings and the assessment of student learning of offerings at the two off-campus correctional facilities.

CRITERION FOUR: ACQUISITION, DISCOVERY, AND APPLICATION OF KNOWLEDGE. The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

1. Evidence that Core Components are met

- a. Through a review of the documents in the resource room, the Self-Study report, and interviews with faculty, staff and students, it is evident that DACC demonstrates that it values a life of learning.
- b. The College recognizes the many demands on student's life and attempts to be supportive of this by offering courses in both traditional and online formats to appeal to their learning styles and needs. DACC has a comprehensive cooperative agreement with twenty-four Illinois Community Colleges which allows a student to enroll in any occupational certificate or associate in applied science degree program not offered by the home institution at in-district tuition rates. DACC participates in the Illinois Community Colleges Online (ILCCO) consortium dedicated to serving online students by sharing online courses and programs.
- c. DACC invests in the professional development of its faculty by providing

professional development opportunities. A review of the documents indicates that the following opportunities exist: stipends for professional development, six Endowed Chair Awards for full-time, tenured faculty, development opportunities through Illinois Community College Online (ILCCO), Illinois Online (ION), and the Instructional Technology Council (ITC), access to College planned activities, and sabbaticals for faculty.

- d. The college's career and employment services, as evidenced by a review of the center's activities, materials, and self-study report and through conversation with the center's director, fully support DACC students. The services, offered to community members as well as enrolled students, assist individuals with life decisions prior to, throughout, and following matriculation to the college. The center director's passion for assisting individuals is evident and documented through client satisfaction surveys.
- e. Employees are provided with tuition and course fee waivers for any DACC credit course and may also request reimbursement for tuition expenses at an accredited four-year institution with no limit on hours of attendance. Full-time
- f. The College recognizes its faculty, staff and retirees through its annual Employee Recognition Banquet where Faculty (full-time and part-time) of the Year, Staff and Support Staff of the Year are announced. Students are recognized at the induction ceremony for Phi Theta Kappa, the nursing pinning ceremony, with an insert in the local newspapers in the spring recognizing current graduates, and in fall 2008 had a sixteen-page insert in the local paper featuring recipients at the DACC Foundation Honors Program
- g. A review of the general education goals and curriculum confirms that general education courses are required of all degree-seeking and many certificate-seeking students. General Education falls into five areas: communications, humanities, mathematics, science and social science. New and existing programs are required to meet or exceed Illinois Community College (ICCB) guidelines in the required makeup of General Education courses within the degree program. The College's undergraduate degree programs include a general education requirement consistent with the General Education Core Curriculum of the Illinois Articulation Initiative coordinated by the Illinois Board of Higher Education.
- h. Program review, defined by Illinois Community College Board (ICCB), is an evaluative process which includes all instructional programs, student services, and academic support programs and occurs on a five-year cycle. The Summary Report includes the improvements made to the program since the last review, the rationale for those improvements, assessment methods used, statewide program issues and what actions should be taken.
- i. DACC was the first post-secondary institution in the state of Illinois to be designated a National Institute for Metalworking Skills Certified Training Program which signifies the excellence of this technical program.
- j. Three cooperative ventures are designed to provide additional opportunities to meet the needs for allied health and nursing professionals in the state. The Medical Laboratory Technician Program with Kankakee Community College, the Respiratory Care Program with Parkland College, and an agreement with Lakeview College of Nursing where students can complete a Bachelor of Science in Nursing degree.
- k. In the College's desire to assist students in being successful, the College has implemented mandatory course placement that requires students to provide evidence that they are ready for college-level coursework. Placement scores allow the student to be placed in the appropriate classes.
- l. A review of the Self-Study Report, the Student Handbook, documents in the resource

room, and interviews with staff and students provides evidence that DACC sponsors and supports participation in a variety of curricular and co-curricular activities, including a Service Learning class, and 26 clubs and organizations that support student inquiry, creativity and social responsibility. Students are represented at DACC by a Student Senate. Students also participate in governance of DACC through representation on the Board of Trustees as an advisory voting member.

