

Focused Visit Report

Danville Area Community College

2000 East Main Street Danville, Illinois

Prepared for The Higher Learning Commission
October 4-5, 2021 Site Visit



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

Institutional History and Context

Danville Area Community College 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, DACC became a public junior college under Danville Public Schools in 1949 and received the name Danville Junior College in 1951. In June 1966, the College became an independent two-year area college with its own Board of Trustees and junior college district. The name Danville Junior College was changed to Danville Area Community College in 1979, to be more reflective of the services rendered. District #507 encompasses high school districts in Vermilion, Iroquois, Ford, Edgar, and Champaign counties with an estimated population of 89,000.

The College was first accredited by the Higher Learning Commission (then of the North Central Association) on April 6, 1967. Its most recent Comprehensive Evaluation was in March 2019. The Visiting Team concluded that Core Components 3.A, 4.B, and 5.D were Met with Concerns. The Team recommended Notice for the College and outlined seven areas the College had to address in a report to the Institutional Actions Council Hearing Committee. The College was to provide five different faculty-driven academic assessment reports and five different program reviews to include assessment data from those reports. The College was to measure three of its general education outcomes, analyzed over a given time period, and to document alignment of minimal course outcomes across all sections and modalities and to provide comparative quantitative data on student learning across all delivery modalities. In addition DACC was to provide a completed co-curricular assessment plan and three co-curricular goals/assignments completed and analyzed over a given time period. Lastly, the College was to provide a revised, updated schematic for planning processes at the institution to include co-curricular assessment, as well as evidence of data governance policies and procedures. The Team recommended that DACC be moved from the Open Pathway to the Standard Pathway.

DACC addressed the seven areas of concern raised by the Visiting Team in its *Report to the Institutional Actions Council Hearing Committee*. Three representatives from the College then appeared before the Institutional Actions Council Hearing Committee on August 12, 2019, and responded to the questions the panel members posed. In the subsequent *Institutional Actions Council (IAC) Hearing Committee Report* the panel members agreed with the findings of the site-visit Team that Core Components 3.A, 4.B, and 5.D were Met with Concerns. They agreed that DACC should be restricted to the Standard Pathway and recommended that the College host a focused visit in fall 2021, at which time the site-visit Team would evaluate the following:

1. Evidence of a coordinated and systematic assessment plan and structure where accountability at all levels is tantamount, including leadership at the Cabinet level.
2. Evidence that course learning outcomes are consistent across sections and modes of delivery, are measurable, are being measured, and that the assessment results are being used to improve courses. This evidence should demonstrate that the faculty involved in designing and updating the courses participate in the development and implementation of the assessment plans, that the students are aware of what is expected, and therefore that the assessment effort is sustainable and can be incorporated into the institution's culture.

3. Evidence that program learning outcomes include ones which are distinct from those in general education, and that these are measurable, are being measured, and that the assessment results are being used to improve programs. Such evidence should be available for all types of programs; externally accredited; technical; and transfer. This evidence should demonstrate that the faculty involved in designing and updating the degree/certificate programs participate in the development and implementation of the assessment plans, that the students are aware of what is expected, and therefore that the assessment effort is sustainable and can be incorporated into the institution's culture.
4. Evidence that general education learning outcomes are measurable, are being measured, and that the assessment results are being used to improve the general education program. This evidence should demonstrate that the faculty involved in designing and updating the general education program participate in the development and implementation of the assessment plans, that the students are aware of what is expected, and therefore that the assessment effort is sustainable and can be incorporated into the institution's culture.
5. Evidence that co-curricular assessments have been established, and are being used to improve the student experience. This evidence should demonstrate that the staff involved in co-curricular programming participate in the development and implementation of the assessment plans, that the students are aware of what is expected, and therefore that the assessment effort is sustainable and can be incorporated into the institution's culture.
6. Evidence that there is a comprehensive data governance system in place for collection, analysis and dissemination of information to various stakeholders.

Based on a review of the materials from the comprehensive evaluation, the report from the Visiting Team, the report of the Institutional Actions Council (IAC) Hearing Committee, and DACC's responses to those reports, the Higher Learning Commission (HLC) Board of Trustees reaffirmed accreditation of the College in its *Action Letter* dated November 2019. It also reaffirmed that DACC met Core Components 3.A, 4.B, and 5.D with concerns. The Board required the College to host a Focused Visit regarding these three components as outlined in the August 2019 *Institutional Actions Council (IAC) Hearing Committee Report*, no later than fall 2021. The Board placed DACC on the Standard Pathway with its next comprehensive evaluation (Year 4) in 2023-24.

Over the last two years Danville Area Community College has made significant strides in addressing each of these areas and has laid a strong foundation for building a culture of assessment at the institution. The following sections of this report show how the College has worked towards improving in each of these areas, what it has learned along the way, and how DACC plans to sustain these changes so it truly has shifted its culture towards meaningful assessment and improving student learning.

