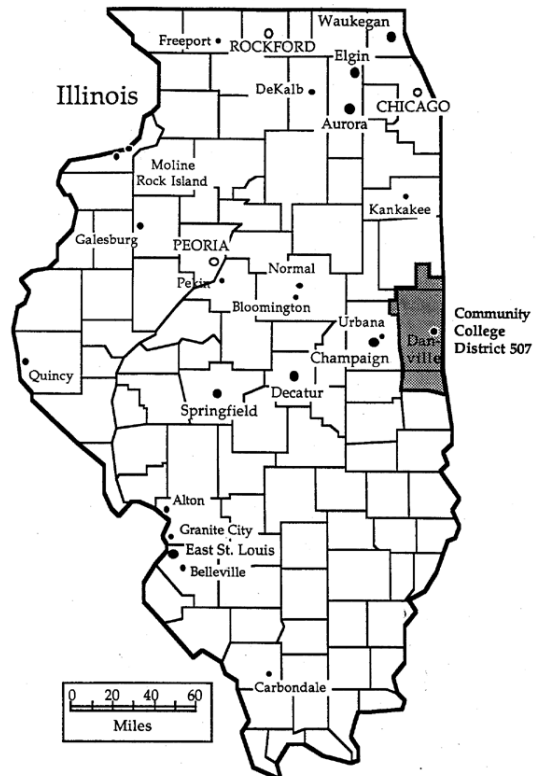


# 1 Introduction

## Brief History of the 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. According to *A Chance for All*, which was written by the first President of the College Mary Miller, the College was established initially as an extension center of the University of Illinois in 1946 to serve veterans returning from World War II who were eligible for the GI Bill. It became a public junior college named Danville Community College as part of the Danville public schools in 1949. In 1951 the name was changed to Danville Junior College. The College was housed at Danville High School until 1965, when it moved to its current location on the southeast edge of Danville, Illinois. In June of 1966 the College separated from the Danville School District under provision of the Public Junior College Act and became an independent, two-year area college under the control of the Board of Trustees of Junior College District No. 507. Danville Junior College was granted initial accreditation with the North Central Association of Colleges and Schools (NCA) in 1967. The name was changed to Danville Area Community College in 1979 to better reflect the entire district, which includes about 89,000 residents in Vermilion County and portions of Edgar, Iroquois, Ford, and Champaign counties.



## Overview of District No. 507 and the College

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

*Undergraduate Credit Enrollment by Residency Status*

Residency Status	Fall 2007		Fall 2008	
	Number of Students	% of total	Number of Students	% of total
In-State Resident	4480	93.47%	4267	94.19%
Out-of-State Resident	291	6.07%	245	5.41%
Non-US Resident	22	0.46%	18	0.40%
TOTAL	4793	100.0%	4530	100.0%

*Source: Fall end-of-term data  
DACC Institutional Research Office*

As per the 2006 American Community Survey, the population of Vermilion County was evenly distributed by gender, with 51 percent female and 49 percent male. For people reporting race, 85 percent were white, 12 percent Black or African American, 3 percent Hispanic, 1 percent Asian, less than 0.5 percent American Indian or Alaska native, and less than 0.5 percent Native Hawaiian and other Pacific Islander. The population is aging, with 16 percent being 65 or older and just under 25 percent below the age of 18.

As the following table shows, the percentage of DACC students who are male is slightly lower than the percentage of district residents who are male. The percentage of students who are from minority backgrounds closely mirrors the demographics of the district. The average age of DACC students is 31, reflective perhaps of the fact that the population in the district is aging.

