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## Criterion 1: Mission and Integrity

**“Danville Area Community College operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.”**

### Introduction

In the Foreword to her book *A Chance for All*, Mary Miller, the founder and first President of what was then Danville Junior College, wrote, “As long as college opportunities are not brought near home for every person able and willing to profit by them, this ‘chance for all’ remains a pleasant deception.” The College has grown and matured since its inception over 60 years ago as an extension site for the University of Illinois. Its name has changed, as has its location, but the College has never deviated from Mary Miller’s dream to provide a chance for all.

#### Core Component 1a:

DACC’s mission documents are clear and articulate publicly the organization’s commitments.

*The board has adopted statements of mission, vision, values, goals, and organizational priorities that together clearly and broadly define DACC’s mission. The College regularly evaluates and, when appropriate, revises the mission documents.*

#### Evidence:

- Board Minutes
- Mission Statement Survey
- Focus Groups
- Memos regarding the definition of Diversity
- Recommendations to the Board of Trustees

The College used the self-study as an opportunity to evaluate and, if needed, revise its mission documents. The committee members assigned to Criterion One first reviewed all of the mission documents, which included the Mission Statement, Vision

Statement, Core Values, Statement of Purpose, and Statement of Inclusion. This initial review showed that the documents themselves had not been evaluated or revised for some time. The Mission Statement, which was first revised in 1990, had not been revised since 1998. The Core Values had not been revised since they were adopted in the fall of 1998. The Statement of Purpose was revised in 1990 and had not been changed since then. The Vision Statement was adopted by the board on June 25, 2002, and the Statement of Inclusion was adopted by the Board of Trustees on March 25, 2003. Neither had been reviewed since they were adopted.

The initial review of the documents also quickly revealed that they were not always consistent with each other. Specifically, some were restrictive and referred to “the region” or “the district” the College was originally designed to serve, while others had been revised and referred to the larger, more global community the College now serves. In addition, this review suggested that, while the documents currently identified as “mission documents” clearly indicated student learning should be the priority of the College, none of them explicitly stated just what students should be learning. Although the College had clearly identified the general education outcomes it expected from its students, it had not made them available to students or the general public. They were buried in internal documents and on a Webpage available only to employees of the College.

The committee members decided that it was time to survey faculty, staff, students, board members, and external constituents to determine if the mission documents should be revised. A survey was developed and focus groups were held to generate data relative to the mission of the college. The Mission Statement Survey consisted of five questions. The first three questions were “I know the mission of Danville Area Community College,” “I understand the mission of Danville Area Community College,” and “I support the mission of Danville Area Community College.” The data generated by these three survey questions are discussed in detail in Core Component 1c. The fourth and fifth questions, however, provided data specific to this core component: “What do you see as the primary mission (reason for existence) of DACC? Please provide a maximum of four (4) key words/phrases/concepts to be included in or conveyed by the mission statement.” And “Does our current mission statement convey the key words/phrases/concepts you identified?” The respondents were to mark “yes” or “no.” **The Mission Statement Survey is available in the Resource Room.**

This survey was administered to all full-time faculty and staff and to part-time faculty in October 2007. In addition to internal constituents, it was also administered to external constituents, including the following advisory committees: Accounting, Criminal Justice, Early Childhood, Fire Science, Marketing, and Nursing. These groups were selected because they included a broad cross representation from the larger community and because they represented all three of the major divisions on

campus: Business and Technology, Liberal Arts, and Math and Science. A total of 177 individuals completed this survey and the members of the committee compiled the data. Of the participants, 125 (71 percent) responded that the current mission statement conveyed the key words/phrases/concepts they had identified as the primary mission for the college. However, 36 individuals (20 percent) responded no to that question, and 16 (9 percent) either did not respond or said they were undecided. The consensus of the committee members was that the number of “yes” or “no” responses on the surveys was not necessarily as important as the actual key words/phrases/concepts the survey participants had written on the surveys. The committee members then listed and categorized the key words/phrases/concepts the survey participants had identified to see if there were common themes. Words that emerged were: *access, communities, diversity, and learning.*