- m. DACC is a member institution of the National Collegiate Honors Council and hosts two separate programs for exceptional students, the Scholars Program and Phi Theta Kappa International Honor Society. In 2006, the chapter researched, wrote and received a \$10,000 Think Green Grant in partnership with the local Keep Vermilion County Beautiful. Chapter members and KVCB launched the largest electronics recycling event in Vermilion County history. The effort resulted in the PTK chapter receiving a First Place National Award from Keep America Beautiful.
- n. DACC is a NJCAA, Div II recognized school which fields intercollegiate teams including men's and women's basketball and cross country, men's baseball, golf and soccer and women's volleyball and softball providing additional opportunities for development of the whole student.
- o. DACC offers students many scholarship opportunities, including scholarships valued at more than \$200,000 and administered through the DACC Foundation. Presidential Scholars are provided full tuition and fees for two years at DACC. Terms of the scholarship include a service learning component.
- p. The College publishes a bi-monthly newsletter, has a weekly radio program highlighting activities on the campus, and a television broadcast studio which airs programs on the local public access channel.
- q. A review of DACC policies and procedures and the Board policy manual provide evidence that DACC follows policies and procedures to ensure ethical conduct with respect to copyright law, adherence to FERPA guidelines and intellectual property rights for faculty.

2. Evidence that one or more specified Core Components need organizational attention

- a. To determine the learning success of the College's students, DACC assesses one general education outcome per year using CAAP. A concern is that an instrument has not yet been identified to measure technological competence or cultural awareness competencies. Identifying and implementing these last two measures will complete the general education assessment program and should be addressed as soon as possible. (Core Component 4b)

3. Evidence that one or more specified Core Components require Commission follow-up.

4. Evidence that one or more specified Core Components are not met and require Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion met; No Commission follow-up recommended.

CRITERION FIVE: ENGAGEMENT AND SERVICE. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

1. Evidence that Core Components are met

- a. DACC's connections with the business community are strong and vibrant, as evidenced by comments made by a host of community leaders. Programs have been designed to support corporate training, basic adult education, dislocated worker programming, special training for youth, and general community education. These programs are integrated into the core work of the college. The greater community sees DACC as the heart of economic development, lifelong learning, and incumbent worker training.
- b. The college's facilities are used extensively by community organizations and the college's partners as evidenced by conversations with business leaders, the self-study report and the college's annual reports. Such use appropriately encourages connecting directly to the community's citizens as a means of both service and student recruitment.
- c. The external community values DACC as the heart of the community and as the "gem of Vermilion County." Community members and employees alike proclaim heartfelt thanks to the college's leaders for the college's leadership within the community and for its positive impact upon the lives of the college's employees and their families.
- d. The College demonstrates its commitment to lifelong learning in many ways including administering all Workforce Investment Act programs in the district, by housing an Adult Education Program, its College for Kids, and extensive non-credit Continuing Education classes.
- e. The Adult Education and Referral Coordinator oversees a variety of programs, including Adult Basic Education, GED, high school completion program, the certified nurse assistant program and volunteer literacy program, that are both grant-funded and supported by the College, serving over 1000 students per year at no cost to the student.
- f. The College supports entrepreneurial initiatives of individuals and groups in its service area by hosting the region's Small Business Development Center (SBDC) and contributing a 75% match to its operating budget.

2. Evidence that one or more specified Core Components need organizational attention

3. Evidence that one or more specified Core Components require Commission follow-up.

4. Evidence that one or more specified Core Components are not met and require

Commission follow-up. (Sanction or adverse action may be warranted.)

Recommendation of the Team

Criterion met; No Commission follow-up recommended.

V. STATEMENT OF AFFILIATION STATUS

A. Affiliation Status

No change

B. Nature of Organization

1. Legal status

No Change

2. Degrees awarded

No change

C. Conditions of Affiliation

1. Stipulation on affiliation status

No change

2. Approval of degree sites

No change

3. Approval of distance education degree

See organizational change request under C. 6.

3. Reports required

Progress Report

Topics:

- a. Further integration of off-site programs, specifically the DOC programs, into the college, including assessment of student learning, credentialing of instructional staff, curriculum calibration and alignment, and communication.
- b. Improving oversight and infrastructure of online programs, including staffing levels, leadership and administration, budget, evaluation, and quality assurance.