1. Evidence of a coordinated and systematic assessment plan and structure where accountability at all levels is tantamount, including leadership at the Cabinet level. (3.A)

Context

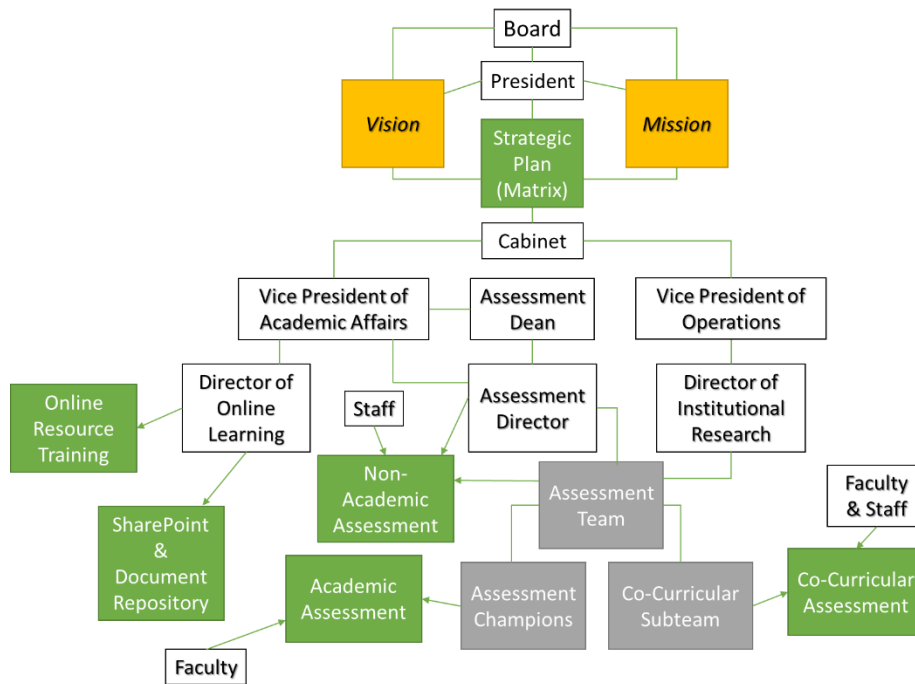
In its *Action Letter* dated November 20, 2019, the HLC Board acknowledged that DACC had made progress in regards to meeting Criterion Three, Core Component 3.A. The College had appointed a Director of Assessment to lead the process of systematizing learning outcomes across sections. The Board indicated, however, that it was a priority to have a cabinet-level appointment to ensure continued progress in aligning course and program outcomes and to ensure that results from assessment activities would lead to demonstrable improvement.

Institutional Solutions

Assessment Leadership Structure. Leadership for assessment prior to 2019 had been the main responsibility of the Assessment Team and the Assessment Champions. During that time, the Assessment Team was led by the Director of Institutional Research and was comprised of deans, and faculty from across all divisions and key administrators. The Executive Vice President of Instruction and Student Services oversaw this team. The Assessment Champions, who represented each of the divisions, took direction from this team and were led by the Director of Institutional Research and the Vice President of Academic Affairs. The role of an assessment champion was to help develop the parts of the assessment process, be the point of contact and communication for their division, assist faculty in their assessments, and collect assessment documentation.

After the visit by HLC in 2019, it was clear some reorganization of the Assessment Leadership structure had to take place. This would be in conjunction with restructuring that was already taking place as the College prepared for the upcoming retirement of the Executive Vice President of Instruction and Student Services, who had held that position for over twenty years, and the hiring of a new Vice President of Academic Affairs. The academic deans joined the President's Cabinet and the Dean of Liberal Arts and Library Services assumed responsibility for Academic Assessment. The College adjusted a full-time, tenured faculty member's teaching load so she could devote half of her time to her new role as Assessment Director. To answer HLC's concerns related to Co-Curricular assessment, a Co-Curricular Committee was formed. This team was led by the Institutional Research Director and the Assessment Director and was comprised of staff and faculty who oversaw groups that would be considered Co-Curricular. Figure 1 shows the organizational chart where these pieces fit in the overall leadership structure of the College.

Figure 1. Organizational Chart.



Dean of Liberal Arts, Library Services and Academic Assessment/Vice President of Academic Affairs Duties. In May of 2019, shortly after the HLC re-accreditation visit, the role of Assessment Dean was assigned to the Dean of Liberal Arts and Library Services. The Assessment Dean duties include serving as the Cabinet-level administrator responsible for overseeing assessment of student learning, serving on the Assessment Team, and working with the Director of Assessment and the Assessment Champions to ensure student learning outcomes are measurable and consistent across all sections of a course. As one way of maintaining consistency with assessment, the Assessment Dean attends the Assessment Team, Champion and Co-Curricular Meetings and has one-on-one meetings with the Assessment Director.

In September of 2020 the College's new Vice President of Academic Affairs took on the assessment mantle. She had had over 15 years of experience overseeing assessment committees and being a part of HLC Assurance Argument reports. The new Vice President was tasked with: 1) summarizing all HLC concerns; 2) creating a comprehensive plan to address those concerns; 3) creating an implementation committee and 4) communicating progress towards the HLC Focused Visit. Each of these are described more fully in the Institutional Solutions section below.

Assessment Director Duties. The faculty member chosen to serve part-time as the Assessment Director had been a member of the Assessment Team since 2013 and has a background in education. The role of the Assessment Director (as listed in the Assessment Director job description) is to:

1. Collaborate with Division Deans, Assessment Champions, administration, and faculty to develop assessment plans and closing the loop tools.

2. Promote assessment and continuous quality improvement across the institution through regular presentation of assessment data and ideas, working individually with divisions and staff/faculty for assessment plan development/improvement and committee work.
3. Chair/Co-chair the Assessment Team.
4. Assist the IR Office in preparing institutional assessment reports.
5. Maintain assessment-related documentation and provide necessary information for external reporting.
6. Assist the IR office in evaluating campus surveys for program improvement.
7. Recommend measures to faculty for setting targets, tracking effectiveness and comparing results with benchmark institutions for program and course outcomes.
8. Attend HLC and assessment-related conferences and perform assessment-related research to maintain knowledge of current practices and requirements of assessment.
9. Perform other duties, as assigned, that are related to assessment.

