

Progress Report

Danville Area Community College

Presented To

The Higher Learning Commission of the
North Central Association
of Colleges and Schools

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Danville Area Community College is committed to providing quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural, and economic needs of our diverse communities and the world we share.

DACC Mission Statement

Table of Contents

I	Introduction	1
	Summary of the Progress Report	1
	Accreditation History of Danville Area Community College	1
	Scope of the Progress Report	2
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II	Progress on the Integration of Danville Area Community College’s Off-Site Program at the Correctional Center	3
	Overview of the Off-Site Program	3
	Credentialing of Instructional Staff	4
	Communication Between the Correctional Center and DACC’s Main Campus	5
	Calibration and Alignment of Curriculum	6
	Assessment of Student Learning	7
<hr/>		
III	Progress on the Improvement of the Oversight and Infrastructure of Danville Area Community College’s Online Programs	10
	Overview of DACC’s Online Program	10
	Technology Staffing Concerns.. . . .	11
	Leadership Concerns.	14
	Student Services Concerns.	18
	Budget.	19
	Evaluation of Online Programs and Services.	21
	Synopsis of Actions Taken Based on Results of Assessment Efforts.	26
	Quality Assurance.	27
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IV	Conclusion	29
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	Appendices	30

I Introduction

Summary of the Progress Report

Danville Area Community College is submitting this progress report as required by the Higher Learning Commission of the North Central Association of Colleges and Schools pursuant to the recommendation of the evaluation team that visited the college for its comprehensive evaluation April 27-29, 2009. The visiting team determined there was evidence that Core Component 3a required Commission follow-up. The team identified two areas of concern:

- 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. In addition, there is evidence that not all of the off-site instructional staff are fully credentialed in the areas in which they teach.
- 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.

The team recommended that the report be submitted no later than September 2011.

Accreditation History of Danville Area Community College

Danville Area Community College (DACC) is an accredited public two-year community college providing higher education opportunities for youth and adults in east central Illinois. Established initially as an extension center of the University of Illinois in 1946, Danville Community College became a public junior college under the jurisdiction of the Danville Public Schools in 1949. In 1951 the institution changed its name to Danville Junior College and in 1963 became a candidate for regional accreditation with the North Central Association of Colleges and Schools (NCA). In 1966 the college separated from the Danville School District and became an independent two-year college under the control of the Board of Trustees of Junior College District Number 507. The institution was granted initial accreditation with the NCA in 1967. Danville Junior College changed its name to Danville Area Community College, its present name, on July 1, 1979. After comprehensive reviews, the college was granted continued accreditation by the NCA in 1977, 1982, 1989, and 1999. The college was awarded ten years of continued accreditation after the 1999 comprehensive visit but was required to submit within three years a progress report on the integration, using data-based decision making, of the following processes: strategic planning, continuous quality improvement, budgeting, and assessment. In June 2002 DACC submitted the progress report and it was approved by the commission in August 2002.

In 2004 the college submitted a Request for Institutional Change in accordance with Chapter 12 of the *Handbook of Accreditation, 2nd Edition*. The request was to offer all existing programs via online delivery. A focused review team consisting of two consultant-evaluators received the college's most recent self-study report and the request for institutional change and conducted the on-site portion of a focused review February 2-3, 2004. The team recommended that the college should not be granted permission to offer all existing certificate and degree programs via online delivery but should be granted permission to offer its certificate and degree programs in Business, Marketing and Management, Travel and Tourism, and the Associate Degree in Science and Arts primarily through online delivery.



The college's most recent comprehensive visit was 2008-2009. Embedded in DACC's self-study report was a request for approval to offer all certificate and degree programs online. A team visited the college April 27-29, 2009, to conduct the comprehensive evaluation for continued accreditation and to address the request for approval of all online degree programs. The team recommended that the college be granted continued accreditation with its next comprehensive evaluation in 2018-2019 but did not recommend that the college be given approval to offer all certificates and degrees online. Rather, the team recommended that the college be required to submit a progress report on the integration of its off-site programs at the correctional centers and on improvement of its online programs no later than September 2011.

In 2010 the Higher Learning Commission aligned its definition of distance education with the Department of Education's definition. The new definition is that a certificate or degree is considered to be an online program if 50 percent or more of the credits or courses in that program can be earned through distance education. As a result of this change, many of the college's certificate and degree programs needed to be approved for online delivery. The commission offered affiliated institutions a one-time opportunity with a September deadline to report certificate and degree programs that meet the new definition. The college submitted a list of additional programs that could be earned 50 percent or more online, bringing the total number at DACC to 28. These programs are listed under Distance Education on the college's AIDU: http://www.ncahlc.org/component/option,com_directory/Action,ShowBasic/institid,1082/lang,en/

In an e-mail to DACC's Director of Institutional Effectiveness dated March 24, 2011, the Commission made the preliminary determination that DACC met the definition that 20 percent or more of its total degree programs could be earned 50 percent or more online.

Scope of the Progress Report

This report addresses the specific issues the team identified in relationship to the integration of the college's off-site programs at the correctional centers and the improvement of the oversight and infrastructure of the college's online programs, as outlined on page 17 of the Assurance Section of the *Report of A Comprehensive Evaluation Visit*. It provides an overview of the program at the correctional center and explains the steps the college has taken to integrate the program with the main campus, looking specifically at the issues identified by the team: credentialing of instructional staff, communication, calibration and alignment of curriculum, and assessment of student learning. It also provides an overview of the online program and describes the measures the college has taken to improve its online offerings in regards to staffing levels, leadership and administration, student services, budget, evaluation, and quality assurance.



II Progress on the Integration of Danville Area Community College's Off-Site Program at the Danville Correctional Center

Overview of the Off-Site Program

At the time of the comprehensive visit, DACC held the contracts for two correctional centers, East Moline Correctional Center located in East Moline, Illinois, and Hill Correctional Center located in Galesburg, Illinois. East Moline and Galesburg are on the western side of the state, close to the Iowa state line. Danville is in east central Illinois, just four miles from the Indiana state line. This distance, as noted by the evaluation team, made it difficult to integrate the off-site program into the campus community. This problem was resolved in July 2009 when DACC assumed the contract for the Danville Correctional Center, which had been held by Lake Land College, located in Mattoon Illinois. The contracts for East Moline and Hill Correctional Centers are now both held by Lake Land. This change was with the concurrence and approval of the Illinois Department of Corrections (IDOC) and the Illinois Community College Board (ICCB). This change was congruent with the college's mission, which is to provide "... quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share." The Danville Correctional Center is literally just down the road from DACC, and this proximity has made it possible to integrate that off-site program into the larger campus community. ***Please refer to Appendix A for the notice of ICCB authorization and Appendix B for the Danville Correctional Center contract.***

The Danville Correctional Center is a Level 3 high medium security prison for adult males. The current population is just over 1800, and the average age is 34. Danville Correctional Center encourages positive attitudes, programs, and work opportunities for adult males incarcerated at the facility to promote a climate of safe and secure conditions for staff, inmates, and the community. Educational opportunity is a high priority at the facility. Inmates have access to ABE and GED classes, a Title One program for individuals under 21 years old, college remedial coursework, and postsecondary programs. They may earn certificates in automotive technology (basic and advanced), construction occupations, custodial maintenance, horticulture, job preparedness, and substance abuse. They may also earn an Associate of Science and Arts degree or an Associate of General Studies degree.

The DACC program has been assigned classroom space in the multi-purpose building of the Danville Correctional Center. Vocational programs are housed in four large classroom areas on the first floor of the building. These areas include tool rooms, traditional classroom space, and shop space. Additional space available for college activities include the chapel/large meeting room with a capacity of 75 and the gymnasium which is used for graduation and special events and has a capacity of 150. Academic classrooms are housed on the second floor of the building as follows:

Room 1: Computer Lab	Capacity:20
Room 2: Classroom/Science Lab.....	Capacity:30
Room 3: Classroom/Computer Lab	Capacity:22
Room 5: Classroom.....	Capacity:35
Room 8: Resource Room.....	Capacity:25
Room 9: Classroom.....	Capacity:35
Room 10: Classroom.....	Capacity:35
Room 13: Classroom.....	Capacity:35
Room 15: Classroom.....	Capacity:35
Library.....	Capacity:20



Students at the Danville Correctional Center have access to a variety of support services. The Director of Educational Programs serves as their advisor and assures that students are registered in the correct courses. Illinois Department of Corrections library staff members supervise student access to library services. The Chicago State University, through its Project Success, provides financial aid information and assistance with filling out the FAFSA and applying to colleges for students within one year of release. Accommodations for students with disabilities are coordinated through the Student Success Center at DACC. Other services available to these students include social services and counseling in several areas, including substance abuse, drug education, anger management, and parenting. Students may participate in a variety of group activities, such as religious services, Alcoholics Anonymous, Narcotics Anonymous, Veterans Support Group, Lifestyle Redirections, the Incarcerated Veterans Transition Program, the Upper Level Reading Development Program, and the Sex Offender Program.

Students at the Danville Correctional Center have the opportunity to participate in the Education Justice Project (EJP) through the University of Illinois at Champaign-Urbana. The project, which is unique to this correctional facility, offers four upper-division courses each semester. Course offerings depend on the interests of the instructors who are selected to teach in a given semester. In spring 2011, for example, the project is offering *The Russian Revolution*, *Space and Race in American Literature*, *Theories of Representation*, and *History of Race in the United States*. Classes are limited to 15 students each. Through the EJP students also participate in a number of not-for-credit educational programs, including reading groups, math, science and writing workshops, debate teams, and ESL instruction. They have access to a computer lab and a resource room. Students cannot earn a credential but the university hopes eventually to offer a Bachelor of Arts Degree.

The academic year at Danville Correctional Center is divided into five eight-week modules, Fall I and Fall II, Spring I and Spring II, and Summer. Vocational classes meet at regularly scheduled times throughout the day. Transfer classes worth three credit hours meet on Monday and Wednesday or Tuesday and Thursday evenings from 5:00 to 8:00. Transfer classes worth four credit hours meet for three hours each on Monday, Wednesday, and Friday evenings. Students may take only two transfer classes each eight weeks. Students must meet the prerequisites for all classes, must meet DACC's academic standards, and must adhere to the college's student conduct code. Students at the correctional center who encounter a situation or conflict with their instructors have access to the same grievance resolution process available to students on the main campus. This process is outlined in the orientation manual provided to the students.

Credentialing of Instructional Staff

The credentials of all instructional staff at the off-sites should be reviewed to assure that they meet the standards of DACC and the Higher Learning Commission.

Faculty must have the appropriate credentials to teach the subject(s) they are teaching. For transfer-level courses, a master degree in the discipline or master degree in a related discipline with substantial course work at the graduate level in the discipline being taught is required. Neither the HLC nor the ICCB specifies what substantial is, but the generally accepted guideline is 18 credit hours. A minimum of 2000 hours of work experience in the field and/ or the appropriate degree is required in the career and technical programs. When the college assumed responsibility for the educational program at the Danville Correctional Center, the deans in the appropriate divisions reviewed all of the transcripts of the full and part-time faculty to verify that they were indeed qualified to teach the courses they were scheduled to teach. All were qualified.