*Enrollment by Gender and Ethnicity as a Percentage of Total Enrollment Fiscal Years 2006-2008\**

	FY 2006	FY 2007	FY 2008
Men	39%	41%	41%
Women	58%	56%	58%
Not Indicated	3%	3%	1%
Asian	1%	1%	1%
American Indian	0%	0%	0%
Black	9%	10%	10%
Hispanic	2%	2%	3%
White	65%	59%	65%
Not Indicated	23%	27%	20%
Average Age	31	31	31

*\*Includes Department of Corrections  
Source: DACC Institutional Research Office*

As a post-secondary institution, DACC offers both baccalaureate transfer associate degree programs and associate of applied science and certificate programs in career and technical fields of study. Students enrolled in transfer programs of study may complete the first two years of a baccalaureate degree in majors within the fields of agriculture, business administration, communications, education, engineering, health, and various other liberal arts and sciences disciplines. Students may complete associate of applied science degrees and certificates in accounting, landscape design, electronic technology, industrial maintenance, manufacturing engineering, computer programming, early childhood education, criminal justice, health information technology, nursing, and welding, just to name a few. As of spring 2009, the College offers thirty-three associate of applied science degrees programs and thirty-four certificate programs. To prepare students with the basic skills needed to enter into these programs, DACC also provides adult education and developmental education classes to remediate academic deficiencies.

The following table shows the percentage of the total credit hours generated by ICCB Funding Category for fiscal years 2006, 2007, and 2008. Credit hours are almost equally divided between transfer programs and occupational, remedial, and adult education programs.

*Percentage of Total Credit Hours by ICCB Funding Category Fiscal Years 2006–2008\**

Division	FY 2006	FY 2007	FY 2008
Baccalaureate	52%	52%	48%
Business Occupational	9%	9%	8%
Technical Occupational	10%	10%	14%
Health Occupational	12%	12%	13%
Remedial/Developmental	9%	10%	9%
ABE/ASE/GED/ESL	8%	7%	8%

*\*Includes Department of Corrections  
Source: DACC Institutional Research Office*

Education and training programs are also provided by the College through the Corporate and Community Education Department. CCE develops and provides customized training and services to meet specific business and industry needs. Educational enrichment programs are provided for youth through senior citizens.

## Mission of the College

DACC is guided in its efforts by its mission documents, which include its mission statement, vision statement, core values, statement of inclusion, statement of purpose, and general education outcomes.

### *MISSION STATEMENT*

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

### *VISION STATEMENT*

*Danville Area Community College will continue to be an active partner in building and maintaining academic excellence and economic vitality in the communities it serves.*

## Core Values

### *Integrity*

Trusting relationships and an ethical reputation with those we serve (students, faculty, employees, community, business, other educational institutions, government).

- Being respectful
- Being honest and sincere
- Being fair and reasonable
- Acting responsibly by meeting commitments and obligations
- Remaining true to the academic disciplines

### *Excellence*

Consistently achieving exceptional results that delight those we serve.

- Being accountable through the evaluation and adjustment of our services, processes and programs as needed to assure timeliness, quality, effectiveness, and financial stability
- Providing superior learning experiences and services
- Being learner focused to meet the needs of those we serve
- Encouraging continuous improvement and lifelong learning, growth
- Being innovative and proactive

### *Communication*

Positive and productive relationships and environment with those we serve.

- Openly exchanging thoughts, messages, information and ideas throughout our college and community
- Fostering an environment of belonging, acceptance
- Encouraging participation, involvement and collaboration
- Demonstrating spirit, sound teamwork principles and practices
- Empowering others by enabling them to make decisions, take actions that match their capabilities

### *Adaptability*

Continuously meeting the changing needs of those we serve.

- Providing relevant, meaningful educational services

- Being flexible and willing to change
- Developing and demonstrating the competencies, as well as versatility needed for continuing success
- Anticipating and capitalizing on opportunities for growth, success
- Taking appropriate risks that contribute to learning, growth, or ultimate success

### *Diversity*

Providing a safe and secure learning environment for the personal and intellectual growth of those we serve, preparing them to participate in an increasingly changing world.