In addition to the Mission Statement Survey, the committee also used focus groups to generate data relative to the mission of the college. The questions posed to each of these groups were again: What do you see as the primary mission (reason for existence) of DACC? What key words/phrases/concepts should be included in its mission statement? Do you think DACC’s mission statement needs to be revised? The first group that members of the committee met with was the DACC Board of Trustees on April 28, 2007. Key words members of the board thought should be included in the mission statement were *learning, excellence, flexibility, affordability, and diversity.* Representatives from the committee then met with the DACC Foundation Board on August 23, 2007. After discussing the mission of the College, that group identified *excellence, responsiveness, opportunity, and learning* as key words that should be included in the mission. Members of the committee then met with the Labor Management Council in September and sought their input on the College’s mission. The words this group felt should be included in the mission statement were: *community resource, business resource, affordability, technical skill development, student learning, diversity, and higher education.* The members of the Foundation Board felt DACC’s existing mission statement was adequate, but the members of the Board of Trustees and the Labor Management Council thought it should be revised.

After reviewing the other mission documents and evaluating the results from the surveys and focus groups, a subgroup of the committee synthesized the terminology of all surveyed groups. They then formulated two revised versions of the Mission Statement and took them back to the larger committee for input. A majority of the committee members preferred one version over the other, and this is the version they recommended: *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.*

In their review of the mission documents, the Criterion One committee members saw that they include a strong commitment to high academic standards that sustain and advance excellence in higher learning. The College's mission is "to provide quality learning experiences." In its Vision Statement, the College refers to "academic excellence," "academic achievement," and "rigorous academics." Under the core value of "Excellence" the College specifically states that it is committed to providing superior learning experiences and services. None of these, however, state specifically the goals for learning to be achieved by the College's students. The General Education Outcomes, which were adopted by the College Assessment Committee, to date were not included in the College's mission documents. These identify core skills all students should possess once they complete a program of study at the College and allow for the College to develop measurable objectives for student learning. The first outcome is *competence in communications*, including written, oral/listening, and visual communications. The second is *competence in critical inquiry and problem solving*, which includes qualitative and quantitative analysis, the ability to define a problem, and the ability to construct methods to gather, analyze, interpret and evaluate data. The third is *technological competence*, defined as the ability to use current resources, methods, technology, and adaptive skills for future learning. The fourth and final general education outcome is *cultural awareness and social skills*. Examples of this are effective human relations in diverse settings, application of ethical principles, understanding of local, national, and global issues, and appreciation for aesthetics and the arts. It was the consensus of the committee that it should recommend that the General Education Outcomes be added to the official mission documents of the College.

Based on the data generated by the survey and the focus groups, on inconsistencies they found in their review of the mission documents, and on their discovery that the College's clearly identified learning outcomes were not readily available to the public, the committee members took four recommendations to full-time faculty, staff, and administrators in January of 2008 for their approval. These four recommendations were as follows:

DACC's Mission Statement should be revised **from** *Danville Area Community College is committed to being a recognized leader in providing quality, innovative and adaptive programs and services which meet the life-long academic, cultural and work force needs of our diverse community* **to** *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.* 103 of 103 (100 percent) voted that the Mission Statement should be revised as recommended.

DACC's Vision Statement should be modified slightly **from** *Danville Area Community College will continue to be an active partner in building and maintaining academic excellence and economic vitality in the region it serves* **to** *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*. 103 of 103 (100 percent) voted that the Vision Statement should be revised as recommended.

DACC's core values should be modified slightly to include *diversity*. 100 of 103 (97 percent) approved this recommendation.

DACC's General Education Outcomes should be added to the mission documents. 99 of 103 (96 percent) approved this recommendation.

Once the recommendations had been approved by full-time faculty, staff, and administrators, the committee members took them to the Board of Trustees, where they were officially adopted on January 22, 2008. The committee then set about the task of defining what DACC means by *diversity* and providing examples of it. The members first drafted a definition and submitted it to a focus group of faculty and staff to get their reactions. In general they supported the statement but suggested it was too long and two of the terms used might be unclear. The committee members then revised the definition by incorporating some of the original wording into example statements and submitted them via e-mail to all employees of the College and students for comment. No students responded, unfortunately, but several employees - representing full- and part-time faculty, administrators, and classified staff - did respond and indicated that the definition and example statements were too vague. Several of them suggested example statements that were more concrete. Based upon these recommendations, the committee members rewrote the definition and the example statements, incorporating many of the suggestions they had received. The final draft read:

### *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.

While they were working on developing the diversity core value, the committee members referred to the College’s other core values to be sure they were being consistent with those definitions and example statements in terms of format and wording. The committee members felt that the expression “our key stakeholder groups,” which appeared in the definition of every other core value, sounded more like business than it did higher education. The members thought the expression “those we serve” was a better way to refer to the College’s constituents. They incorporated that phrase into the definition of diversity and decided to recommend that expression be substituted for “key stakeholder groups” in the definitions of *integrity*, *excellence*, *communication*, and *adaptability*.