All new instructors have been hired following the same process that is used on campus. In the case of a full-time position, a request is filed with the Human Resources Department, which then advertises the position. A hiring team, which usually consists of the Director and one other full-time employee of the educational program at the correctional center and a campus dean, screens the applications and decides who is qualified to interview. They then conduct the interviews, determine which candidate(s) are acceptable, and then submit that list to the Human Resources Department. The list is then submitted to the president of the college for review and a final candidate is selected. Once references have been checked and a background check has been conducted, the candidate's name is submitted to the Board of Trustees for final approval. At that time personnel in the Human Resources Department enter the individual's name into the campus management information system. *Please refer to Appendix C for position announcement.*

The process to fill a part-time position mirrors what is done on campus. A request for a part-time position may be filed with the Human Resources Department, depending upon whether or not the Director of Educational Programs at the correctional center has a pool of qualified applicants from which to choose. The Director, the appropriate dean on campus, and often a full-time faculty member in the respective discipline review applications and transcripts to verify that an individual is qualified to teach the courses that are available. An interview is conducted, and once an individual has been determined to be acceptable, the Director checks references. At that time the name is submitted to the Human Resources Department and a background check is authorized. After the individual passes this background check, personnel in the Human Resources Department enters his or her name into the system.

Faculty at the correctional center are evaluated in the same manner as faculty on campus. The Director observes them in the classroom and fills out the DACC evaluation form. The form is submitted to the appropriate dean on campus, who must sign off on it. It then goes to the Vice-President of Instruction and Student Services for his signature and from there to the Human Resources Department, where it is kept in the individual's personnel file. Each faculty member receives a copy of the evaluation and has the opportunity to respond. Students at the correctional center also evaluate the faculty. Towards the end of each semester the Assessment and Institutional Effectiveness office on campus distributes student evaluation forms to each department, including the correctional center. The completed evaluations are returned to that office for processing. The results are shared with the faculty member, the Director of Educational Programs at the correctional center, and the appropriate dean on campus. Any concerns noted in the evaluations are discussed with the faculty member and corrective strategies would be implemented.

Communication between the Correctional Center and DACC's Main Campus

There should be a concerted effort to involve DACC's off-site employees in the life of the college.

All full- and part-time faculty and staff at the correctional center are invited to participate in activities designed to facilitate collegiality, such as the Board of Trustees' picnic in August, the holiday party in December, and the Board of Trustees' Recognition reception in April. Full-time faculty and staff at the correctional center are included in the campus directory and are provided copies of that directory, thus allowing for two-way communication between the two facilities. All full-time and part-time faculty and staff at the correctional center are assigned a DACC e-mail address. Through it they have access to all of the information that the faculty and staff on campus receive, including but not limited to announcements from the Marketing Department, important updates from Human Resources, and information available through WebAdvisor (class lists, 10th day class lists, grade rosters, etc.). Through their e-mail account they have access to the many online resources available to all faculty and staff, such as webinars, online training opportunities, and library resources.

Faculty and staff at the prison are invited to all in-service activities at the College. All full-time faculty and staff participated in division meetings at spring in-service January 2010. At that time a full-time instructor

in the Business and Technology Division and an Assessment Champion went through the assessment process at DACC, which correctional facility faculty then incorporated into their courses. In May full-time staff participated in one-day training on contextualized learning and in August they participated in two days of training on cooperative learning.

While part-time faculty are welcome at all in-services, most are not available during the daytime hours. Part-time faculty are invited to attend the Part-time Faculty Academy, which meets four times a year, twice each fall and spring semesters. Three of these sessions are held in the evening, with dinner provided. Mini-versions of the information presented at the full-day in-services are provided at these evening sessions of the Academy. For example, part-time faculty participated in a two-hour version of cooperative learning at the August 2010 meeting. The fourth session is held on a Saturday morning, usually in March or April, and is hosted by the president of the college. This gives the president the opportunity to share information on the college's initiatives with the part-time faculty, and allows the part-time faculty the opportunity to share thoughts and concerns with her.

Calibration and Alignment of Curriculum

All curricula for college credit offered at the off-sites should be reviewed by the DACC Curriculum Committee. This body should review these curricula with an eye toward calibrating and aligning them with the main campus.

The Academic Affairs team serves as DACC's curriculum committee. A sub-group of this team was asked to review the curricula offered at the correctional center and report back to the larger team on how these had been calibrated and aligned with the curricula offered on the main campus. This sub-group was comprised of the deans of the business and technology, math and science, and liberal arts divisions.

The team's first task was to compile a list of all courses taught at the Danville Correctional Center to date. They verified the class meeting times equaled the seat time required by the Illinois Community College Board (ICCB) and that the number of credit hours a student could earn in an academic year was appropriate. They verified that a sufficient number and variety of courses were offered for a student to earn the 60 credit hours required for the associate degree. They also verified that all of the courses a student would need to meet the state's general education requirements were offered.

9 Communications with 2 Writing and 1 Speech (ENGL101, ENGL102, SPCH101)

7-8 Science with 1 Physical and 1 Life (PHYS141 and BIOL105)

3-6 Mathematics (MATH115)

9 Social Science in two or more subject areas (HIST, POLI, PSYC, SOCY)

9 Humanities with 1 Humanities and 1 Fine Arts (HUMN, LITR, PHIL, and ARTS)

The deans requested copies of the course outlines for every course taught at the correctional center. These were shared with lead instructors and other appropriate faculty, who compared them to the official course syllabi to make sure all required topics were covered and to verify that all courses met state requirements. One of the concerns noted by the lead instructor in speech was that it was not clear if the students in SPCH 101 at the correctional center were giving three speeches as required by the state. The lead instructor contacted the faculty member teaching this course at the correctional center and clarified this requirement, which is now being met. Another concern was that the outlines did not always have the correct course title or number. The team designed a very basic template for what should be included on all course outlines and shared this with the director of educational programs, who in turn shared it with the faculty at the correctional center.



A third concern was that it was not clear if there were appropriate laboratory facilities for the science classes offered at the correctional center. The deans met with the director at the correctional center to address this issue. Once the laboratory equipment was determined to be adequate, albeit modest, the dean of the math and science division suggested that in the future the college should offer just one science class requiring a laboratory component and offer more science classes that do not have a laboratory requirement. In this way a student could still meet the state requirement that one science class have a laboratory component.

A fourth concern was that it was not clear if the textbooks being used at the correctional center were comparable to those used on the main campus. It should be noted that, on the main campus, students purchase their textbooks and, in general, the same textbook is used in all sections of a course. Because the students at the correctional center are not eligible to receive financial aid and cannot afford to buy textbooks, they use the textbooks that are available through the prison system, which has limited funds available. During their meeting with the director at the correctional center, the deans reviewed the textbooks being used and determined that, although they were older than most of the textbooks used on campus, the topics covered in general were the same and the textbooks were adequate. In the future, when instructors on campus adopt a newer edition of a textbook for a course that is also taught at the correctional center, the college will try whenever possible to donate the older editions to the correctional center.

All of the information compiled by the sub-team was shared with the Academic Affairs team at their regularly scheduled meeting. That team was satisfied that the curricula offered at the correctional center were indeed in alignment with what is offered on campus but will continue to monitor this on a regular basis.

Assessment of Student Learning

Since the 1999 comprehensive visit, DACC has been committed to establishing a culture of assessment and accountability within all departments and divisions of the institution. Students are assessed from the time they express interest in enrolling at the college until they complete a degree or certificate. Assessment of student achievement consists of pre-assessment, course- and program-level assessments, and general education assessments. Each academic division has an assessment champion, who assures that all assessments are completed and assists faculty as needed with the assessment process. DACC is an Achieving the Dream college, and as such is actively engaged in improving the retention and graduation rates for all students, especially for students who have traditionally been underrepresented in higher education. The college monitors the success rates in all classes but pays particular attention to classes it has identified as “gatekeeper” courses, which are classes that have high enrollment, have a low success rate, and are the prerequisites to other classes. The college also pays particular attention to the success rates in its developmental courses in English, basic mathematics, and reading.

Before enrolling in classes at DACC, students are required to provide evidence of ability to benefit from college instruction. The college administers the COMPASS placement tests in English, mathematics, and reading on campus and the ASSET placement tests when a paper-pencil test is the only option. The college also accepts ACT and SAT scores, if they are not more than two years old. In order to enroll in any class, the student must meet the placement requirement for that class.

Student learning is assessed at the course level. All full- and part-time faculty are required to submit an assessment report for at least one class each semester. In these reports they are to describe the learning outcome they assessed, the assessment tool they used, the results or conclusions they drew based on those assessments, what actions they took or plan to take based on those results or conclusions, and what resources would help them achieve their student learning goals. Faculty choose what they want to assess one semester each academic year, and they assess a specified general-education outcome the other semester.



Student learning is also assessed at the program level. Faculty are required to submit program-level assessment reports annually. These reports contain a detailed description of program outcomes; feedback from program faculty on what they learned and used from the assessment activities for the year; outlines of all the curricular and instructional changes that were implemented as a result of analyzing the assessment data; an analysis of how assessments conducted in the program impacted general education outcomes; and feedback on what institutional support (resources, personnel, etc.) would be needed to improve learning and teaching in the classroom for the next year.

Student learning is assessed at the institutional level. DACC adopted four general education outcomes in the fall of 2003: communication, critical thinking, social awareness, and technological competence. Each year the college assesses one of these outcomes. Faculty are expected to assess it at the course and program level either fall or spring semester, and the college administers an assessment to students who have filed an intent to graduate in December and May. In 2008, for example, the college used the CAAP writing test to assess communication and in 2009 DACC used the CAAP critical thinking test to assess that general education outcome. In 2010 the college used an instrument that was developed in-house to assess social awareness. Currently the college is developing a way to assess technological competence.

This process for assessment of student learning is being replicated at the Danville Correctional Center. Upon application to DACC, potential students are screened for eligibility for enrollment in DACC. This includes verification of GED or High School diploma and TABE (Test of Adult Basic Education) scores. Students must have a TABE score of 8.0 or greater for enrollment in DACC classes. Potential students meeting the above criteria are then scheduled for assessment testing. The assessment instrument utilized is ASSET (Forms B2 and C2). Students' writing, basic mathematics, and reading comprehension skills are evaluated and students are placed in classes accordingly. Students scoring below 36 on the reading test, 37 on the writing test, and/or 35 on the math test are eligible to participate in a 45 day remedial program designed to improve skill levels. At the conclusion of this program, students are reassessed using the TABE test and/or assessment test to ensure eligibility for enrollment in DACC classes.

Full time instructors at the correctional center are actively engaged in the assessment of student learning. They complete annual course level assessment and program level assessment reports on their assigned vocational program and make changes to curriculum and learning activities to improve overall program effectiveness. Upon completion of any vocational program, students are administered the TABE test to evaluate learning gain until such time as they achieve an 11.0 reading level or above. Students enrolled in Automotive Technology are evaluated beyond classroom participation through certification exams in the ALLDATA program and ASE (Automotive Excellence Exam) certification. Students participating in the Substance Abuse Counselor Certification Program are evaluated based on standard testing instruments, performance in practicum assignments, and performance on the state CAAP certification exam.

The director of educational programs at the correctional center is the designated assessment champion for that facility and as such is actively engaged in replicating the assessment process with part-time faculty, who teach the academic courses. She worked closely with the assessment champions on campus, deans, and lead instructors to facilitate this process. For example, she arranged for the lead instructor in the English department to work with the writing faculty at the correctional center on the administration of the department's Competency Exam in ENGL121. As a result the Competency Exam was administered in the spring of 2010. The lead instructor reviewed those exams to identify any areas of concern, but found the students at the correctional center performed at a level comparable to the students on campus. The Competency Exam will be administered the next time ENGL 121 is taught at the correctional center and again the results will be reviewed by the lead instructor on campus.