Due Date: No later than September 2011

Monitoring Report

None

Contingency Report

None

5. Other visits scheduled

None

6. Organization change request**Background**

Danville Area Community College (DACC) currently has approval from the Higher Learning Commission of the North Central Association of Colleges and Schools to offer the Associate of Science and Arts Degree online, as well as degrees and certificates in Accounting, Marketing and Management, and Travel and Tourism.

DACC is requesting that the HLC grant the College approval to offer any of its existing and future degrees and certificates through online delivery, as deemed appropriate by the College.

In their Self-Study, DACC states that the Associate in General Studies Degree is ready to be offered entirely online (as early as fall 2009), and are considering offering the Criminal Justice and Health Information Technology programs entirely online. Additionally, the College is in the process of developing a new Associate of Arts in Teaching degree and a new certificate program in homeland security, both of which could be offered completely online as early as fall 2010.

Technology Staffing Concerns

DACC Computer & Network Services has done an admirable job with minimal human resources. However, with over 900 computers on campus, wired and wireless networks, and 15 server computers, this area of the College is severely under-staffed. Educational benchmarks and standards suggest, conservatively, one full-time staff person for each 150 computers. This would suggest a minimum staffing of this area with six full-time personnel. Possibly due to this understaffing, the College currently has no formal help desk services in place to support students, faculty, and staff.

Ultimate oversight and responsibility for the quality and integrity of online courses lies with the Vice-President of Instruction, and the Deans and Directors of the academic departments through which the online courses and programs are offered. However, the Instructional Designer/Academic Web Technologist is responsible for the majority of day-to-day work of ensuring the smooth delivery of online learning for the College. This includes supporting faculty in the development of not just online courses, but hybrid and web-enhanced courses as well. Additional services include designing interactive materials for the face-to-face classroom, providing presentations and workshops, assisting faculty with the selection of hardware and software solutions, and developing multi-media-rich applications and materials. The Instructional Designer/Academic Web Technologist is also responsible for furthering online student retention efforts through student training and technical support. Finally, the Instructional Designer is also part of the College's Web site development team working on a complete overhaul of the College's Web site. This is a large number of important responsibilities being handled by a single staff position. While the person in this position has done an exemplary job to date, adding significantly to the number of courses, certificates, and degree programs being offered online may quickly overtax this valuable human resource.

Either of the above staffing situations alone would raise concern about successful expansion of online offerings at DACC. Combined they represent a significant barrier to this goal.

Student Services Concerns

DACC has not sufficiently addressed the needs of its on-line students through a comprehensive array of learning support. Not all registration activities are offered electronically, and e-learners do not have easy access to services provided to on-ground students, i.e., counseling, advising, financial aid services. Student help-desk services are not extensive, thus general technology support personnel at the college are required to offer this type of support in addition to their other responsibilities.

Leadership Concerns

While DACC's Vice President of Academic Affairs is the senior leader responsible for the college's e-learning initiative, his responsibilities are so extensive and so diverse that it is difficult for him to spend adequate time developing on-line curriculum, coordinating faculty development, creating and implementing quality control, and ensuring adequate student support. While decentralized academic administration is supportive of engaging a cross-section of faculty in the on-line environment, the lack of adequate leadership time spent on on-line learning means that policies and procedures are minimal and planning is not as structured nor as extensive as it might be. Comprehensive student services are lacking, and little attention is being paid to the development of all learning and support processes in an electronic format.

Team Recommendation

Team is recommending that DACC not be granted approval to offer additional online programs, and that they address the concerns outlined above via the Progress Report specified in this report. After successful completion the College will be able to request broadened approval for online offerings.

D. Commission Sanction or Adverse Action

None

E. Summary of Commission Review

Timing for next comprehensive visit is academic year 2018-19.

Rationale for recommendation:

This recommendation is based on the team's judgment after comprehensive visits with all College departments where dozens of interviews and on-site reviews of all provided and requested materials provided the evidence that DACC meets the five criteria set forth for accreditation. The Self-Study, as well, provided strong evidence that DACC meets the criteria.