The committee members shared their definition and example statements of diversity and their recommendation to change the wording in the other core values to full-time faculty and staff and part-time faculty for their approval at in-service activities in October 2008. They also submitted them to advisory committees in Business and Technology, Liberal Arts, and Math and Science for their approval. To assure student input, copies of the recommendations were given to representatives in the Counseling Department and faculty in Developmental Education, Business and Technology, Liberal Arts, and Math and Science to share with students. In regards to the definition of diversity and the example statements, a total of 255 out of 269 (95 percent) approved taking this recommendation to the board. In regards to the recommendation to change the wording in the other core values to “those we serve”, a total of 254 out of 269 (94 percent) approved taking this recommendation to the board.

*Number and Percentage of Employees, Advisory Committee Members, and Students Voting in Favor of Recommendations on Core Values, Fall 2008*  
N=269

	Diversity and Example Statements		Those We Serve	
Full-time Faculty and Staff (88)	82	93%	82	93%
Part-time Faculty (25)	24	96%	25	100%
Advisory Committees (48)	46	96%	46	96%
Students (108)	103	95%	101	92%
<b>TOTAL</b>	<b>255</b>	<b>95%</b>	<b>254</b>	<b>94%</b>

Source: Criterion One Team

The Board of Trustees voted unanimously to accept both recommendations at their meeting on December 16, 2008. As a result of the self-study, it became apparent that many of the mission documents had not been reviewed or revised for several years. The board will now review and affirm them annually.

*DACC makes the mission documents available to the public, particularly to prospective and enrolled students.*

**Evidence:**

- College Catalog
- College Webpage
- Posters
- Student Handbook*
- Student Information Form
- Board Packets
- Tabloid
- Course Schedule
- Agendas
- Employment Application
- College Publications

When they reviewed the College mission documents, the Criterion One committee members found that they were readily available to the public in a variety of ways. All of the documents could be accessed from the College webpage, and the majority could be found in the printed College catalog. The Mission Statement and Core Values were posted on the walls throughout the College, printed in the *Student Handbook*, and included in the board packet each month. However, they also found that the mission of the College was not included on many materials that could make it more available to the public, and particularly to prospective and enrolled students. Specifically, the Mission Statement did not appear on a variety of marketing materials, such as the College tabloid which is mailed to all households in the College district twice each year, on semester schedules that are printed three times each year, or on program sheets that are posted many places on campus and at external sites. The committee members worked with the Marketing Department on campus and requested that the mission statement be included on the tabloids and a variety of other marketing materials of the College, including the DACC Student Newsletter, the employee newsletter the Plain Brown Rapper, and the CQI newsletter. The committee members felt it was important to include the Mission Statement on the publications for employees because these materials are easily accessible to the many students on campus who are employed by the College. Committee members also worked with various groups on campus responsible for organizing meetings with students and external entities and asked them to include the mission statement as a standing item on their agendas. To date the mission statement has been added to student orientation materials and to the agendas for advisory committee meetings and Labor Management Council meetings. The suggestion has also been made to add the mission statement to employee's electronic signatures on their e-mail. The committee is looking for other avenues for making the College's mission accessible to the public.

## Core Component 1b:

In its mission documents, DACC recognizes the diversity of its learners, other constituencies, and the greater society it serves.