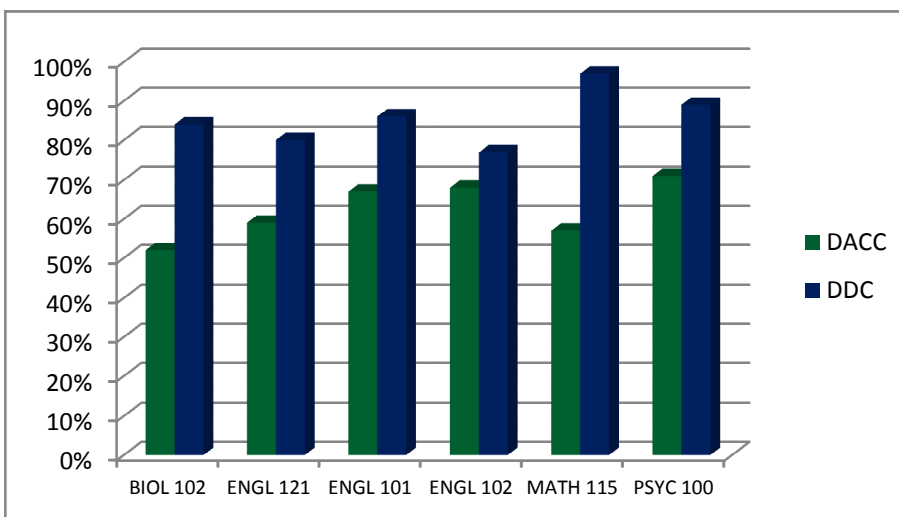
Beginning in Fall 2011, DACC will assess the general education outcomes at the correctional center, using the same assessment tool that is used on campus and following the same schedule. The results will be

compared with the results of the tests administered on campus to see if there are any significant differences or areas of concern.

The Director of Assessment and Institutional Effectiveness at DACC provides a grade distribution report each semester to the campus community. This report includes the overall success rate by individual courses and by division in a given semester. The report provides the head count, the number of successful students, the number of unsuccessful students, and the percentages for each, for each class and division. In order to monitor the effectiveness of the courses taught at the correctional center, the director runs a separate report for the courses taught at that facility and compares the completion rates with those on campus. Of special interest to the college is what percentage of the students at the correctional center are successful in the “gatekeeper” courses the college identified as part of its affiliation with Achieving the Dream, as well as in the developmental courses in English, basic math skills, and reading.

During the 2010 and 2011 academic years, six of the eight courses DACC has identified as “gatekeeper” courses were taught at the correctional center, as well as on campus. Figure 1 illustrates the success rates on the DACC campus and at the DCC. Success is defined as A, B, or C.

Figure 1. Success Rates in Gatekeeper Courses.
DACC Campus compared to Danville Correctional Center. Academic Years 2010 and 2011.



Source: DACC Institutional Effectiveness Office
Includes Fall and Spring Semesters only. CBUS 150 and MATH 105 are not taught at DCC.

These percentages indicate that the students at the correctional center are more successful in the gatekeeper classes than the students on campus. The instructors at the DCC are not surprised by this and explain it very simply: “We don’t have a problem with retention, with students coming to class, or with students doing their work. They know that if they don’t, another student will get their spot and they’re back to sitting in their cells.” The deans, lead instructors, and appropriate faculty will continue to monitor course success rates at the correctional center, however, to assure that the courses are equally rigorous as those on campus.

III *Progress on the Improvement of the Oversight and Infrastructure of Danville Area Community College's Online Programs*

Overview of DACC's Online Program

DACC's online program dates back to the late 1990's when two full-time faculty members, one in the Liberal Arts division and the other in the Math and Science division, developed the first two online classes. The program grew rapidly within the first few years. By fiscal year 2003, almost 600 students registered in at least one online course, and online enrollment accounted for 4,988 (9 %) of the credit hours generated that year. As the following table shows, online enrollment grew in terms of the number of online credit hours and as a percent of total credit hours 2006-2008.

Since the last comprehensive visit in April 2009, overall enrollment at the college has increased dramatically. The number of credit hours generated via online delivery has increased proportionate to the overall enrollment increase while the percentage of credit hours generated via online classes has held steady.

Table 1. Percent of Credit Hours Generated by Online Courses 2006-2011.

	FY 2006	FY 2007	FY 2008	FY 2009	FY 2010	FY 2011
Total Credit Hours*	60,035	59,140	58,793	60,833	77,987	74,209
Online Credit Hours	6,934	7,729	8,859	8,868	10,465	11,754
Online Credit Hours as a Percent of Total Hours	11.5%	13%	15%	15%	13%	16%

*Does not include Department of Corrections Credit Hours

Source: DACC Institutional Effectiveness Office

The number of certificates and degrees that can be earned online has increased as the Commission's definition of distance education has changed. In an e-mail dated March 24, 2011, the Commission notified the college that based on the information the college had reported through the AIDU, the Commission had made a preliminary determination that 20 percent or more of the total degree programs at DACC could be earned 50 percent or more online. A complete list of these programs is available at: http://www.ncahlc.org/component/option,com_directory/Action,ShowBasic/instid,1082/lang,en/

Currently DACC offers over 100 different courses via online delivery in career and transfer programs, remedial education, and even GED review. Each year the college adds more online offerings to meet the needs of the students and the community. The vast majority of online classes are taught by full-time DACC faculty. The remainder are taught by either retired faculty members or part-time faculty who have taught at the college for many years. While most students taking online courses are also taking courses offered in the traditional classroom, for each of the last four semesters approximately 200 students have enrolled in online courses only.

DACC is committed to providing quality online educational opportunities for its students and has committed valuable resources to that end. Since the comprehensive visit in 2009 the college has successfully migrated from WebCT to Blackboard as its learning management system (LMS). DACC has completed the re-design of the college website and has fully implemented WebAdvisor, the final step in the college's

conversion to Datatel Colleague. The college has also created two continuing part-time positions to assist with online programs and services. These initiatives were possible because the DACC Board of Trustees is committed to the college maintaining a strong online presence and has secured the financial resources to do so. DACC is using the strategies it has learned through its involvement with Achieving the Dream to evaluate the effectiveness and assure the quality of its online programs and services.

These several initiatives will be fully discussed in the following sections as they relate to the concerns noted by the visiting team in 2009. Specifically, the team found:

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.

The team required the college to submit a follow-up report no later than September 2011 showing what it had done to improve the oversight and infrastructure of its online programs. The areas to be addressed were staffing levels, leadership and administration, student services, budget, evaluation, and quality assurance.

Technology Staffing Concerns

DACC Computer & Network Services . . . is severely under-staffed. . . . 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. 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.

During the comprehensive visit the team members determined that the staffing for Computer and Network Services was minimal considering the college had at that time over 900 computers on campus, wired and wireless networks, 15 server computers, and just two staff members. The visiting team members were also concerned that the Instructional Designer/Academic Web Technologist had a large number of important responsibilities that could quickly overtax that individual and potentially hinder the successful expansion of online offerings at the college.

It should be noted immediately that, although there were only two full-time staff members in Computer and Network Services and only one full-time instructional designer, these were not, and are not, the only individuals responsible for the successful delivery of online programs and services at Danville Area Community College. In fact, there are six other full-time employees directly involved in the delivery of online programs and services. The Director of Administrative Data Systems has primary responsibility for and oversight of the college's management information system (MIS), Datatel Colleague. He works closely with both Computer and Network Services and the instructional designer to assure that the MIS and the LMS interface properly. It is through this interface that students who are enrolled in online classes actually have access to those classes, and it is through the MIS that students have access to the online services available to them through WebAdvisor. The individual responsible for the successful operation of WebAdvisor and thus successful delivery of online services to students is the Computer Support/Programmer in Administrative Data Systems. (WebAdvisor will be discussed fully in the student services section under Leadership Concerns.)

The Director of Instructional Media also provides support for the college's online offerings, primarily to faculty. The director is responsible for providing faculty with training in the use of technology to improve pedagogy, in both face-to-face and online classes. For example, he has provided instruction on how faculty can incorporate streaming video and podcasting into their classes to create a more stimulating learning environment. He also provides faculty with online access to StarLink, which presents programs each month on topics to assist in classroom instruction. Often the topics pertain to online classes, such as "Best Practices from Hybrid Instructors" and "Pedagogy 201 for Distance Learning: Enhancing Interactivity." The Director of Instructional Media is also the college's liaison with Illinois Community College Online (ILCCO), the state-wide cooperative organization that shares online courses.

Three other individuals who provide direct support for online learning are the reference librarian and the director and the administrative assistant in the bookstore. The reference librarian orders and maintains all online databases available to online students, as well as an online help desk. Students can order their books online, and bookstore staff members assist with that process.

Although the college felt the visiting team did not take into consideration the fact that other full-time employees on campus devote significant time to the successful operation of DACC's online programs and services, the institution took seriously the team's suggestion that there should be additional staffing to support online learning and created two new continuing 30-hour positions. The Computer and Network Technician, according to the position description, "installs and maintains personal computer hardware and software in labs and offices across campus." This person is available to perform many of the simpler, more routine tasks, that were taking up the time of the Director of Computer and Network Services and the Computer and Network Specialist, freeing them to spend more time addressing the larger issues associated with online delivery of programs and services. *Please refer to Appendix D for the Computer and Network Technician position description.*

The college recognized that the instructional designer was bearing a great deal of responsibility at the time of the comprehensive visit. She was a member of the tri-chair leadership team overseeing the college's preparation for the visit, with her responsibilities being to maintain the self-study web site, to format the self-study document, and to prepare the resource room for the visiting team. She was also heavily involved in two other major initiatives, the college's migration from one learning management system to another and the re-design of the college's website. The successful completion of these last two projects has ultimately resulted in a lightened workload for the instructional designer and the online support technician.

The college promoted the instructional designer to Lead Instructor in Online Learning and then hired an online support technician. As per the position description, "The Online Support Technician assists/aids in providing instructional technology support and assistance to students and faculty using online course management platforms and Internet-based course portals as well as other online applications in order to ensure student success and completion." Both of these individuals form the Online Support Department and work closely with the Marketing Department as well as all campus departments to ensure the accuracy and timeliness of content that is made available on the site. *Please refer to Appendix E for the Online Support Technician position description.*

Migration from WebCT to Blackboard

In the year prior to the comprehensive visit, the instructional designer spent considerable time coordinating the college's migration from WebCT, the learning management system (LMS) the college had used since 1999, to Blackboard. She arranged for vendor product demonstrations, developed a comparison matrix to aid in the selection process, and conducted faculty surveys to get their input on what they wanted.

In December 2008, just prior to the team's comprehensive visit the following April, DACC signed the contract to license Blackboard and migrate from WebCT.

In the several months following the team's visit, the instructional designer facilitated the implementation of Blackboard. On-site faculty training was built into the purchase of Blackboard and during the summer of 2009, a Blackboard Trainer visited the campus. The training spanned three days and was limited to fifteen participants on a first-come basis. Many participating faculty were well known "power users" and it was no surprise that many of these same instructors agreed to become early adopters and pilot courses in Blackboard during fall 2009. A total of ten courses were successfully piloted: Computerized Accounting, Cultural Anthropology, Developmental English, Financial Accounting, Intermediate Accounting I, Introduction to Drama, Managerial Accounting, Principles of Finance, Rhetoric and Composition I, and Western Civilization. During the fall 2009 semester, WebCT and Blackboard were running in co-production until full implementation of Blackboard would occur in January 2010. As a result, face-to-face orientation sessions (INST-110) for students were revised to deliver training on both systems and prepare students for their online courses.

While the ten courses were being piloted in Blackboard, the instructional designer offered small group and individual training sessions to other faculty to assure they were prepared for the full implementation of Blackboard in January 2010. Although this was a labor-intensive effort, it proved valuable as it allowed for the tailoring of sessions dependent on the faculty member's level of technological comfort and course specific needs. Several faculty who piloted in Blackboard during fall 2009 also served as departmental champions and shared their knowledge of the new platform with other faculty.