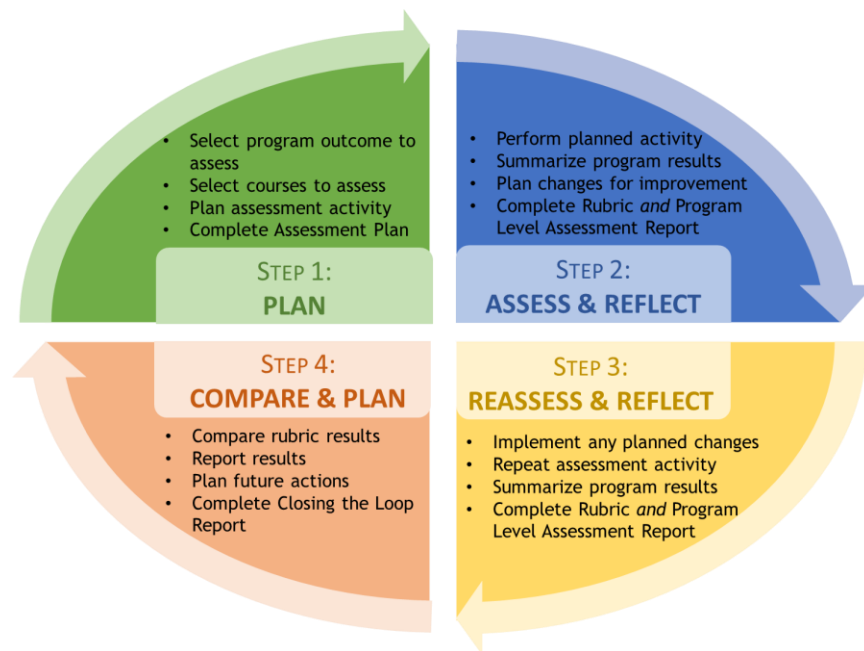
The Assessment Director works with the Assessment Champions, Dean, Vice President of Academic Affairs and Director of Institutional Research to provide leadership and develop materials for DACC's faculty to create meaningful assessments. The director leads the Assessment Champion, Assessment Team and the Co-Curricular Sub-team committees. Over the last two years, it became apparent that the Assessment Director position needed to be full-time, rather than part-time, to accommodate the needs of DACC and successfully maintain the new assessment structure. One major change for the full-time Director will be to assume the Assessment Dean duties to help streamline the leadership. When the Assessment Director was part-time, it made sense to have the role of Assessment Dean taken on by another individual due to the time constraints of a part-time Director.

The current Assessment Director preferred to return to the classroom full-time rather than give up her teaching duties to serve as a full-time Assessment Director. The College was in the process of hiring a full-time Assessment Director during the summer of 2021. However, when family responsibilities required Dr. Page to reevaluate her ability to continue as the College's chief academic officer, she offered to step away from her vice presidency so that she could concentrate exclusively in the responsibilities of the Assessment Director. Having invested nearly 10 months into helping revitalize assessment at DACC, she offered to "see the process through to the October 4 focused visit by the HLC." As a result, Dr. Page became the College's acting Assessment Director beginning on August 1, 2021, and will continue in this role through October 2021, after which time DACC will hire a permanent full-time Assessment Director.

Creating a Sustainable Assessment Process. One of the first issues tackled by the Assessment Director was to update the documentation used in the academic assessment process. Prior to the fall of 2019, the assessment documentation consisted of the Gen Ed rubrics and a program-level assessment report. The rubrics were developed by the faculty, and the report form was part of the Champions and Assessment Team's work. (These are still part of the assessment documentation, although each of them was improved.) Eventually, a Closing the Loop form was also developed. While helpful documents, they were only pieces of the overall process and did not fully help the faculty work towards meaningful assessments. Often the faculty would merely fill out these forms and turn them in without considering how the information could help them improve student learning; it was just another item to check off their long list of things to do.

Sometimes faculty would assess their learning outcomes only after they were reminded to do so. To resolve some of these issues, it is necessary to have a well-laid out process with helpful places to record the information related to assessments. The Assessment Director also wrote the DACC Academic Assessment Manual to guide faculty in assessment from writing outcomes, to assessment terminology, to planning assessments and using the assessment documentation.

The updated and new documentation is meant to facilitate a meaningful process of assessment with four main parts (below is the DACC Assessment Cycle graphic and the step-by-step explanation). The Assessment Director developed some of the newer forms and led the champions in revising these and existing forms during Champion Meetings. Each form is also named following a set convention, which makes finding and using the assessment-related documents exceptionally easier for both faculty and assessment leaders. The updated process and forms were presented to faculty during Faculty In-Service meetings in the spring and fall of 2020.