*In its mission documents, DACC addresses diversity within the community values and common purposes it considers fundamental to its mission in a multicultural society.*

### Evidence:

- Mission Statement
- Vision Statement
- Core Values
- Statement of Purpose
- Statement of Inclusion
- General Education Outcomes

DACC fully supports the Commission Statement on Diversity that was issued on February 21, 2003, as evidenced by the College's mission documents. Diversity is addressed directly or indirectly in each of DACC's mission documents. The College's Mission Statement refers to the *diverse communities* it serves, and the Vision Statement refers to the *communities* the college serves. More specifically, the Vision Statement states that the College is committed to "reflecting *diversity and inclusiveness* in our students, faculty, and staff" and to "challenging students to explore their full potential through . . . *diverse* campus organizations." Diversity is directly addressed in the College's core values. As described in Core Component 1a, *diversity* was added to the College's core values. In its Statement of Purpose the College defines its ten *diverse* functions, which include provision for general education, baccalaureate education, career education, adult education, remedial education, continuing and community education, student services, student activities, community service, and business and economic development. In its General Education Outcomes the College specifies that it expects all students to be able to exhibit effective human relations in *diverse* settings. It is in its Statement of Inclusion, however, that the College explicitly describes its commitment to *diversity*: "The students who are educated will help provide tomorrow's leaders and their College experience must demonstrate the richness and substance of our *diverse*, multicultural and global environment..."

The mission documents address both directly and indirectly DACC's role in a multicultural society. Its mission is to "meet . . . the needs of our diverse communities and the world we share." Its Vision Statement includes "promoting a global perspective of education" and its core value of *adaptability* is defined as "continuously meeting the changing needs of those we serve." The College explicitly refers to its function in a multicultural society in its Statement of Inclusion: "A community college is, in effect, a microcosm of our greater society." In its Statement of Purpose the College clarifies that the provision for general education is to prepare students to function effectively in interpersonal and interdependent relations. Under its General Education Outcomes it explains that one of the core skills every student completing a program of study at the College should have is *cultural awareness and social skills*, which is partially defined as "understanding of local, national, and global issues."

*The mission documents affirm DACC's commitment to honor the dignity and worth of individuals, and the College's required code of expected behavior is congruent with this commitment.*

#### Evidence:

- Vision Statement
- Core Values
- Statement of Purpose
- General Education Outcomes
- Statement of Inclusion
- Board Policies and Procedures Manual*
- Student Handbook*

The College's commitment to honor the dignity and worth of every individual is evident in its mission documents. In its Vision Statement the College clarifies its commitment to providing a friendly and dynamic environment in which to learn and grow. It defines its core value of *integrity* as "trusting relationships . . . with those we serve." The College's commitment to honor the dignity and worth of individuals is implicit in its Statement of Purpose, which outlines the ten functions of the College, from baccalaureate education to career education to remedial education to adult education to community service. The fact that the College identified *cultural awareness and social skills* as one of its general education outcomes clearly indicates its commitment to honoring the dignity and worth of individuals. The College's Statement of Inclusion, however, most clearly indicates its commitment to this ideal: "The College is responsible for creating opportunities for all within the College community to interact with understanding, tolerance, and respect for others."

The Board of Trustees has adopted policies and procedures that support its commitment to honor the dignity and worth of each individual. Board policies that

specifically address this are the Affirmative Action Policy, the Anti-Harassment in Employment Policy, the Anti-Harassment in Education Policy, and Student Conduct Code. The College's Affirmative Action Policy was adopted in 1992 and revised in 1993. It states that "discrimination based on race, color, sex, religion, age, national origin, ancestry, marital status, unfavorable discharge from military service, mental or physical disability, veteran status, or sexual orientation . . . is strictly prohibited." (DACC *Board Policies and Procedures Manual*, Section 4003)

The Anti-Harassment in Employment Policy was adopted in 1992 and was revised in 2000, 2004, and 2005. This policy states that the College is committed to a work environment that is free of discrimination and will not tolerate harassment (DACC *Board Policies and Procedures Manual*, Section 4003.1). The Anti-Harassment in Education Policy was adopted in 1992 and was revised in 2004 and 2005. This policy states that the institution "is committed to providing its students with an educational environment that is free of discrimination." Harassment is defined as unwelcome conduct, be it verbal, physical, or visual, that is based upon a person's status. The policy outlines employees' responsibilities in regards to assuring a workplace and learning environment that is free of harassment (DACC *Board Policies and Procedures Manual*, Section 4003.2).

In 1992 the Board adopted the statement, "A student conduct code shall be published in the Danville Area Community College *Student Handbook*." (DACC *Board Policies and Procedures Manual*, Section 3007) As per the Student Conduct Code, "The College should provide a safe environment where respect for the individual is practiced and learning is the fundamental goal of all activity." The code describes what is expected of students and how individuals should be treated, what constitutes violations of this code, how violators of the code should be disciplined, and the procedures for grievance and resolution. **The *Board Policies and Procedures Manual* and *Student Handbook* are available online at <http://www.dacc.edu/board> and in the Resource Room.**

## Core Component 1c:

Understanding of and support for the mission pervade DACC.