A Blackboard Training Materials license was purchased with the Blackboard agreement and those documents were made readily available (in print and electronically) to all online teaching faculty. This license continues to be renewed in order to ensure that current version releases are supported. Blackboard provides a 24/7 On-Demand Learning Center that is available to all Blackboard users upon logging into the system. The Center houses short clips/tutorials and getting started guides that demonstrate the key features and functionality of the interface. E-mail and phone support continue for both faculty and students.

While the migration from WebCT to Blackboard required a significant time commitment on the part of the instructional designer, it ultimately reduced her workload by making it easier for faculty to manage their courses. Blackboard extends the functionality beyond the capabilities of the previous LMS in many facets. In addition to the standard course management features common across all learning management systems (instruction, communication, assessment), DACC faculty are now able to take advantage of efficient content management by:

- having the ability to easily copy content items across courses
- using "drag-and-drop" functionality
- accessing tools like blogs wikis, and podcasts
- dynamically releasing content based on instructor-determined parameters
- using an enhanced grade center
- implementing student tracking features that contain at-a-glance statistics that notifies the instructor of student progress and at risk students
- integrating live synchronous tools such as whiteboard, chat and instant messaging, and virtual classroom



Most importantly, Blackboard streamlines course navigation by providing a standard set of tools that contain the same functionality across all courses as well as by providing a standard template and icon set that is used across all courses. This streamlining has proved to be very effective in that the student learning curve is minimal as they can easily locate items across courses that have the same look and feel and tool functionality and usage is standard. Migration was very beneficial for the fact that some course content didn't migrate as cleanly as possible, and thus it forced faculty to investigate what was migrated and "clean up" their courses.

The instructional designer participated in a Blackboard 9.1 Cohort in order to develop a campus upgrade path to the next release of Blackboard. Participation in the cohort ran from September through November 2010. DACC successfully upgraded to the new release in May 2011. While a few online courses are not taught on Blackboard, that number is decreasing each semester. Some faculty have chosen to wait until a newer edition of their text is available before changing platforms. For example, Introduction to Sociology has been taught on Pageout for many years. The instructor has now adopted a newer edition of the textbook and will move to Blackboard effective fall 2011.

Re-design of the College Website

In the year prior to the comprehensive visit, the DACC Marketing Department undertook an analysis of the existing college web site. Three focus groups were surveyed and, based on the survey results, a web redesign team was formed in April 2008 to begin a complete overhaul of the DACC website. The team was comprised of the Marketing Department, Admissions Office personnel, marketing faculty, DACC Foundation staff, an outside design professional with web design experience, and the instructional designer. The goal of the redesign was to create a visually appealing, user-friendly site that would offer valuable tools and information to current and prospective students and parents, as well as market the college. Throughout the rest of the year, the members of the redesign team met with the outside consultant, who developed a draft of the main page concept, which would later shape and serve as a template for internal pages throughout the site. Members of the redesign team used employee and division specific templates to gather input for inclusion in the redesign efforts. This allowed for the much needed updating of existing pages, the deletion of outdated pages, as well as for the incorporation and building of new pages that did not formerly exist. The team also decided to have the site remotely hosted via a local hosting service. Some programming-related components of the website were also outsourced to this same hosting service. The instructional designer created an example of what the redesigned web site would look like and made it available to the visiting HLC team via a link.

Work on the web site re-design resumed in earnest after Blackboard was fully implemented in spring 2010, and the site went live on August 9, 2010. The redesign of the website resulted in improved online services, which is discussed beginning on page 18.

Leadership Concerns

VP of Academic Affairs cannot spend adequate time developing online curriculum, coordinating faculty development, creating and implementing quality control, and ensuring adequate student support. Policies and procedures are minimal and planning is not structured enough.

To address these concerns, DACC looked at the recommendations provided by the visiting team in the Advancement Section of its report. The team provided nine excellent suggestions for ways the college could improve its online offerings. The one that stood out immediately, however, as the one that could most significantly impact the team's concerns about leadership and DACC's online programs and services was the implementation of an online council composed of academic, student, and fiscal affairs. The idea of getting online faculty together was not totally new to the college. Beginning with WebCT and continuing

with Blackboard, online teaching faculty had formed a roundtable, where they met regularly and discussed best practices, resolved various issues they were having, and shared common experiences. The function of the roundtable, however, was primarily to share information, not to provide oversight.

In August 2010 the college formed the Advisory Committee for Online Learning Excellence. The Vice-President for Instruction and Student Services met with the deans and identified the individuals from each division that should be invited to serve on this committee. Faculty members were selected based on their experience, expertise, and success with online classes. The instructional designer and Director of Enrollment Services, who has daily oversight for online student services, were also included. The Vice-President then sent each individual a letter, explaining why DACC was forming this committee and asking him or her to serve on it. He wrote, "The major responsibility of the committee will be to insure that the college's online course offerings are of the highest standards to promote academic learning and success." Thus, the function of this committee was not just to share information, as had been the case with the roundtables, but also to provide leadership to DACC's online offerings. It is a standing committee, meeting at the beginning of each semester and more frequently on an as needed basis. The co-facilitators are the lead instructor in online learning and the Dean of Liberal Arts and Library Services. The Liberal Arts division has more online offerings than any other division on campus, and the availability of online resources via the library is critical to the success of many of the online programs at the college.

At the first meeting in September 2010 the committee members were provided with more specific information on what the visiting team had recommended and why. The committee's first task then was to develop and adopt a set of standards to which all of the online courses would adhere. One of the two faculty members who had been the first to develop an online class in 1999 had volunteered prior to the meeting to research standards in place at other institutions and presented a model for the committee to review. After discussion the committee agreed upon those standards and piloted them in a variety of ways. The lead instructor in social sciences used the standards when he evaluated four part-time instructors teaching online courses and included suggestions for revisions in his comments to them. Faculty developing new courses during the 2011 spring semester used the standards, and key instructors agreed to revise courses they were already teaching to include the elements of the standards that were not already in place. Implementation of the standards worked well with Blackboard, which provides a streamlined layout and toolset which ensures consistency across all online courses. As a result, course organization and layout was a very simple process for the instructors.

At the January 2011 meeting committee members were updated on improvements that had been made to the DACC Online webpage. These improvements were prompted in part by an audit of the college's website that was conducted by an outside entity as part of the college's affiliation with Achieving the Dream. This audit is discussed in detail in the section entitled Evaluation. The changes that were made are discussed in the section under *Evaluation* entitled *Synopsis of Actions Taken Based on Results of Assessment Efforts*. They were also advised that an online faculty listserv [online-faculty@dacc.edu] was now available and would allow for peer-to-peer collaboration and would help to create a greater sense of community among faculty teaching online. Committee members were also informed that an online version of the orientation for students taking an online class for the first time was being developed.

The individuals who had piloted the standards shared their experiences. One instructor in the English department said he had totally revamped one of his courses based on the standards and it was functioning better than it ever had. One instructor said the standards were very helpful but cumbersome in their current format. Another instructor said it was challenging to try to incorporate all of the standards at once, due to time constraints. The committee discussed ways to prioritize the standards. Based on those recommendations, the co-facilitators subsequently streamlined the model and e-mailed it to the committee members for their review. *Please refer to Appendix F for DACC's online course standards.*



The committee members turned their attention to developing a plan on how to implement the standards across the online curriculum. They quickly agreed on how to implement the standards in courses that had not yet been developed in an online format. The standards will be incorporated into the current course development process, which begins when a faculty member completes a new course development proposal form. The process is for the dean to sign off on this form and take it to the weekly Office of Instruction meeting for approval by that group and then to the monthly Academic Affairs team for approval. After these two groups have approved the proposal, the Vice-President of Instruction and Student Services signs off on it. Before the faculty member can be paid the course development fee, he or she is required to submit all supporting documentation to the appropriate dean. While there is a list of what could be considered supporting documents, the rule of thumb has been, "Does the dean have enough documentation that he or she could hand the course over to another faculty member and he or she would have enough available to be able to teach the class?" The committee has recommended that instructors requesting to develop a new online course should be provided a copy of the standards and must indicate on the course proposal form that he or she will follow those standards when developing the course. Before the development fee can be paid, the appropriate dean will be responsible for accessing the course, verifying that the online course adheres to the standards, and indicating this on the section of the course development form that is submitted for payment. A course that does not meet the standards will not be put on the schedule. This recommendation and a draft of the revised course development form will be taken to the Academic Affairs team for approval at its meeting in August 2011. *Please refer to Appendix G for the draft of the course development form.*

There was much discussion as to how to implement the standards in all of the approximately 100 courses that are already offered online. Obviously all online faculty are on the listserv, and through that venue the committee members have made them aware of the standards and the expectation that faculty will implement them. However, the committee members wanted faculty to buy into the standards and not just see them as something they had to do to be in compliance. Suggestions were that the college use the peer-review process, with faculty members visiting and critiquing each others' online classes. Another suggestion was to use the college's Partner's in Education mentoring system. Faculty members who had already implemented the standards could be paired with other faculty members who had not and could guide them through the process. The deans, who evaluate full-time faculty, could visit online classes and make suggestions for improvements, using the standards as guidelines. The lead instructors who evaluate part-time faculty could do the same with them. The committee members were well aware, however, that faculty had just revised their online courses for the migration to Blackboard and that instructors were already stretched to their full capacity because of the record enrollment the college was experiencing.

Thus, rather than trying to determine how to make sure the standards are implemented in every online class immediately, the committee members agreed that they would start with the courses taught by faculty on the committee, who represent all of the academic divisions on campus, and specifically with the courses that the college is monitoring closely through the Achieving the Dream initiative. These include developmental English, mathematics, and reading and the gatekeeper courses. Gatekeeper courses are those courses that students must pass to move on in their programs. By definition they are those courses that have high enrollment and low success rates. Each semester the college offers online sections of the developmental classes in English, mathematics, and reading, and there are online sections of each of the gatekeeper courses, which for DACC are: Business Computer Systems (CBUS 150), Communication Skills (ENGL 121), Intermediate Algebra (MATH 105), Introduction to Psychology (PSYC 100), Principles of Biology (BIOL 102), Rhetoric and Composition I and II (ENGL 101, ENGL 102), and Survey of Statistics (MATH 115).



The faculty teaching the online sections of Developmental English, Communication Skills, Rhetoric I and II, Principles of Biology, Intermediate Algebra, and Survey of Statistics serve on the committee. The lead instructor in developmental education, who is a member of the committee, is overseeing the implementation of the standards in all of the developmental classes taught online. The Dean of Business and Technology, who serves on the committee, is working with the instructor who teaches Business Computer Systems online, to make sure the guidelines are implemented. The committee will work with the Director of Institutional Effectiveness to evaluate whether or not the success rates in these courses improve after the implementation of the standards. This information, good or bad, will be shared with the online teaching faculty to be used for continuous improvement.

The members agreed on next steps the committee should take. First they want to identify which courses to verify that standards had been implemented. Prior to the next meeting in August 2011 the facilitators are to meet with the Director of Institutional Effectiveness and the deans of the divisions to determine which courses could most benefit from implementing the standards. They will look at course completion rates, number of students impacted, and whether or not the courses are required to complete a program of study. This list will be brought back to the committee for discussion and revision or approval.

Second, the committee is to look at ways to incorporate cooperative learning strategies into the online classroom. A major component of the college's Achieving the Dream initiative is the implementation of cooperative learning strategies in all of its classes. Faculty members participated in two days of intensive training on how to implement these strategies in the traditional classroom. In-service time since that training has been devoted to faculty sharing their implementation strategies with each other. The next step is to incorporate cooperative learning into the online environment. Two faculty members on the committee are already developing models for how they are implementing these strategies into their online courses. The instructor for the online sections of Principles of Biology is exploring ways to use various functions on Blackboard that will enable her to assign her students to work in base groups, much as they do in the traditional classroom. For example, she uses the Groups tool in Blackboard to enable a group of students to collaborate with each other in a private area. Within the group areas, students use a variety of features including a discussion board, blog, e-mail, file exchange, journals, task list, and wiki.