Step 1: Plan Faculty plan their assessments with the other faculty in their program or area with the Assessment Planning Document. (**Appendix I: Item 1.1**) The main purpose of this document is to allow faculty a place to record their plan for assessment; relate to the course, program, and Gen Ed outcomes; and designate a program benchmark. Faculty were given time to work on this during our Faculty In-Service Meetings. In the future, a portion of the Faculty & Staff In-Service meetings will be devoted to assessment, so faculty have time to work together. Having this set time for assessment is one of the ways that DACC shows its commitment to maintaining meaningful assessment practices. Below is a sample plan from the Business Administrative Technology Program Assessment Plan. The complete file may be found in the Assessment Documents in SharePoint:

**2020-2022 Business Administrative Technology Assessment Plan
General Education Outcome Assessed: Communication**

Program Outcome: Students will acquire communication skills (written, oral and electronic) needed to analyze a business situation, problem, or opportunity and support the effectiveness of the business office.

Courses & Sections Assessed	Campus	Course Outcome Assessed: <i>Students will be able to....</i>	Modality Assessed	Assessment Activity	Program Established Benchmark
BOFF 125	DACC	Deliver an effective oral business presentation	Hybrid	Students will plan, develop, and deliver a professional presentation using appropriate channels and communication techniques for a specific audience.	Eighty percent of students will score competent or higher on the professional presentation activity.
BOFF 125	DACC	Deliver an effective oral business presentation	Online		
BOFF 255	DACC	Develop professional presentation skills	Hybrid		
BOFF 255	DACC	Develop professional presentation skills	Online		
BOFF 220	DACC	Apply technology by using graphic editing software like GIMP, Photoshop, and Vectr to keep current with graphic editing and illustration trends (in a presentation)	Hybrid		
BOFF 220	DACC	Apply technology by using graphic editing software like GIMP, Photoshop, and Vectr to keep current with graphic editing and illustration trends (in a presentation)	Online		
BMGT 103	DACC	Demonstrate effective communication skills including digital communication skills. Students will demonstrate knowledge of role of non-verbal and verbal communication pertinent to customer service.	Hybrid		
BMGT 103	DACC	Demonstrate effective communication skills including digital communication skills. Students will demonstrate knowledge of role of non-verbal and verbal communication pertinent to customer service.	Online		
BOFF 121	DACC	Create and evaluate mock business presentations	Hybrid		

BOFF 121	DACC	Create and evaluate mock business presentations	Online		
BOFF 260	DACC	Demonstrate an understanding of the dynamics of interviewing and successfully complete a mock interview	Hybrid		
BOFF 260	DACC	Demonstrate an understanding of the dynamics of interviewing and successfully complete a mock interview	Online		

1. Describe your reasoning for choosing this assessment activity.

Students will need to perform an audience analysis in planning, develop a presentation that effectively delivers the intended message, and demonstrate professional oral communication techniques.

2. How was the Program Established Benchmark determined? (Does this relate to an outside body's standards?)

Administrative professionals should possess strong communication skills across multiple channels. All graduates are expected to reach competent or exceptional levels of communication skills.

However, 80% was chosen as a benchmark as a good representation of the program overall due to differing levels of mastery from first semester to fourth semester students.

Step 2: Assess & Reflect Faculty implement their assessment plan into their course(s). When completing the assessment, they collect their results with the Gen Ed Rubrics. (**Appendix I: Item 1.2**) The rubrics were updated to include a set of instructions and a chart tallying results in an easy-to-read format. The course assessments are compiled and evaluated using the Program Level Assessment Report (PLAR) (**Appendix I: Item 1.3**) PLAR was updated to include a section for inputting the result tally from the rubrics for each course in the program. A set of questions for evaluating results were updated to provide both a qualitative and quantitative description. Previously, the PLAR asked for this, but because of the format of the form, often instructors did not provide quantitative information or would provide incomplete evaluations of the results. The PLAR also asks faculty to plan changes or improvements based on their assessment results and record them in this form. (As with the planning, faculty are encouraged to work together on this form.) After planning the changes, faculty will implement the changes/improvements into their courses and reassess in Step 3. Below is an example of the assessment data from two of the courses in the Business Administrative Technology program (for the Rubrics and PLAR for this program see the Assessment Documents in SharePoint.)

Course: BOFF 121 CWHR, *Fundamentals of Business Documents* (Section: 10am, Web-hybrid, early end)

<i>BOFF 121 CWHR</i>	Needs Improve.	Developing	Competent	Exceptional	Not Applicable	Percent Competent or Above (%)
Organization	1	0	3	2	0	83.3
Content	1	1	1	3	0	66.7
Mechanics	1	0	2	3	0	83.3
Presentation	1	2	3	0	0	50.0

Course: BOFF 125 WZ, *Business Communication Strategies* (Section: Online-only, late start)

<i>BOFF 125 WZ</i>	Needs Improve.	Developing	Competent	Exceptional	Not Applicable	Percent Competent or Above (%)
Organization	0	2	9	7	0	88.9
Content	0	1	10	7	0	94.4
Mechanics	0	2	10	6	0	88.9
Presentation	3	5	7	3	0	55.6

Step 3: Reassess & Reflect Faculty complete their reassessment in the same way as the assessment in Step 2, but implement the change planned in the PLAR. These results are also compiled into the PLAR and evaluated. Both the Assessment and Reassessment are reviewed on their own merit before comparing them in Step 4. Below is an example from the Business Administrative Technology program’s evaluation of their results and planned improvements to their courses from the PLAR (See the Assessment Documents in SharePoint for the complete document).