*The board, administration, faculty, staff, and students understand and support DACC's mission.*

### Evidence:

Mission Statement Survey Results  
Student Survey Results

Faculty, staff, students, administration, and external constituencies were surveyed to determine if understanding of and support for the mission of the College pervade the organization. Two surveys were administered to generate the needed data: the Mission Statement Survey and the Student Survey. The Mission Statement Survey was administered to full-time employees (faculty, administration, and support staff), part-time faculty, and external constituents in the fall of 2007. It consisted of five statements, three of which were relevant to this core component. “I know the mission of Danville Area Community College.” “I understand the mission of Danville Area Community College.” and “I support the mission of Danville Area Community College.” Respondents were given five choices: 1 (not at all), 2 (vaguely), 3 (somewhat), 4 (mostly), and 5 (fully). While a high percentage of all respondents indicated they supported the mission of the College, a much lower percentage of part-time faculty and external constituents said they know and understand the mission of the College.

Several individuals told committee members after they had completed the survey that they took the word “know” to mean they could actually recite the mission statement, and thus they had responded no to that question. This helped to explain how a high percentage could support the mission but much lower percentages know or understand it. Because of the confusion over what “know the mission” meant, the committee did not include that statement on the Student Survey. The two statements included on that survey were: “I understand the mission of Danville Area Community College” and “I support the mission of Danville Area Community College.” The choices were the same as those on the survey administered to employees and external constituents. Of the 200 students who participated in this survey, a high percentage indicated they understand and support the mission of the College. **The Student Survey is available in the Resource Room.**

*Mission Statement Survey Results Fall 2007*

	Know	Understand	Support
Full-time Employees (98)	69 (70%)	79 (81%)	87 (89%)
Part-time Faculty (34)	17 (50%)	18 (53%)	28 (82%)
External Constituents (45)	11 (24%)	16 (36%)	32 (71%)
Students (200)	--- ---	150 (75%)	164 (82%)

*Source: Criterion One Team*

These data suggest that, while there is great support for the mission of the College, more needs to be done to be certain that everyone knows the mission of the College, particularly part-time faculty and external constituents. Committee members felt even more strongly that they need to work closely with the Marketing, Networking, and Human Resources, and other departments on campus to make sure the mission of the College is being conveyed to not just employees and students but also to prospective

employees and students and to the College's external constituencies. The committee will ask to have time at future employee in-services and Part-time Faculty Academy events to address these concerns and to solicit input from faculty, staff, and administration on how to better articulate the mission of the College to those it serves. They believe that the recommendations made in Core Component 1a, making the mission documents more readily available to the public, will help to address the concerns identified here.

### Core Component 1d:

DACC's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

*DACC's internal constituencies articulate the mission in a consistent manner.*

#### Evidence:

- Board Packets
- Division, Department, and Faculty Mission Statements
- Employee Survey
- Student Survey

DACC collectively is focused on the College's mission. The Board of Trustees has the Mission Statement, Vision Statement, and Core Values printed on the cover of the board packet every month. Numerous divisions and departments on campus have their own mission statements, which are congruent with DACC's mission. For example, the mission of the Adult Education Department is to give students a second chance to achieve a basic education. Developmental Education's mission is to prepare students "for college-level courses while empowering them to succeed academically, personally, and professionally, and to instill an appreciation for life-long learning." The mission of the Liberal Arts Division is "to inspire the development and evaluation of historical, scientific, and reflective knowledge, and challenge students to be critical thinkers on a diverse and global scale," while the mission of the Sciences Division is to "provide . . . students with quality, technologically innovative, and adaptive programs to support their diverse educational goals." The Student Services Department's mission is "to provide a wide range of comprehensive support programs and resources" and "to expand thinking, foster student participation, encourage life long learning. . ." The stated purpose of the Child Development Center is "to promote the social and educational growth of the child." The mission of the DACC Foundation, which is a not-for-profit organization, is to "promote and support the success of Danville Area Community College through fundraising and stewardship of the Foundation's resources, with the belief in the College's positive educational, cultural, and economic

impact on the communities it serves.” Not all divisions and departments on campus have published mission statements, however, and it was the consensus of the committee that those who don’t have one should be encouraged to develop one.