The instructor for the online sections of Rhetoric II is developing collaborative curriculum and activities based around VoiceThread, an online student / text / media interaction tool. His primary reasons for selecting VoiceThread involves ease of use for students (they can even phone in their comments) as well as faculty and the ability to interact with a given text in a forum in which all of the comments appear on the same page. Students may comment on the presented document (in this case, their papers), ask questions of the instructor and other students, and receive responses. He is developing collaborative learning activities in his Rhetoric and Composition II course, as well as in a new course he is developing in advanced fiction writing. For more information on VoiceThread, including a demonstration, visit <http://www.voicethread.com>. These faculty members will share their experiences with the committee members and with online faculty members at large during scheduled in-service times. They will also use the online faculty listserv to share their ideas.



Student Services Concerns

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. Comprehensive student services are lacking and little attention is being paid to the development of all learning and support processes in an electronic format.

In 2004 the HLC sent a team to the DACC campus for a focused visit in response to the college's request for approval to offer all certificates and degrees online. In their report the team members wrote under Institutional Strengths, "Student support services are already in pilot mode or have been implemented online. An effective web-based utility has been acquired and is nearly ready to provide a wider array of student services." Under Recommendations and Rationale they wrote, "Student support services are similarly ready to provide online backup of distance education programs." When the team came for the comprehensive visit in 2009, however, they found that a wider array of student services was still not available.

Many of the team's concerns have been addressed with the implementation of WebAdvisor, which is a component of the Datatel Colleague system. The Jaguar Spot, which is prominently displayed on every page of the college's website, is the student portal to online services. From the Jaguar Spot students can get their network ID and password, can change their password, and can request help if they have forgotten their ID and password. They are provided links to contacts if they are having technical difficulties. They are also provided instructions on how to use the Jaguar Spot services, and they have a direct link to the webpage dedicated to online courses. They also have access to a comprehensive list of policies and procedures with which they should familiar and with direct links to those policies and procedure.

Through the Jaguar Spot, students can view their personal profile information and update personal information, such as their addresses. They can view their bill statements, pay online, sign up for the FACTS payment plan, view their 1098-T information, and view their financial aid status. They can view their assessment test results, class schedules, grades, GPA, and unofficial DACC transcripts. Students can find out what they must do to be eligible to register for classes online, and, once they are eligible, can view their Educational Plan and can register online. As they near the end of their program of study at DACC, they can submit a request to have a transcript sent to another institution and view the status of that request, can perform a program evaluation (degree audit), and can submit an application to graduate.

Other concerns the team had, such as the availability of online counseling for students, are addressed in the Evaluation section. The results of an external audit of the college website and the subsequent internal audit of the website are discussed, as are the many changes that were made as a result of these audits.



Budget

There is evidence that the College has not fully complied with the recommendations of the 2004 Focused Visit Report...

Under Criterion Three, the team visiting the college for its comprehensive visit found that there was evidence that one or more Core Components required Commission follow-up. Specifically, the college had not fully complied with the recommendations of the 2004 Focused Visit Report. The team did not say specifically what recommendations were in question. Under “Reports Required” the team clarified that the college must submit a progress report on how it is improving oversight and infrastructure of online programs, including . . . “budget.” The team report did not state specifically what the members meant by “budget.” Based on some verbal comments made by a team member during the comprehensive visit, the college inferred it was in reference to the focused visit team’s concern that DACC did not have a specific cost center for online learning. The team that conducted the focused visit found that online operations were paid for through a variety of cost centers and indicated that allocation of financial support might be more predictable if the college had a specific cost center for online learning.

After the 2004 focused visit, DACC did establish an online learning support services budget. This budget provides for 100 percent of the salary and benefits for the lead instructor in online learning, 100 percent of the salary of the online support technician, and 5 percent of the salaries and benefits for the three staff members making up the Computer and Network Services Department. This budget also provides funding for a student employee to assist in the online learning department, office supplies, computer software, travel opportunities for online learning faculty and staff, and other contractual services, which is generally used for training in regards to online learning platforms. The funding for this budget has increased each year as direct costs related to online programming have expanded.

This budget does not cover all of the costs related to online learning, however. At DACC online learning is integral to the mission and overall operation of the college. The Board of Trustees, faculty, staff, and students all support a strong online learning program. Virtually all divisions and departments of the college are involved in some aspect of online services. DACC houses online sections of courses in the disciplines to which they belong. The courses taught online are the same courses that are taught in the traditional classroom. For example, the course requirements for Rhetoric I taught online are identical to those for Rhetoric I taught in face-to-face sections. The online section of Survey of Statistics mirrors the sections taught in the traditional classroom. The faculty teaching the online courses are the same faculty teaching in the traditional classroom. The majority of online courses are taught by full-time, tenured faculty members. A few courses are taught by continuing part-time faculty who have been employed at the college for many years. The deans responsible for scheduling online classes, submitting payroll for faculty teaching online courses, and evaluating instruction in online classes are also responsible for all aspects of courses taught in the traditional classroom. The student services staff members who make sure the online services are readily available to students taking online classes are the same individuals making sure online services are available to the students taking traditional classes.

This integration between online and traditional offerings assures that the students taking courses online are receiving the same high quality instruction as the students in the face-to-face classroom and makes the process an almost seamless experience for students, whether they are taking a combination of online and face-to-face classes or online classes only. While each semester approximately 200 students take online classes only, the vast majority of students are taking just one or two online classes and the rest in the traditional classroom. Of the 606 students who completed an inventory administered in 53 face-to-face classes in fall 2010, 186 (31%) were currently in an online class, 137 (23%) had taken one before, and 112 (18%) planned to take one in the future. (This inventory is discussed in greater detail in the following section entitled Evaluation of Online Programs and Services.) One semester a student may be taking Rhetoric I online and the next semester taking Rhetoric II in the traditional classroom, or vice



The college has put in place a well-conceived plan to provide the dollars necessary to support online learning. With technology changing so quickly and state funds for technology dwindling to almost nothing, the college determined several years ago that it had to develop a specific funding stream to support online learning. In 2005 the Board of Trustees saw a window of opportunity and took it. A building bond, which had been issued in 2003, was due to retire. Board approval of a new bond would have minimal to no impact on the property tax levy rate and would not require a tax increase, thus placing the least financial burden on the communities the college serves. The board voted to borrow \$1 million in debt certificates and issued technology bonds in December 2005. These funds were used to purchase the \$1.7 million Datatel/Colleague system. In 2008 the Board of Trustees again saw the opportunity to provide the needed funding for technology with the least financial impact on the communities the college serves. The technology bonds issued previously were due to retire, so in November 2008 the board approved the issuance of a \$1 million technology/equipment funding bond. Half of the money was used that fiscal year, and the other half was used the following fiscal year. In 2010 the board voted again to issue the bonds, and allocated \$500,000 to that year's fiscal budget and \$500,000 to the next year's budget. When the bonds are due to retire in 2012, the board plans to issue them again. This continued funding stream assures the college can provide the support needed for online learning, including but not limited to WebAdvisor, Blackboard, and professional development opportunities for faculty teaching online courses.

Evaluation of Online Programs and Services

The Institutional Effectiveness team at DACC is responsible for the selection and administration of numerous surveys, inventories, and other assessment instruments to gather the data needed to evaluate and continuously improve the programs and services of the college, including those offered online. Co-facilitated by a faculty member and the Director of Institutional Effectiveness, this team is made up primarily of faculty, but there are also representatives from administration, student services, and financial affairs. This past year the team administered the Noel-Levitz Student Satisfaction Inventory and surveyed 199 students who were taking online courses only in the fall semester. In conjunction with the Achieving the Dream initiative, the team approved an outside audit of the college website to evaluate whether or not it was helpful for prospective students and non-traditional students. A sub-team of the Institutional Effectiveness team then used the technical assistance report submitted for that audit as a model for an internal audit of its website to evaluate whether or not it was helpful for students who needed to do everything online. Each of these assessments is discussed separately, followed by a synopsis of how the findings from all of these assessments are being used to improve online programs and services at the college.

Noel-Levitz Student Satisfaction Inventory

Noel-Levitz describes its Student Satisfaction Inventory as “. . . a powerful tool to improve the quality of student life and learning.” The information gained from the survey can be used to identify institutional strengths and challenges and guide strategic planning. The inventory consists of 70 standard items and 10 items that the college can create for its own use. Students rank each item in terms of its importance to them, with 1 being not important at all, to 7 being very important. They have the option to indicate the item does not apply to them. They also rank each item in terms of how satisfied they are, with 1 being not satisfied at all to 7 being very satisfied. They have the option to indicate this item is not available or not used by them. In addition to the 80 items where students indicate both importance and satisfaction, there are 6 items where they indicate satisfaction only and 6 items where they indicate importance only. There are also 13 demographic items, an item to indicate major, and a final item where the institution may ask something specific to its institutional research purposes. The college receives an Institutional Summary, which lists how the students ranked each item in order of importance, how satisfied they were with that item, and the performance gap between how important it was to them and how satisfied they were. It also provides comparison data for other community colleges nationwide. This summary gives the college a big picture overview of what matters to the students on its campus, as compared to students on other



campuses. The goal, of course, is to address those areas where the students say it is very important to them but they are not very satisfied.

The college selected 53 face-to-face classes that would provide a representative sample of the student population and administered the inventory to 606 students in fall 2010. In order to gather important information in regards to the college's online programs and services, DACC chose to devote 7 of the 10 campus specific items to the website and online courses. The college used the final item to find out how many of the students completing the survey were taking, had taken, planned to take, or planned never to take an online class.

The responses to the items regarding the website were encouraging. All of these items were in the top quartile in terms of how important they were, and the performance gaps were low. The responses to the items related to online courses were not so encouraging. Two of the four items relating to online courses ranked in the top quartile in terms of importance and the other two were in the mid-range. All four, however, had high performance gaps between how important students thought they were and how satisfied they were with them.

Table 3. Institutional Items from Noel-Levitz Student Satisfaction Inventory.

Item	Importance*	Satisfaction**	Gap***
I can find information on registration, courses/sections/ & services on the campus web site.	6.4	5.62	0.78
I can find financial aid and account information on the campus web site.	6.34	5.54	0.8
I can find contact information for faculty and staff easily on the DACC web site.	6.32	5.63	0.69
The online instructor provided timely feedback.	6.32	5	1.32
The online instructor was available and helpful.	6.3	4.97	1.33
I was satisfied with the availability of information about my online course requirements (requirements, prerequisites, technical skills, etc.)	6.22	5.17	1.05
The frequency of student and instructor interactions is adequate in online courses.	6.13	4.77	1.36

*The highest ranking of the 80 items in terms of importance was 6.57 and the lowest was 4.87.

**The highest ranking of the 80 items in terms of satisfaction was 5.90 and the lowest was 4.19.

*** The highest performance gap in the 80 items was 2.12 and the lowest was 0.28.

The last item on the inventory asked students to indicate if they were currently registered for at least one online course, if they were currently not registered for an online course but had taken one in the past, were not currently enrolled but planned to take one in the future, or had never taken one and didn't plan to in the future. Of the 606 students who completed the inventory, 186 (31%) were currently in an online class, 137 (23%) had taken one before, 112 (18%) planned to take one in the future, and 167 (28%) never planned to take an online class. Thus, over half of the students completing the survey were taking or had taken an online class. This helps to explain why these particular items were of such high importance to students taking the survey. The college used the information gathered from this inventory to improve the online learning program at DACC. Please refer to the section entitled *Synopsis of Actions Taken Based on Results of Assessment Efforts* beginning on page 26.