Program Assessment Result Evaluation

1. Describe any patterns observed in the data based on the modality, section, campus and/or course level (such as an introductory versus an advanced course). *Please use the numerical data from the Assessment results to aid in your description.*

There is a pattern present based on course level. BOFF 180, BOFF 121, and BOFF 265 are taken during the second semester of the BAT program. Students in these courses performed lower than students in BOFF 219, BOFF 220, and BOFF 125 that are taken during the third and fourth semesters. Communication skills are introduced and reinforced in the first-year courses and then reinforced again and mastered during the second-year courses. A progression in competence related to communication skills should be present as students complete more courses focused on communication, and the data supports that growth throughout the program.

The first assessment showed a deficiency in presentation skills, with 56-80% of students achieving competent or higher levels in this area. As a result, changes were made in courses where communication is a focus to include additional instruction on planning and delivering presentations, as well as more opportunities for practice and feedback. These changes have increased student learning and mastery of presentation skills, with 60-100% of students now achieving competent or higher levels of performance. In addition to presentation skills, most sections also noted an increase in organization within the communication assessment. Scores

ranged 57-100% on the first assessment, with many averaging 60-85% scoring competent or higher. After planned changes were implemented, students achieved competent or higher levels of performance 83-100% of the time.

Table detailing a selection of the courses' changes based on their assessments.

Courses & Sections Assessed	Changes to Assessment Activity for Assessment 2
BOFF 121 WR	Additional instruction on delivering presentations over several weeks did improve student outcomes and will be continued. This was done through video content and group discussion using weekly discussion boards, but to further increase success it will be restructured into a project with individual components that focus on each communication element during the planning and delivery phases of a presentation.
BOFF 125 WZ	Providing multiple opportunities for practice delivering presentations did improve outcomes. To further improve presentation skills, students will receive instruction and practice planning and delivering presentations earlier in the course. Presentations will also then be incorporated into other projects in the course to provide additional opportunities for practice and skill development.

Step 4: Compare & Plan The results from the Assessment and Reassessment are compiled into the Closing the Loop (CTL) form, (**Appendix I: Item 1.4**) which also asks faculty to determine the percent change from the assessment to the reassessment and evaluate the results. (The percent change is based on the percentage of students in the top two levels of the rubric.) Faculty also determine next steps for their courses/programs based on the two assessments with the main goal of improving student learning. At this point, faculty may choose to continue assessing this area or may move onto another of the Gen Ed Outcomes assessment. The cycle of assessment continues as we use these results to help improve student learning. Below is part of the Closing the Loop Report from the Business Administrative Technology program (Note: only a portion of the table comparing the results is shown. For the complete document see the Assessment Documents within SharePoint.

1. Describe the assessment activity from Assessment 1.
Students will plan, develop, and deliver a professional presentation using appropriate channels and communication techniques for a specific audience.
2. What changes/improvements did you make after Assessment 1?
Additional instruction and opportunity for practice/feedback were incorporated into courses with a focus on communication.
3. Compare the results from Assessments 1 and 2.
The first assessment showed a deficiency in presentation skills, with 56-80% of students achieving competent or higher levels in this area. As a result, changes were made in courses where communication is a focus to include additional instruction on planning and delivering presentations, as well as more opportunities for practice and feedback. These changes have increased student learning and mastery of presentation skills, with 60-100% of students now achieving competent or higher levels of performance. In addition to presentation skills, most sections also noted an increase in organization within the communication assessment. Scores ranged 57-100% on the first assessment, with many averaging 60-85% scoring competent or

higher. After planned changes were implemented, students achieved competent or higher levels of performance 83-100% of the time.

Although significant improvements have been achieved, some deficiency remains in presentation skills. This reflects the need for continuing to increase opportunities for instruction, practice, and feedback so that skills further develop throughout the BAT program.

4. Complete the table. *Note: O = Organization, C = Content, M = Mechanics, and P = Presentation*

Courses & Sections Assessed	Campus	Program Established Benchmark	Assessment 1 Result (% meeting Benchmark)*	Assessment 2 Result (% meeting Benchmark)*	Change from Assessment 1 to 2 (Indicate +% for improvement, Indicate -% decline)
BOFF 125 WZ (FA/SP)	DACC	80%	O: 89 C: 94 M: 89 P: 56	O: 100 C: 89 M: 100 P: 63	O: +11 C: -5 M: +11 P: +7
BOFF 121 WR	DACC	80%	O: 75 C: 50 M: 75 P: 50	O: 100 C: 80 M: 100 P: 60	O: +25 C: +30 M: +25 P: +10

The new process will complete one full cycle by the end of fall 2021. At this point, the Assessment Director and Champions will evaluate the process for effectiveness and ease of use. Some assessment of the new cycle has been done by the faculty during the In-Service Meetings. The information collected from these evaluations was reviewed by the Assessment Director and shared with the Champions so that the documents and website could be revised. During the fall 2021 In-Service, the faculty will be reviewing their assessment documents for clarity and also a general review of the process. While much of the documentation has improved, there are sections of the documents where faculty could be describing and evaluating their results more clearly. The Champions will work with the faculty to help them understand how to describe and evaluate their results, especially to use the assessment data to make informed decisions in their courses and programs. In the future, the Assessment Director and Champions will put a regular review of the assessment cycle and documents in place, using information from the submitted assessment documents and feedback from the faculty.

SharePoint Development. In addition to creating more structure to the documentation for assessment, the faculty needed an easy-to-use, common space to store assessment documents. This is especially important so that once the documents are created, faculty know where to find them again. Previously, assessment documents were kept on faculty computers, network drives, hard-copies, or a shared Google drive. Since there was such a variety in saving methods, it made finding assessment documents difficult for all parties involved. Google drive storage was implemented by the Assessment Director in 2019 and has been a good start to maintaining a successful storage system. While Google drive was helpful, it was difficult for some faculty to use and does have limits in setting certain levels of access and security. DACC licensed SharePoint to fill this need.