Many faculty members include their philosophy of teaching on their webpage, and a review of these indicates that they, too, are consistent with the mission of the College. For example, Dr. Wendy Brown, an instructor in the Science Department states that part of her philosophy is to “assess the students’ understanding of the material and develop strategies to improve student learning.” Alan Thompson, an instructor in the Math Department, says he believes the cycle of learning always begins with familiar surroundings. “From simple well known facts, the student takes steps that lead to more complex concepts. It is my responsibility to demonstrate and encourage the practice of those steps until the new concepts become familiar.” Edward Gallagher, lead instructor in English, contends, “Students need to see themselves as knowledge makers and not simply knowledge consumers. We need more people with the confident awareness that the world is theirs to make, not just receive.” The committee agreed that faculty should be encouraged to include their teaching philosophy on their webpages.

Although the published mission statements of the divisions and departments and the teaching philosophies of individual faculty members all appeared to be consistent with the mission of the College, the committee members thought they should delve deeper than published statements to determine if the College’s internal constituencies were articulating DACC’s mission in a consistent manner. To generate the data the committee needed, members developed statements to include on the Employee Survey and the Student Survey. Three of the 16 statements on the Employee Survey were about the mission of the College. “The college displays actions that are reflective of our mission.” “You have been involved in activities that promote awareness of the college’s mission.” and “You (or your department) incorporate the use of the mission statement into planning, course design, and program delivery.” A total of 91 full-time employees completed this survey, including 42 faculty, 25 classified staff members, and 24 administrators. The Employee Survey was also administered to 29 part-time faculty at the Part-time Faculty Academy in fall 2007. **Surveys are available in the Resource Room.**

Three statements on the Student Survey related to how the College articulates its mission: “The college displays actions that are reflective of its mission.” “I have been involved in classroom activities that promote awareness of the college’s mission.” and “I have been involved in campus activities that promote awareness of the college’s mission.” A total of 200 students responded to this survey.

*Results of Mission Questions on Employee and Student Surveys Fall 2007*

Statement	Full-time Employees (n=91)	Part-time Faculty Academy (n=29)	Students (n=200)
The college displays actions that are reflective of our mission.	78 (86%)	25 (86%)	98 (49%)
You have been involved in activities that promote awareness of the college's mission.	84 (92%)	13 (45%)	51 (26%)
You incorporate the use of the mission statement into planning, course design, and program delivery.	67 (74%)	22 (76%)	73 (37%)

*Source: DACC Institutional Research Office*

The results from these surveys suggest that the employees of the College believe they are articulating the mission of the College to students, but the students do not agree. While 86 percent of both the full-time employees and the part-time faculty surveyed agreed or strongly agreed that the College displays actions reflective of its mission, only 49 percent of the students agreed mostly or fully with this statement. A very high percentage (92 percent) of full-time employees said they had been involved in activities that promote awareness of the College's mission, but only 45 percent of the part-time faculty and 26 percent of the students said that they have been involved in such activities. Moreover, even though 74 percent of full-time employees and 76 percent of part-time faculty agreed or strongly agreed that they incorporate the use of the mission statement into planning, course design, and/or program delivery, only 37 percent of the students agreed mostly or fully that they had been involved in classroom activities that promote awareness of the College's mission. Obviously the College can and should do more to encourage faculty and staff to articulate DACC's mission in a consistent manner and to incorporate it into classroom and campus activities.

### Core Component 1e:

DACC upholds and protects its integrity.

*DACC's activities are congruent with its mission.*

**Evidence:**

- College Catalog
- Curriculum Guides

DACC's degree programs are compatible with the institution's mission. DACC offers four Associate Degrees: Associate in Science and Arts (ASA), Associate in Engineering Science (AES), Associate in General Studies (AGS), and Associate in Applied Science (AAS). At the time of this writing the College offers over 30 applied science degrees and certificates in a variety of programs. The College's undergraduate degree programs include a general education requirement consistent with the General Education Core Curriculum of the Illinois Articulation Initiative coordinated by the Illinois Board of Higher Education. In addition the College offers developmental courses, adult education courses, and corporate and community education courses. The College offers a wide array of quality learning resources and support services for its students, all of which are congruent with the institution's mission. For example, DACC's admission policies and practices are consistent with the institution's mission and appropriate to its educational programs. According to the College catalog, "Danville Area Community College has an open-door admission policy. The College admits all students qualified to complete any of its programs including transfer, career, basic skills, and Corporate and Community Education . . ."