Survey of Students Taking Online Classes Only

Each semester the college provides students with the opportunity to evaluate instruction, both in face-

to-face classes and in online classes. The evaluations are administered to the students in the traditional classrooms during class time, so the response rate is good. The response rate in online classes is minimal, unfortunately, even though a direct link is provided to students through their course. In fall 2009, for example, 38 online sections in the Liberal Arts division were evaluated. Of the 530 students enrolled in these sections, only 149 students (28%) responded. The results in the Math and Science division were slightly higher. Of the 12 online sections evaluated, 56 of the 154 students enrolled (39%) completed evaluations. In spring 2010 just 87 of the 315 students (28%) enrolled in the 29 online sections that were evaluated in the Liberal Arts division responded, and 31 of the 129 students (24%) enrolled in the 10 online sections that were evaluated in the Math and Science division responded. The results of the evaluations are shared with the appropriate faculty member, and the dean reviews the evaluations, looking for issues or trends over time. The usefulness of these evaluations is limited, however, in that there might be just one or two responses for a class of as many as 18 students.

Input from the students taking online classes is critical if the college is to address the concerns noted in the Noel-Levitz Student Satisfaction Inventory regarding online instruction. Thus, in order to get more information from students in online classes the Institutional Effectiveness team created a survey and mailed it to the 199 students taking only online classes fall 2010. The survey consisted of 16 items set up on a Likert scale of 1-5, with 1 being strongly disagree to 5 being strongly agree. Of the items, 7 were identical to 7 of the 10 campus specific items in the Noel-Levitz Student Satisfaction Inventory that was administered in face-to-face classes. The importance of each of these items cannot be determined because students weren't asked to rate them. It can be inferred, however, that students who agreed or strongly agreed with an item were satisfied.

Item	1	2	3	4	5
I can find information on registration, courses/sections/ & services on the campus web site.	0%	3%	23%	40%	34%
I can find financial aid and account information on the campus web site.	0%	5%	22%	41%	32%
I can find contact information for faculty and staff easily on the DACC web site.	0%	3%	20%	40%	37%
The online instructor provided timely feedback.	6%	8%	6%	31%	50%
The online instructor was available and helpful.	8%	6%	17%	22%	47%
I was satisfied with the availability of information about my online course requirements (requirements, prerequisites, technical skills, etc.)*	0%	3%	11%	43%	34%
The frequency of student and instructor interactions is adequate in online courses.	6%	11%	17%	36%	31%

*9% did not respond to this item.

The majority of the students completing the survey agreed or strongly agreed that they could find information they needed on the college website. Approximately 80% agreed or strongly agreed that the online instructor provided timely feedback. A much lower percentage, however, agreed or strongly agreed that the online instructor was available and helpful (69%) and the frequency of student and instructor interactions is adequate in online courses (67%).

This survey was especially valuable because it provided not just quantitative but also qualitative data. Students were invited to comment, and 18 of the 35 (51%) did. Three themes emerged. First, several students commented that it would be helpful if all online instructors organized their courses the same and used the same links. Second, the majority of students indicated that their instructors were available, helpful, and organized and this made the online experience good. A few students, however, said their online experience was bad because the instructor did not get back to them in a timely manner, was disrespectful, or was disorganized. A third theme that emerged was that students would like for online instructors to make

better use of chats, web discussions, and other online technology to make the courses more interesting. Only one student indicated that the website was difficult to navigate, and no respondents indicated they had experienced technical difficulties with their online classes. The data gathered from this survey were used to improve the online learning program at DACC. Please refer to the section entitled *Synopsis of Actions Taken Based on Results of Assessment Efforts* beginning on page 26.

Women Employed Technical Assistance Report

The mission of Women Employed is to improve the economic status of women and remove barriers to economic equity. A leading national advocate for women's economic advancement, the organization analyzes workplace issues, educates policy makers, and builds support to improve opportunities and incomes for women. Since 1973 the organization has connected thousands of women to education and training that led to better jobs. Women Employed focuses on three major areas: fair workplaces, access to high-quality education and training, and good information and tools for career and education planning. Women Employed offered its services to DACC when the college became part of the Achieving the Dream initiative. This was because AtD is striving to achieve equity in education in terms of gender, ethnicity, and socioeconomic status. One of the services Women Employed offered was to evaluate the college website to see if it provided the content prospective students and particularly non-traditional students needed and if it was navigable by these same individuals.

The areas Women Employed looked at specifically were the main page, site navigation and accessibility, application and registration, adult education and ESL, other student services such as tutoring and child care, financial aid, career development, the course catalog and class schedules, and campus navigation. Women Employed then provided the college with a technical assistance report which included a summary of the findings in each area, broken down into excellent, good, fair and poor. Overall the evaluator found that the DACC website provided excellent information for prospective students, but the site was very difficult to navigate. It was hard to access some of the most helpful information, some links were duplicated on several pages, and sometimes all of the information was there but a student would have to access numerous pages to actually piece together all of the information that was needed. The summary was followed by key recommendations for each area, including both long-term and short-term improvements that could be made. How the college used the information gathered from this technical assistance report to improve online programming at DACC is discussed in the section entitled *Synopsis of Actions Taken Based on Results of Assessment Efforts* beginning on page 26.

Internal Audit of Website

A sub-team of the Institutional Effectiveness team used the Women Employed technical assistance report as a model for evaluating whether or not the website provided current and prospective online students with the information and resources they needed. The team looked at navigation as well as content. The team found that the information available on the website was clearly addressed to students who were planning to be on campus, not students who wanted or needed to do everything online. The team also found that some of the processes and policies in place required students to come to campus.

A prospective online student logging on to the DACC homepage would find links to DACC Online and Future Students. If the prospective online student clicked on DACC Online, which would be a logical choice, he or she would find information specific to online classes but no information on admission, registration, and other student services. If the prospective online student clicked on Future Students, he or she would find comprehensive information in regards to student services, college resources, and policies and procedures. Sometimes the information the individual would need would not be there. Often the information the prospective online student needed would be there, but it might require three or more clicks to find it.



Under Academic Advisement and Counseling, phone numbers and office hours were provided, but no e-mail links to any of the staff in that department were available. Counselor schedules were available, but nowhere was it indicated that a prospective online student could access a counselor online or that there was a process in place for online advisement.

Under Admissions and Records, phone numbers and office hours were available on the main page. If the prospective online student clicked on the Admissions/Registration link on that page, he or she would find a link to the department's e-mail but it was at the very bottom of the page. If he or she clicked on Registration Steps, the prospective online student would finally find the e-mail link for admissions staff. There were four steps listed under Admissions and Registration—Start Here! Step 4 provided a link to the steps for new students who had never attended any college, new students transferring in from another college, returning students who had not attended DACC for a year or more and international students. There were no steps listed for students intending to pursue their studies online.

Under each of the four types of students was a link to the Jaguar Spot, with the statement that students had the option of registering online and they could get information on online registration there. If the prospective student would click on the link to the Jaguar Spot, it would take him or her to a page with three sections, Current DACC Students, Alumni (Past DACC Students), and Faculty and Staff. There was no section for New Students. The prospective online student could get the information by clicking on the link "Instructions for Jaguar Spot Services," which was available under all three of the sections. He or she could then click on Register Online and find the information on how to be approved to register online. The first step was to make an appointment by calling 217-443-8750 to meet with a DACC Academic Advisor/Counselor. During this meeting, the Advisor/Counselor would check to see if the individual met the requirements to register online and then would set up an educational plan with the student. The process was clearly set up for students who were already students at the college, not prospective students. There was no information on how a prospective online student could be approved to register online, nor was there any information there or on the Advisement and Counseling page to indicate how a student could contact a counselor by e-mail, or that a prospective student could "meet" with a counselor via e-mail or phone.

The prospective online student could find information about and contact information for other departments from the Future Students link on the main page. For example, if he or she clicked on the link to the bookstore, he or she would find location, hours of operation, phone numbers, and a link to the bookstore website. There was no indication, however, that he or she could order books online through the bookstore, although that service was available. The prospective student could find a variety of excellent career resources available online from Career Services. Office hours and phone numbers were available, but no e-mail links to the department or the staff were functional. The Financial Aid Department page provided e-mail addresses for staff, as well as links to FAFSA online and numerous financial aid resources. The Student Success Center, which provided services for students with disabilities, did provide e-mail addresses for the staff in those departments on its page.

A review of the website also revealed that some of the college's admission and registration requirements were clearly designed for students coming to campus, not for students planning to attend online. For example, prospective students were required to sign up for a New Student Orientation, which was offered face-to-face only. Students taking an online class at DACC for the first time were required to participate in an Online Learning Orientation, which also was available face-to-face only. Prospective students were required to schedule a time to take the placement test in the Assessment Center, unless they had ACT or SAT scores less than two years old. It did say that arrangements could be made for individuals who were not local to complete the assessment test elsewhere, but he or she had to contact the Assessment Center to arrange that. This information was repeated on the Assessment Center page, which provided information on location, office hours, and phone numbers, but did not provide a working e-mail link to the department. Steps that were taken to address the concerns identified through this internal audit are discussed in the following section.



Synopsis of Actions Taken Based on Results of Assessment Efforts

The Institutional Effectiveness team discussed how to disseminate the information about online courses and the website that was obtained from the Noel Levitz Student Satisfaction Inventory and the survey of students taking online courses only. They determined that the information about online courses needed to go to the Online Advisory Council. That council should decide how to use that information to improve online learning at the college. The Online Advisory Council agreed that the newly adopted standards for online courses should help to address some of the concerns raised regarding online instruction. Specifically, the standards indicate that faculty members should include a statement on how long students should expect to get a reply. The college's recommendation is that faculty respond to students at least once a day. This is one area that division deans and lead instructors should pay special attention to when they are verifying that faculty members have implemented the standards in their online courses. The standards will also help faculty organize their classes in a format that is easily navigable by the students. Peer-review of online courses will help faculty see ways to improve the format of their courses. The college's emphasis on using cooperative learning strategies in all classes will encourage faculty to make better use of chats, web discussions, and other online technology to make their courses more interesting and interactive.

The information about the website gathered from the Noel-Levitz Student Satisfaction Inventory, the survey of online only students, the Women Employed audit, and the internal audit of the website was shared with the Marketing Department, the Lead Instructor for Online Learning, and the Director of Enrollment Services and many improvements were made to the website, including all of the areas mentioned in the *Internal Audit of Website* section of this Progress Report. It is also important to mention that at the time the Women Employed report was written, many areas of the website including admissions and registration/records, student support services (including tutoring, disability and TRiO services), adult education, and developmental education, had all been enhanced.

The web pages dedicated to online learning were strengthened and streamlined as well. The "DACC Online" web page is used to guide students in getting started in online courses. Enhancements/additions to this area include:

- Are Online Classes Right for Me?
- Definitions of Online and Hybrid
- What Makes a Successful Online Student?
- Student Resources
- Faculty Resources
- Online Readiness Test
- Blackboard FAQs for Students
- Online Learning FAQ
- Contacting the Online Learning Help Desk
- Online Learning Help Desk Technical Support Request Form

The very nature of any web site is dynamic, and it is continually refined and developed. The information provided by the surveys and the audits has helped to assist DACC in continuing to maintain an efficient and consistent website that accommodates all of its users- prospective and current students, employees, and the community.