A SharePoint team page was created for the Assessment Champions, designed by the assessment director. The team page contains the following information:

- Assessment Resource Page: Contains Gen Ed Outcomes, how outcomes relate to the mission; a description of academic, co-curricular and non-academic assessment; and the roles of the assessment champions.
- Academic Assessment Page: Contains descriptions of each part of the assessment cycle and the documents related to each part.
- Champions' Page: Contains resources for the assessment champions for helping their faculty and staff.
- Co-Curricular Assessment Page: Contains the outcomes, documents, Co-Curricular groups, assessment cycle and information to help those who are part of the Co-Curricular assessment.
- Link to the Non-Academic Assessment page
- HLC Assessment Academy Project Page: Contains information related to the Assessment Academy Project for those on the HLC Assessment Academy team.

Faculty will be able to upload their assessment documents on their own division team page. Once their documents are uploaded, the Champions and Assessment Director have access to these documents. This allows the program faculty to have appropriate access to the program-related documents, while maintaining a level of security for sensitive information.

The Assessment Team page on SharePoint became available to the Champions in April of 2021. They gave feedback for improvements and had training on using SharePoint. Training sessions were offered to the faculty in June of 2021 by the Director of Online Learning and a recording of the training was made for those unable to attend and for use in future trainings (**Appendix I: Item 1.5**). We plan to transition to using SharePoint starting fall 2021 for assessment. As we use this site more often, we will continue to make improvements and find more places to implement this tool. A long-term goal is to have all of the assessment documents available as forms on SharePoint to fill out, making it even easier for faculty to access and document their assessments.

HLC Assessment Academy Project. DACC applied for and was accepted into the HLC Assessment Academy for the spring 2020 cohort, which did not begin until fall 2020. The DACC academy team consisted of the Assessment Director, Dean of Liberal Arts, Library Services and Academic Assessment, Business and Technology Division Dean and the Academic Assessment Champions. During the first session, the DACC academy team identified some of the major issues surrounding assessment at our college. From this, we determined the focus for our project: Changing the culture of assessment at DACC from a focus on the process of assessment to improving student learning *through* assessment. We realized that a large part of our issues surrounding assessment stem from a lack of knowledge of how to create and use assessments in a meaningful way and a structured system to collect and disseminate assessment information and data. Also, many faculty had frustrations related to assessment in the past, which has made it difficult for all to understand the value of assessment.

At the initial Assessment Academy meeting we devised a plan and first steps in implementing the plan. The first part of the plan was the development of resources to train faculty on the use of assessment in improving student learning. Leading up to our project, we had already begun creating some of these resources. Due to the need to be online for much of 2020 and 2021, videos were created of our In-Service materials, and the champions had also made short videos for their faculty related to completing assessment forms. We realized that having video resources would be an easy way to train the faculty. The DACC Teaching and Learning Team put together a YouTube channel, *The Jag Wire*, (**Appendix I: Item 1.6**) to house training materials and resources for our instructors. As a result, our Assessment Academy Team has been able to piggy-back off of this idea, and so part of the YouTube channel will be dedicated to assessment topics. The Assessment Director has been working with the Teaching and Learning Team to plan topics for the channel. With all of these resources we essentially have developed an online center for teaching and learning for our campus. We look forward to providing our faculty with this centralized location for their professional development needs.

The Assessment Academy team has been creating a list of videos to create for our faculty. Below are some of the video topics for this project which is still in progress:

- Bloom's Taxonomy and Writing Outcomes
- Curriculum Mapping
- Planning Your Assessment
- Completing the Assessment Rubrics
- Evaluating Your Assessment Results
- Planning Improvements for Re-Assessment
- Writing an Effective Program Report
- Closing the Loop
- Submitting Assessment Documents

The videos are designed to be quick and information guides for each part of creating a meaningful assessment. The Assessment Champions and Director will all work together creating these videos to provide different examples and viewpoints while maintaining the consistent message of improving student learning throughout. All of the information in the videos pair with the information in the Academic Assessment Manual available to the faculty on the DACC website.

The next part of our Assessment Academy project was the development of SharePoint for faculty and assessment champions to easily submit and access their assessment documentation. This was already part of the College's plan, so it fit well within the Assessment Academy project. As described in the SharePoint Development section of this document, previously the Assessment Director had prepared a shared folder in Google drive for each division. The Champions uploaded documents from their division after each collection period. While this has been helpful, a more structured system was needed. DACC purchased Microsoft SharePoint for the College. This will allow for greater flexibility in assessment document housing while more easily managing the security and document permissions. It is the hope that in the future the assessment forms may be completed online within SharePoint, making assessment documentation even easier and more accessible for faculty.

The last component of our Assessment Academy project is to provide training in how to successfully use assessment results to plan improvements for student learning. In the past, faculty were able to complete assessments with varying degrees of success. Some were able to make meaningful improvements in their courses and programs as a result of their assessments, but many of our faculty were completing them just to complete the task. Our goal is to substantially increase the number of faculty completing meaningful assessments in their courses and programs, which means that they would need to know how to evaluate their results and plan appropriate changes for improvement. This also involves the ability to understand and disaggregate data. Part of our In-Service trainings during the fall 2020 and spring 2021 sessions contained training over how to evaluate assessment results. Evaluating Assessment Results Spring 2021 slides and links to videos are available under additional evidence provided onsite. More formal training is needed. We would also like to determine how to better supply and disaggregate data that would be helpful for faculty. Once this portion of the project begins, the Assessment Academy team will evaluate data currently available, needs for the future, and how to train faculty to more effectively use the information for improving student learning.