*The board exercises its responsibility to the public to ensure that DACC operates legally, responsibly, and with fiscal honesty.*

**Evidence:**

- Illinois Public Community College Act
- ICCB Recognition Visit Report
- Board Policies and Procedures Manual*
- Organizational Chart
- Illinois Community College Fiscal Management Manual*
- Audits
- Compliance with Copyright Laws
- Approvals and Accreditations

Illinois community colleges are defined by law as public institutions of higher education by the 1965 Illinois Public Community College Act and by Illinois Revised Statutes, 1967, Chapter 44, Section 181, as amended. They are a part of the state system of higher education. **A copy of the Act is available in the Resource Room.**

DACC is a public, comprehensive community college which is recognized by the Illinois Community College Board (ICCB). Recognition, which is renewed every five years, is the process by which the ICCB ensures that the College does indeed meet all legal requirements. Recognition requires a self-study focused on compliance with ICCB rules and a team visit from ICCB to review financial, enrollment, and other records. DACC's last ICCB Recognition Visit occurred in spring of 2006 and

the results were very positive. **A copy of the response to the Recognition Report is available in the Resource Room.**

DACC has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution. The DACC Board of Trustees derives its authority from, and is governed by, the State of Illinois Act creating a Board of Higher Education, August 22, 1961, and all subsequent revisions, as stipulated in the Public Community College Act of the State of Illinois as amended (Ill. Rev. Stat. Ch. F110, Section 805/3-30). Policies established by the Board are published in the DACC *Board Policies and Procedures Manual* and are regularly updated. The policy manual and minutes of monthly public board meetings show that the board regularly exercises its statutory powers and duties. **The manual, agendas, and minutes are available online at <http://www.dacc.edu/board> and in the Resource Room.**

The Board of Trustees is made up of seven members elected by the public and one Student Trustee elected by the student body to serve as a liaison between the Board and the students. The board sets and levies tax rates; decides if additional monies are needed through referenda or public safety bonds; determines the tuition and fee structure; and approves financial transactions, employment of personnel, and other policy matters that come to the board through the president. A significant responsibility of the Board is the hiring of the College President. The Board hires and authorizes the President to represent the Board's decisions and to carry out activities as mandated by legislation and the *Board Policies and Procedures Manual*. This authority is passed by the Board to the President and subsequently to administrators, faculty and staff, as indicated by the organizational chart. See Appendix B.

The Board meets publicly each month to hear reports from various areas of the College and to conduct official College business. When confidential matters are discussed, the Board meets in closed session and minutes of these meetings are public record. In addition to regularly scheduled meetings, the Board of Trustees, the President, and the Administrative Council participate annually in a one-day retreat which is open to the public. The retreat allows the board to discuss long range planning, goals, and other matters that they may take more time than allowed at a regular monthly meeting. Because of the regulations of the Illinois Public Community College Act and Illinois statutes, no official business is conducted at this retreat. Trustees are invited to serve on various College committees and attend, when time permits, programs offered on campus. For example, the Board Chair served on the Criterion One committee for the self-study.

DACC's fiscal operations follow the rules and procedures stated in the *Illinois Community College Fiscal Management Manual* for reporting and daily operations. In addition, the College must be in compliance with the statutes in the Illinois Public Community College Act. The Board of Trustees has developed policies that are based

on this manual and the Public Act. DACC has an external annual financial audit by an independent certified public accounting firm. The annual external audit is conducted by a public accounting firm, chosen through a “Request for Proposal” which is mailed to various certified public accounting firms within district 507. This process follows a five-year cycle. The Chairman of the Board of Trustees appoints an audit committee, which is responsible for overseeing the procedure. The auditor’s final report, which includes an opinion on the College financial statements, is reviewed by the Board of Trustees. A copy is also sent to various state and federal agencies and made available to the administration, instructors, and staff (DACC *Board Policies and Procedures Manual*, Sections 1036, 6007). **Copies of the *Fiscal Management Manual* and audits are available in the Resource Room.**