- Promoting and upholding our vision that all are treated with equality, fairness, dignity, and respect
- Delivering a curriculum and services which are inclusive of global considerations and which value the voices experiences, and worth of a variety of cultural perspectives
- Fostering educational practices which support the learning styles of each unique human being

## Statement of Inclusion

Danville Area Community College provides access to a broad spectrum of quality educational opportunities and life experiences. DACC values diversity as an enhancement of those experiences, in its classrooms, administrative offices, and board room. The College is committed to policies that promote fairness and inclusion for all in the life of the College. As a reflection of the College's commitment, the DACC Board of Trustees strives to promote fairness and inclusion in all policies and practices of the College.

The College should be free to pursue standards and policies that allow it to fulfill its diversity vision. The students who are educated will help provide tomorrow's leaders, and their College experience must demonstrate the richness and substance of our diverse, multi-cultural and global environment. The College environment should promote understanding and appreciation of others, while encouraging students to grow as individuals.

In accord with this philosophy, the DACC Board expects the Community College to continually evaluate its hiring, admissions, and financial aid policies to ensure diversity and equal access within the institution. The College should ensure that the results of these evaluations conform to the concept of open access -- the cornerstone of the community college mission.

A community college is, in effect, a microcosm of our greater society. As such, it should encourage and enhance the fullest understanding of human rights and

responsibilities and should teach the skills that allow students to effectively participate in a democratic society. The College is responsible for creating opportunities for all within the College community to interact with understanding, tolerance, and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also helps perpetuate social harmony for the future.

## Statement of Purpose

The functions of Danville Area Community College are conceived in the light of its mission:

1. Provision for General Education. General Education courses are selected and required of all degree-seeking students, preparing them to function effectively in interpersonal and interdependent relations.
2. Provision for Baccalaureate-Oriented Programs. The College offers academic courses which meet college and university requirements for freshmen and sophomores in most major fields.
3. Provision for Career-Oriented Programs. Courses in career education provide job training, retraining, and upgrading to meet local, state, and national work force needs.
4. Provision for Adult Education. Students are provided opportunities to improve basic education, secondary education, and life skills.
5. Provision for Developmental Courses. Developmental Courses are offered to assist students in reading, English, mathematics and science in preparation for college credit courses.
6. Provision for Continuing and Community Education. A variety of non-degree and non-credit courses, workshops and seminars is offered to meet the educational and recreational needs of the community.
7. Provision for Student Personnel Services. Guidance, counseling, career information, testing services, and college orientation are available to all students. Provisions are also made for students with special needs.
8. Provision for Student Activities. As part of the educational experience at Danville Area Community College, all students are encouraged to participate in student government, organizations, publications, athletics, social activities, and cultural affairs.
9. Provision for Community Services. Through its faculty, staff, student services, and facilities, Danville Area Community College endeavors to make its resources available to the public.
10. Provision for Business and Economic Development. Training programs and other business assistance initiatives are offered for the area work force and community employers to meet their needs.

## General Education Outcomes

When students graduate from Danville Area Community College, faculty and staff want to be confident that they have the needed skills to succeed. With this goal in mind, the Assessment of Student Learning committee established four General Education Outcomes, or “core” skills, that each student should possess once he or she completes a program of study at the college. The committee agreed that these skills should be incorporated into the courses that make up every program of study that DACC offers. In other words, whether a student graduates with an associate degree in history, electronics, or nursing, he or she will have acquired all four of these general education skills as a result of taking courses that make up that major.

1. Competence in communications -- written communications, oral communications/listening skills, visual communications
2. Competence in critical inquiry and problem solving -- qualitative analysis, quantitative analysis, ability to define a problem and construct methods to gather, analyze, interpret, and evaluate data
3. Technological competence -- ability to use current resources, methods, technology, adaptive skills for future learning
4. Cultural awareness and social skills -- effective human relations in diverse settings, application of ethical principles, understanding of local, national, and global issues, appreciation for aesthetics and the arts

## Conclusion

For more than six decades, the College has served its diverse communities and has become a tradition in the lives of the people it serves. Multiple generations have sent their children to Danville Area Community College to begin the journey through higher education. “A chance for all” was the dream of the founders of the College. Today that dream has evolved into “endless possibilities.” This is DACC’s story.