Lessons Learned and Sustainability

As the Assessment Director worked on creating a sustainable assessment process, it became apparent that many of the issues were a result of not having a uniform system of documentation and a lack of communication and understanding of the use of assessment for improving student learning. A large component of the work completed by the Assessment Director was to put into place an easy-to-understand system for collecting assessment information. In addition to creating this, the faculty were trained and provided with an Assessment Manual. The faculty training also included time for faculty to work with the instructors in their program so that assessment was a planned part of the semester and was unified within a program. Previously, this work was done independently by programs. Adding time for faculty to complete assessment-related tasks during Faculty In-Service meetings showed the faculty the level of importance of assessment. Much of the assessment process built upon what was already developed (Gen Ed Rubrics and the Program Level Assessment Report), and the new process fills in the pieces that were missing - planning with the program faculty, using assessment data and closing the loop on our process. Now that a system is in place, training and appropriate data collection tools have been developed, DACC should be well-suited to maintain a more meaningful assessment process.

In addition to updating processes and documentation, faculty needed a significant amount of time to work together on assessment. In the past, there was not specific time designated for faculty to work together, and once the semester started, assessment was not the highest priority for faculty. In order to work towards a change in culture surrounding assessment, the Assessment Director instituted sections of In-Service that would be reserved as faculty assessment work time. Faculty are also asked to review the assessment documents and processes in their In-Service Evaluations. This has allowed the Assessment Director and Champions maintain useful documents and make changes so that faculty are more easily able to utilize the documentation. Evaluations such as these will be done regularly so that the faculty can be a valuable part of sustaining a meaningful assessment process.

Emphasis has been placed on not doing assessment to just say it has been completed, but rather to find meaningful ways to conduct assessment and apply the results to make informed decisions for improving student learning. Ultimately, DACC's proposed Teaching & Learning Center will provide resources for improving student learning year-round, allowing faculty a variety of information and methodology for improving student learning in their programs and classrooms. Hopefully, the new process and documentation will be easier to use and, along with the Teaching & Learning Center resources, faculty will be increasingly more effective at finding ways to improve student learning.

2. Evidence that course learning outcomes are consistent across sections and modes of delivery, are measurable, are being measured, and that the assessment results are being used to improve courses. (3.A)

Context

In the Final Report submitted by the Visiting Team the members concluded that in regards to Core Component 3A the College provided evidence to demonstrate it provides high quality education with the exception of issues around course outcomes, assessment of student learning, and co-curricular assessment. There was evidence of inconsistency of outcomes across sections of the same course. Frequently outcomes were not stated in measurable, quantitative terms.

In the *IAC Hearing Committee Report* the committee members stated that it was clear DACC had recognized the inconsistencies in course learning outcomes and had begun a process of systematizing learning outcomes across multi-section courses and delivery modalities. In its *Action Letter* dated November 20, 2019, the HLC Board acknowledged that DACC had made progress but more work needed to be done. Departmental faculty needed to be involved in the development and assessment of course-level learning outcomes.

Institutional Solutions

Ensuring Consistency in Outcomes. Several changes were made to help ensure the consistency of course outcomes. First, the faculty reviewed the Master Syllabi for their courses and updated the outcomes. This began during the spring 2020 In-Service meeting. Faculty were reminded that outcomes on the Master Syllabus needed to be the same on all sections and modalities of that course. The faculty were then tasked with checking their course outcomes in the course outlines against the Master Syllabi. The deans also began a review of their division processes to include a review of the course outlines against the master syllabi to ensure consistency.

This process took several semesters, especially in the larger divisions. During this time, both of the templates for the Master Syllabus and Course Outlines were revised. Instructions were given to faculty at the beginning of each semester reminding them to take the outcomes for their course outlines from the master syllabus for the course. Each division's review process is described in the "Maintaining Master Syllabi and Course Outlines" section.

Measurable Outcomes. Since the HLC accreditation visit in 2019, the faculty spent considerable time working on improving outcomes, at both the program and course level. First,

we educated the faculty during our In-Service meeting in spring 2020 on writing measurable outcomes, using outcomes in course design and assessing outcomes. Between January 8 and 9, faculty spent approximately eight hours working together to revise their outcomes, complete assessment documentation and create curriculum maps for their programs. The Assessment Director gave the following presentations: What is an Outcome?, How to Write Outcomes, Bloom’s Taxonomy, Evaluating Outcomes and Applying Outcomes to the Assessment Process. The Assessment Director re-laid the foundation for outcomes assessment by defining measurable outcomes, how to write them, identifying issues with outcomes, using outcomes to generate course content, and applying outcomes to measuring student learning. During the In-service, faculty were also provided with a workbook containing the beginnings of what is now the Academic Assessment Manual as a guide for outcome writing and assessment. To solidify these concepts the faculty worked in groups, with help from the Assessment Champions and Director, to complete activities where they identified issues with poorly-written outcomes, rewrote the outcomes so they were measurable, and used an outcome to write a test or assignment question.