The concerns that the internal audit revealed in regards to college policies and procedures that could potentially have a negative impact on prospective online students were shared with the First Year Experience team. This sub-team of the Achieving the Dream Initiative is currently inventorying all college policies and procedures that impact the enrollment, retention, and success of students. That team is developing an online New Student Orientation. That team also supports the implementation of an online version of the Online Orientation, which the Lead Instructor for Online Learning is developing.



Quality Assurance

Quality has always been central to the mission of DACC. In fact, the college mission statement says, “Danville Area Community College is committed to providing quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share.” In the past, as with most institutions of higher education, the college measured the quality of its programs and services in terms of its inputs. How many full-time faculty were on staff? How many had master degrees? How many had doctorates? How many holdings did the library have? How many activities were faculty and staff involved in outside the college, in the larger community? How many students had access to higher education as a result of their enrollment at DACC, the keyword being access? The emphasis in higher education over the last several years, however, has changed from inputs to outcomes and from access to success, and the college has been working diligently to make this transition.

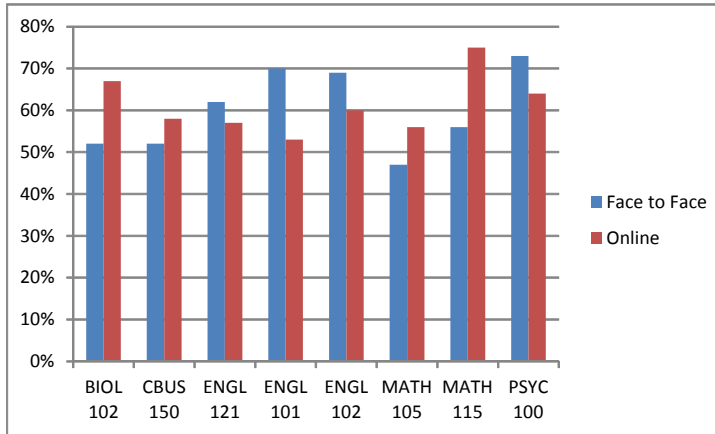
For the last two years DACC has been an Achieving the Dream college. Achieving the Dream: Community Colleges Count is a national nonprofit organization that helps more community college students succeed, particularly students of color and low-income students. The organization works on multiple fronts — including efforts on campuses and in research, public engagement and public policy — and emphasizes the use of data to drive change. Launched as an initiative in 2004 with funding provided by Lumina Foundation for Education, Achieving the Dream is built on the belief that broad institutional change, informed by student achievement data, is critical to significantly improving student success rates. Today, Achieving the Dream’s network includes 130 institutions in 24 states and the District of Columbia, serving more than 1.6 million students. The college has learned much in these two years about what data to collect, how to analyze it, and how to use it to make decisions that impact the bottom line. Are students succeeding? Are they completing their courses with a satisfactory grade? Are they being retained to the following semester and the following year? Are they completing the certificate or degree they started? Are they transferring to four-year colleges, if that was their goal? If students aren’t doing these things, the college needs to ask why and find ways to improve these outcomes.

Achieving the Dream gave the college a framework, a place to start, as it made the transition from inputs to outcomes, from access to success. One of the first things the college had to do as part of Achieving the Dream was to identify what are called gatekeeper courses. These are the courses that a student must pass in order to continue on with his or her studies. Often they are the courses that all students must take, regardless of program, or the courses in a specific program that students have difficulty passing. Often they are courses with high enrollment and high failure rates. The courses DACC identified were: Business Computer Systems, Communication Skills, Intermediate Algebra, Introduction to Psychology, Principles of Biology, Rhetoric and Composition I and II, and Survey of Statistics. The college was then required to submit baseline data from the previous three years on the outcomes of the students in these classes, broken down by gender, ethnicity, and socio-economic status. DACC was also required to provide the same information for students in developmental classes. The process is to identify strategies that improve the success rates of students in the developmental and gatekeeper courses, and then scale up the strategies to all college courses.

The college is using the framework provided by Achieving the Dream to assure quality in its online programs. Although DACC is collecting data on all courses offered online, it is carefully looking at the success rates of students in online gatekeeper courses, as compared to the success rates of students in gatekeeper courses in the traditional classroom.

Figure 2 compares the success rates for face to face and online sections of gatekeeper courses for academic years 2010 and 2011 combined. Success is defined as A, B, or C.

**Figure 2. Success Rates in Gatekeeper Courses.
Face to Face compared to Online. Academic years 2010 and 2011***



Source: *DACC Institutional Effectiveness Office*
Includes Fall and Spring Semesters only.

The students in the online sections of Computer Business Systems performed just slightly better than the students in the face-to-face sections, whereas the students in the online sections of Principles of Biology, Intermediate Algebra and Survey of Statistics did considerably better than their counterparts in the face-to-face sections. The students in the online sections of the English classes and the Psychology class, however, were much less successful than the students in the traditional classrooms.

The college was not surprised that the success rates in the online sections of some courses were lower than those in the traditional sections. National and state data support this finding. The college was concerned, however, that the rates were so much lower in some courses. For example, in the English classes, the pass rates were significantly lower in the online sections. The faculty teaching these courses have already started looking at how the online sections are taught and what can be done to improve them. The use of interactive tools such as VoiceThread is one idea being explored.



IV Conclusion

After the college received the visiting team's Report of a Comprehensive Evaluation Visit in May 2009, the self-study leadership team carefully reviewed the concerns that required follow-up in the form of a progress report. They were two-fold and both fell under Core Component 3a. The first was that the visiting team found 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 centers. Second, they found evidence that the college had 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 and had not adequately prepared their online infrastructure to support online programming. The leadership team knew that many of the concerns would automatically be addressed by initiatives that were in place but were not yet implemented at the time of the visit. However, the leadership team used the visiting team's comments to guide and direct the implementation of these initiatives to assure that the concerns were addressed.

The concerns in regards to the correctional centers were easily addressed when shortly after the comprehensive visit the college assumed responsibility for the Danville Correctional Center rather than the two correctional centers that were on the opposite side of the state. When establishing the policies and procedures between DACC and the Danville Correctional Center, however, the college paid special attention to verifying the credentialing of instructional staff, calibrating and aligning curriculum, establishing strong communication between the college and the correctional faculty and staff, and replicating the college's outstanding assessment of student learning program at the correctional center. These policies and procedures are discussed at length in the section of this report entitled *Progress on the Integration of Danville Area Community College's Off-Site Program at the Correctional Center*.

Many of the concerns in regards to online programming were addressed through initiatives already in progress but not fully implemented at the time of the comprehensive visit, such as the migration from Web-CT to Blackboard, the redesign of the college website, and the final stage of the implementation of the student services module of Datatel/Colleague. The leadership team again used the visiting team's comments, however, to guide and direct the implementation of these initiatives, as well as new initiatives such as Achieving the Dream, to assure that staffing levels, leadership and administration, student services, budget, evaluation, and quality assurance in the online program are of the highest order. The section of this report entitled *Progress on the Improvement of the Oversight and Infrastructure of Danville Area Community College's Online Programs* provides a full overview of how the college addressed the visiting team's concerns.

The leadership team has taken advantage of the entire two years allowed for submission of this progress report. The team's goal was to provide the most comprehensive assessment possible of the steps the college has taken not only to comply with the requirements of the Commission but also to assure the quality of those efforts. DACC respectfully submits this progress report on the integration of its offsite program at the correctional center and on the improvement of the oversight and infrastructure of the college's online programs to fulfill the requirement as recommended by the visiting team during the college's comprehensive visit April 27-29, 2009.



APPENDICES



APPENDIX A

----- Forwarded message -----

From: **Elaine Johnson** <Elaine.S.Johnson@illinois.gov>
Date: Mon, May 2, 2011 at 9:09 AM
Subject: Correctional Programs
To: amjacobs@dacc.edu

Dr. Jacobs,

Please accept this email as official notice that ICCB authorized Danville Area College to provide educational programming at the Danville Correctional Center. The authorization for educational programming at Henry Hill and East Moline Correctional Centers has been removed from Danville Area College and has been assumed by Lake Land College.

Please contact me if you need any further information.

Dr. Johnson

Dr. Elaine S. Johnson
Vice President
Academic Affairs & Workforce Development
Illinois Community College Board
401 East Capitol Avenue
Springfield, IL 62701
phone: [217-785-0011](tel:217-785-0011)
cell: [217-836-6670](tel:217-836-6670)
email: elaine.s.johnson@illinois.gov

APPENDIX B

CONTRACT

The Parties to this contract are the State of Illinois acting through the undersigned Agency (collectively the State) and the Vendor. This contract, consisting of the signature page and numbered sections listed below and any attachments referenced in this contract, constitutes the entire contract between the Parties concerning the subject matter of the contract, and supersedes all prior proposals, contracts and understandings between the Parties concerning the subject matter of the contract. This contract can be signed in multiple counterparts and signature may be electronic or digital upon agreement of the Parties.

1. TERM AND TERMINATION
2. DESCRIPTION OF SUPPLIES AND SERVICES
3. PRICING
4. STANDARD BUSINESS TERMS AND CONDITIONS
5. STANDARD CERTIFICATIONS
6. DISCLOSURES AND CONFLICTS OF INTEREST
7. SUPPLEMENTAL PROVISIONS

In consideration of the mutual covenants and agreements contained in this contract, and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree to the terms and conditions set forth herein and have caused this contract to be executed by their duly authorized representatives on the dates shown below.

VENDOR

(Vendor Name) Darville Area Community College
 Signature *Alice Marie Jacobs*
 Printed Name Dr. Alice Marie Jacobs
 Title President Date 06/06/11
 Address 2000 E. Main St.
Darville, IL 61832
 Phone 217 443-8865 Fax 217 443-8589
 E-mail dknight@dacc.edu

FACILITY

(Facility Name) Office of Adult Educational & Vocational Services
 Signature *Christine Boyd*
 Printed Name Christine Boyd
 Title Administrator of OAEVS Date 6/28/11

NRK 6/28/11

STATE OF ILLINOIS

(Procuring Agency Name) Illinois Department of Corrections
 Official Signature *S.A. Godinez*
 Printed Name S.A. Godinez
 Title Director Date 6/29/11
 Designee Signature *Bryan Gleckler*
 Printed Name Bryan Gleckler
 Title CFO
 Address 1301 Concordia Court
Springfield, IL 62794
 Phone 217-558-2200 Fax _____

CHIEF PROCUREMENT OFFICER

Official Signature _____
 Printed Name _____
 Title _____ Date _____

Designee Signature _____
 Printed Name _____
 Title _____ Date _____

STATE USE ONLY

NOT PART OF CONTRACTUAL PROVISIONS

PBC# <u>11-57873</u>	Project Title <u>Educational Program @ Darville</u>
Contract # <u>0412001</u>	Procurement Method (IFB, RFP, Small, etc): _____
IPB Ref. # _____	IPB Publication Date: _____ Award Code: _____
Subcontractor Utilization? <input type="checkbox"/> Yes <input type="checkbox"/> No	Subcontractor Disclosure? <input type="checkbox"/> Yes <input type="checkbox"/> No
Original Source _____	Obligation # <u>0412001</u> <u>0412001</u>
CPO 33 - General Counsel Approval:	
Signature _____	Printed Name _____ Date _____

APPENDIX C



Danville Area Community College

NOTICE OF VACANCY

Position: Horticulture Instructor at Danville Correctional Center

Required Qualifications: Experience in Horticulture and 2000 hours of documented work experience or A.S. Degree.
Must be able to perform landscaping, compute landscape material requirements, design landscapes, propagate and maintain green plants and shrubs.
Must have good communication skills.
Must be able to lift 50 lbs.
Must have the ability to perform general classroom activities.
Must pass drug testing and be able to meet all Department of Corrections regulations, rules and guidelines.