Most of the College’s contracts are with government entities for grant funding, with the private sector for training applications or subcontracting, and with staff. These contracts are reviewed during periodic monitoring by the entity awarding the grant funds, through the external audit process, and also by the College’s legal council. Purchase Orders are legal documents that are entered into based on directions in the *Board Policies and Procedures Manual* and the Illinois Public Community College Act. The Purchasing Agent, who is the Chief Financial Officer, signs all Purchase Orders after reviewing to see if proper procedures were followed. The external auditors annually review these documents as part of their audit process. Also the ICCB recognition visit includes a review of purchasing practices and confirms that the Illinois Public Community College Act and the ICCB rules have been followed. The results of each annual external audit are bound and are made available to the public upon request. Also, the financial condition of the college is described annually in an open board session when the budget is being developed. A report on the general operating fund of the College is given to the board on a quarterly basis. Such information, presented during open sessions of board meetings, is freely available to the public, as per Section 6003 of the DACC *Board Policies and Procedures Manual*.

DACC upholds and protects its integrity in yet other ways. For example, the College honors the intent of copyright laws. All colleges and universities are liable under the U.S. Copyright Law to obtain advance authorization for all copyrighted music to be performed by securing music licenses which cover any live or mechanical copyrighted music being publicly performed anywhere on the premises. DACC secures licenses from three Performing Rights Organizations: SESAC, Inc. (which originally stood for Society of European Stage Authors & Composers); ASCAP, (American Society of Composers, Authors and Publishers), and BMI (Broadcast Music, Inc.). Additionally, DACC is ethical in its use of computer software. The College purchases and maintains software site licenses that are sufficient for the number of users of each piece of software. Also, access to site-licensed software installation media is strictly controlled. The DACCnet Acceptable Use Policy prohibits illegal or improper use

of campus computer hardware and software; this policy applies both to students and employees. **This policy is available online at <http://www.dacc.edu/board/policies/?id=2012>.** For more information on College policies in relationship to copyright laws, please refer to Core Component 4d.

DACC is approved by the Illinois Community College Board, Illinois Board of Higher Education, Illinois State Board of Education, the agency for approving Veterans' Administration Training of Veterans, and the American Association of Community and Junior Colleges. DACC is accredited by the Higher Learning Commission of the North Central Association of Colleges and Secondary Schools. These standings are regularly disclosed through the DACC Catalog, brochures, publications, the Webpage, and through the media. It was the opinion of the Criterion One committee members, however, that the College could use the Webpage even more effectively to make audits, reports, and other indicators of accountability more accessible to the public by providing a link directly to these documents.

## Conclusion

DACC has always been a mission-driven institution. Its mission documents define the mission, vision, values, purposes, goals, and desired student outcomes. These documents, which have been revised over the years, range from broad sweeping generalizations to specific measurable performance indicators. Together, these documents constitute the College's fundamental commitments to its internal and external constituencies and establish an atmosphere where the principles of integrity, diversity and continuous quality improvement are nurtured and flourish.

## Strengths

- The College has adopted well-written mission documents that include the Mission Statement, the Vision Statement, the Core Values, the Statement of Purpose, the Statement of Inclusion, and the General Education Outcomes.
- The College regularly reaffirms and when appropriate revises the mission documents.
- The mission documents are publicized in a variety of venues.
- Board members and full-time employees understand, support, and are engaged in implementing the mission of the College.

## Challenges

- Not all students, part-time faculty, and external constituencies seem to be aware of the mission of the College.
- The mission documents are not consistently displayed in all venues.

## Planning for the Future

- DACC will continue to seek ways to make students more aware of the mission of the College. Suggestions include putting the mission statement on the general course outline form that is available to all faculty, including information regarding the mission of the College in the New Student Orientation Packet, incorporating mission-related materials into the Success in College curriculum, and displaying the mission statement and other mission documents in more common areas and offices.
- DACC will continue to seek ways to make part-time faculty more aware of the mission of the College. The College will make DACC's mission an on-going topic at the Part-Time Faculty Academy and will include the mission statement in the Part-Time Faculty Handbook.
- The College will continue to seek ways to make external constituencies more aware of DACC's mission. As a result of this self-study, the College has begun including the mission statement on agendas for advisory committees, the Labor Management Council, and additional marketing materials. DACC will look for other opportunities to share its mission with external constituencies.
- The College will continue to monitor its mission-related documents to assure they are consistently displayed and publicized.