Desired Qualifications: Associate Degree preferred.
Good interpersonal skills.
Teaching experience desired.

Terms of Employment: Full time

Closing Date: Position will remain open until filled. Review of applications will begin immediately.

Method of Application: All interested persons are to submit a DACC application and résumé. If you possess a college degree, transcripts are required (copies are acceptable). Apply to:

DACC Human Resources Office
www.dacc.edu/hr
2000 East Main Street
Danville, IL 61832-5199

*Danville Area Community College is an Affirmative Action/
Equal Opportunity Employer*

APPENDIX D



Danville Area Community College

NOTICE OF VACANCY

Position: **Computer & Network Technician**

Basic

Function: The Computer and Network Technician installs and maintains personal computer hardware and software in labs and offices across campus.

Required

Qualifications: Associate Degree in a computer-related field.
Demonstrated knowledge of small computer systems hardware, especially IBM and Lenovo computers and HP printers and scanners.
Ability to troubleshoot and resolve hardware and software problems.
Three or more years of work experience in a related field.
Proficiency with Microsoft Windows and Microsoft Office.
Ability to learn new procedures quickly in order to work with new hardware, operating systems, applications, et cetera.

Desired

Qualifications: A+ Certification and other hardware certifications.
Experience in an educational environment.
Experience in a secure enterprise setting.

Terms of

Employment: Continuing part-time: 52 weeks/year, 30 hours/week.

Closing Date: **Open until filled.**

Minimum

Compensation: \$13.01/hour

Method of

Application: For full consideration all interested persons are to submit a DACC application and résumé. If you possess a college degree, transcripts are required. Apply to:

**DACC Human Resources Office
2000 East Main Street
Danville, IL 61832-5199**

*Danville Area Community College is an Affirmative Action/
Equal Opportunity Employer*

APPENDIX E



Danville Area Community College

NOTICE OF VACANCY

Position: Online Support and Web Technician

Basic

Function: The Online Support and Web Technician assists/aids in providing instructional technology support and assistance to students and faculty using online course management platforms and Internet-based course portals as well as other online applications in order to ensure student success and completion. Additionally, the Online Support and Web Technician collaborates in the daily maintenance of the campus web site.

Required

Qualifications: Associate Degree in appropriate field and five or more years of related work experience, or equivalent education and experience.
Excellent communication skills including the ability to properly and effectively communicate in person, via telephone, and e-mail (including the ability to explain technical concepts in non-technical terms). Orientation to customer service.
Ability to work in a multi-tasking environment with the flexibility to coordinate several tasks at any given time and troubleshoot and resolve technical issues in a time critical manner.
Effective in problem analysis and problem solving. Attentive to details.
Ability to discern between hardware and software problems.
Demonstrated knowledge of cross-browser and cross-platform issues (Internet Explorer, Firefox, Safari, etc.)
Advanced proficiency with Microsoft Office Suite.

Desired

Qualifications: Three or more years of work experience in a related field.
Experience with web design and maintenance including use of web authoring software (i.e., Microsoft Expression Web, Macromedia Dreamweaver, SeaMonkey, File Transfer Protocol FTP). Familiarity with JavaScript, CSS, HTML, XHTML, PHP, SQL, Flash. Proficiency in Adobe Photoshop.
Experience in an educational environment.
Experience with Learning Management Systems (Blackboard).
Bachelor's Degree in appropriate field.

Terms of

Employment: Continuing part-time: 48 weeks/year, 30 hours/week.

Closing Date: Open until filled.

Minimum

Compensation: \$13.40/hour

Method of

Application: For full consideration all interested persons are to submit a DACC application and résumé. If you possess a college degree, transcripts are required. Apply to:

DACC Human Resources Office
www.dacc.edu/hr
2000 East Main Street
Danville, IL 61832-5199

Danville Area Community College is an Affirmative Action/Equal Opportunity Employer

APPENDIX F

Danville Area Community College
Online Course Standards
Best Practices in Designing Online Courses

I. Course Introduction

Standard	Description
<p>1. Detail the general course content and student responsibilities, among other items, in your syllabus/course outline.</p> <p>1a. Core teaching material, resources, and instructional strategies need to be in place prior to the start of class!!</p>	<p>Include items that address/explain the following (<i>a helpful checklist</i>):</p> <ul style="list-style-type: none"> <input type="checkbox"/> Course description <input type="checkbox"/> Faculty contact information. Include a statement on how long students should expect to get a reply from you. <i>DACC recommends that you respond to students at least once a day.</i> <input type="checkbox"/> Textbooks with ISBN numbers. (http://www.dacc.bkstr.com) <input type="checkbox"/> Learning outcomes that are measurable <input type="checkbox"/> How the course is organized and how it works (This could be as simple as mentioning types of assignments and typical due dates.) <input type="checkbox"/> Grading policy (A rubric is recommended.) <input type="checkbox"/> Exams (Include the types of exams, and mention where they will be taken if it a hybrid course.) <input type="checkbox"/> Term papers/projects <input type="checkbox"/> Course schedule (Students enjoy a list of due dates for the semester. It is helpful if you have work due on a similar day(s) each week. <input type="checkbox"/> Research information and links (Ask students to alert you right away to dead links.)
<p>2. Greet and introduce yourself to the class with a welcome message, and tell them how to get started in the course.</p>	<p>This welcome message should be the first thing students see when they initially log into the course. Keep the tone of this message warm and inviting. Provide a static link to your contact info throughout the semester.</p>
<p>3. Clearly define course communication methods.</p>	<p>Provide a link to the internal course e-mail tool. If you choose not to use internal course e-mail, provide your external e-mail address.</p>
<p>4. Acquaint students with the course software.</p>	<p>Try to provide students with samples of the aspects of the course they will use before they have to do work in the course for a grade. Instructors can have students:</p> <ul style="list-style-type: none"> • Introduce themselves in a discussion board forum (also builds a ‘community of learners’). • Send an email in which students explain why they enrolled in the course, what they already know about the content of the course, and what they hope to learn.
<p>5. Ensure that students understand what is required for them to succeed in an online course.</p>	<p>Instructors can have students:</p> <ul style="list-style-type: none"> • Send you an e-mail saying they have read and understood the course outline/syllabus or complete a quiz based on the syllabus.

II. Course Organization and Design

Standard	Description
<p>1. Structure your course in a well-organized manner, and make it easy to navigate. (This might be a good area to use peer review.)</p>	<p>Students should be able to intuitively get from place to place within the course.</p> <ul style="list-style-type: none"> Content should be divided into learning units, appropriately labeled, and presented in a logical manner. Instructors typically divide these learning units into modules, chapters, etc.
<p>2. The course's main navigation menu should not be cluttered with unnecessary items.</p>	<p>Place what is most important for students to use on the menu and consider nesting similar items within content areas. Consider the following sample nav links:</p> <p>Home Page and/or Announcements Introductory Materials or Start Here Chapter Materials Course Email Discussion Board Assignment Dropbox Due Dates Grades Technical Support & Resources (<i>see below for items that could be nested under this link</i>)</p> <ul style="list-style-type: none"> Student Resources & Technical Requirements (Downloads/plugin-ins) http://www.dacc.edu/online/resources.html Technical support (Put Maggie's information on your homepage, or link to http://www.dacc.edu/online Online Support Request Form: http://www.dacc.edu/online/support.php Netiquette (Link to the DACC Student Handbook): http://www.dacc.edu/student-handbook Plagiarism (Link to the DACC Student Handbook): http://www.dacc.edu/student-handbook How to succeed in an online course http://www.dacc.edu/online/faq.html http://www.dacc.edu/online/resources.html The college withdrawal policy (Mention the dates.) http://www.dacc.edu/ar/withdraw.html
<p>3. Include statement outlining disability services.</p>	<p>For example, Liberal Arts has a standard policy for students contacting the Student Success Center (SSC): <i>"Any student who feels s/he may need accommodation based upon the impact of a disability should contact me privately to discuss your specific needs. Students with disabilities should contact the Student Support Services Center (SSC) to request academic accommodations including alternative testing arrangements, notetakers, interpreters, taped/large print, textbooks, and other resources. The SSC is located on the first floor of Cannon Hall. For more information call 217- 443-8702 (TTY 217.443.8701). Please note that accommodations cannot be provided until the proper documentation is on file with the SSC."</i></p>
<p>4. Include one discussion board forum where students can ask questions about the course or comment upon the course.</p>	<p><i>Sample:</i> Place your course feedback here. So far, what is really working for you in the course? What suggestions would you make to improve either the design or operation of the course?</p>
<p>5. Gather feedback from your students on the course so you can improve it for the future.</p>	<p>You could link to surveys you develop at free sites such as SurveyMonkey.com.</p>

III. Instructional Design

Standard	Description
1. Introduce learning units with an overview of the topic.	This can simply be a paragraph that briefly explains the topic to be studied. Some instructors call a section of their course "Course Notes from the Instructor." If you choose to do this via e-mail, be sure to label it clearly in the subject line of your e-mail so students can easily find the notes later.
2. Connect what the students already know about the topic to what they are going to learn.	This can include questions or activities to make this connection. Recalling prior knowledge should help provide a context for the students and get them excited about the learning tasks ahead of them. It could be as simple as including a connection in a weekly mass e-mail, or including it in your notes.
3. Write and post objectives for each learning unit.	Your objectives should emanate from your course's learning outcomes and detail the specific tasks that students will be able to complete. "In this unit the student will..."
4. Align your assessments to your objectives and outcomes.	Use your objectives and outcomes to determine your assessments. Be consistent. For example, if one of your objectives states that students will evaluate a topic, make sure the assessment has a corresponding essay question that asks students to evaluate.
5. Structure your learning activities to foster student-instructor, student-student, and student-content interactions.	Strive to design a student-centered classroom where active learning and engaging activities are present. The activities covered in our latest in-service could be applied, or other activities you may have used for years.
6. Clearly write your content and lessons.	Ambiguity will result in confused students and a lot of emails to you. If your instructions aren't clear, the students don't have you in front of them to ask clarifying questions. Also, when a student asks a general question about an assignment, a response to the entire class may save you a number of e-mails. You may also use a special discussion board forum for this purpose.
7. Post model submission assignments.	Model assignments are examples that your students can view in order to better understand the differences between quality and non-quality work. To use model assignments from former students, get their permission in writing, and remove their names from the assignments prior to posting.
8. Post rubrics for grading.	Rubrics are criteria for grading non-objective tests and assignments. They let students know exactly how you will grade them, and they take the subjectivity out of your grading. You can develop rubrics for individual assignments, or in the case of discussion board postings, you can develop a generic rubric that applies to all posting assignments.
9. Divide the information that you post for students into short, connected sections.	This helps with short attention spans and bad internet connections. Many students also still print out your information.
10. Try to ensure that your content meets the needs of students with different learning styles.	Multimedia works best to meet the needs of audio, visual, and kinesthetic learners. Audio narrations, podcasts, videos, pictures, charts and graphs, and simulations all enhance learning. These items may be used as optional components.
11. Extend your students' learning with optional web resources.	For those students who get excited about a topic and want to learn more on their own, provide links to web sites that you think will be helpful. Conversely, you can also provide links that will help remediate students who struggled through a topic.
12. Refrain from using copyrighted materials illegally.	If you are unsure as to whether you are violating copyright law, seek permission to use the copyrighted material. For more information on the U.S. Copyright Law, visit the U.S. Copyright Office's web site: http://www.copyright.gov

APPENDIX G

Danville Area Community College Online Course Proposal Form

I agree to abide by the online course standards when developing online courses to be used by DACC's curriculum.

Instructor's Signature: _____

Date: _____

Dean's Signature: _____

Date: _____

Course adheres to online standards.