Faculty were surveyed at the end of this In-Service. The survey focused more on the work accomplished and understanding of outcomes assessment rather than satisfaction with the presentation. Faculty commented in their In-Service survey that they appreciated having time to work on their assessment-related materials. In the future, we plan to always have time set aside for faculty to work on assessment-related items so they are able to all be together to work and to also show the level of importance we put on assessment. While we are still in progress with reviewing outcomes, already improvements can be seen.

Division/Course	Outcomes 2018/2019	Outcomes 2021
Business & Technology BACC100— Introduction to Accounting	Upon completion of this course, students will be able to: <ul style="list-style-type: none"> • Develop understanding of the purpose and process of accounting, and how accounting relates to various business ownership structures and activities. • Develop ability to analyze effect of transactions on the accounting equation elements. • Develop ability to create T accounts to aid in describing the effects of debits and credits on specific accounts. • Develop ability to journalize and post transactions, as well as prepare a trial balance • Develop ability to prepare end-of -the-period spreadsheet, adjusting entries and financial statements. • Develop ability to complete the accounting cycle through preparation of closing entries and post-closing trial balance. 	<i>Upon completion of this course, students will be able to:</i> <ul style="list-style-type: none"> • Identify basic accounting terminology, principles and concepts. • Demonstrate how business transactions and events are recorded in an accounting system. • Prepare basic financial statements for a service-oriented business. • Demonstrate the different steps of the accounting cycle, including the adjusting and closing processes. • Explain the differences between accrual basis accounting, cash accounting and modified cash accounting methods.

<p>Liberal Arts LITR121— Chief English Writers I</p>	<p>Upon completion of this course, students will be able to: LITR 121 is designed to introduce students to the prose, poetry, and drama of British writers from <u>Beowulf</u> to Samuel Johnson Skills in reading, understanding, analyzing, and evaluating literature are developed.</p> <p>PROGRAM OUTCOMES: Demonstrate an appreciation of the range of human creativity/understand the historical context of cultural objects and ideas/employ critical thinking, analysis, and problem solving w/r/t cultural objects and ideas/engage students’ imagination in creative endeavors.</p>	<p><i>Upon completion of this course, students will be able to:</i></p> <ul style="list-style-type: none"> • Describe the development of the English language, with careful attention to the early history of the language. • Explain religious, social, and political influences that have shaped Old English, Middle English, and Early Modern English periods. • Identify themes in individual and groups of texts and across genres. • Interpret Old English and Middle English texts using secondary sources as an aid. • Analyze a range of literary works, taking into consideration the historical and cultural contexts in which the texts were written. • Apply evidence from texts to support academic arguments.
<p>Math, Science & Health Professions HLTH101— Contemporary Health</p>	<p>This course is designed to meet the following outcomes: Equip students for lifelong understanding of the benefits of fitness and a healthy, informed lifestyle.</p> <ul style="list-style-type: none"> • Students shall investigate the consequences of tobacco, drug, and alcohol use by means of short interviews. • Students shall explore the consequences of unprotected sexual activity through a research paper on sexually transmitted diseases. <p>Develop competency in evaluating personal nutritional planning.</p> <ul style="list-style-type: none"> • Students shall evaluate nutritional habits and propose a personal plan based on their personal Food Pyramid. <p>Promote understanding between family history and future personal health issues in relation to lifestyle choices.</p> <ul style="list-style-type: none"> • Students shall investigate family health characteristics and evaluate the influence of heredity, environment and lifestyle. <p>Promote understanding of the relationship between a regular fitness routine, healthy</p>	<p><i>Upon completion of this course, students will be able to:</i></p> <ul style="list-style-type: none"> • Discuss the benefits of fitness and a healthy, informed lifestyle. • Investigate the consequences of tobacco, drug, and alcohol use. • Relate the consequences of unprotected sexual activity to sexually transmitted diseases. • Construct a personal nutritional plan. • Evaluate nutritional habits and propose a personal plan based on their personal Food Pyramid. • Discuss the relationship between family history and future personal health issues to lifestyle choices. • Investigate family health characteristics and evaluate the influence of heredity, environment and lifestyle. • Relate regular fitness routines and healthy eating patterns to the prevention of long-term health problems. • Evaluate their level of personal wellness and propose a strategy to change one behavior, with ongoing

	<p>eating patterns and the prevention of long-term health problems.</p> <ul style="list-style-type: none"> • Students shall evaluate their level of personal wellness and propose a strategy to change one behavior, with ongoing journaling as a means of monitoring progress. • Students shall demonstrate understanding of individual units of study through examinations following each chapter covered. 	<p>journaling as a means of monitoring progress.</p>
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When new courses are developed, their approval goes to the Curriculum Committee (formerly Academic Affairs team). At least one Champion and/or the Assessment Director attends these meetings or will consult on outcomes to ensure that they are measurable. Champions or the Assessment Director help faculty as they develop new outcomes or revise their current outcomes.

Revising Outcomes. After the Accreditation visit in 2019, it was apparent that many of our outcomes, course and program, needed revisions. Many outcomes were not measurable or were different for the same course—meaning that courses with different instructors or modalities would not always have the same outcomes listed. Some of this was due to a lack of understanding of the purpose and role of outcomes in student learning and some was due to a lack of structure by the institution.

The first step in revising outcomes was to provide faculty training on writing measurable outcomes. It was necessary to do this for all faculty so that they were aware of the expectations and format the institution would be using. As several of our faculty are experts in their subject area and do not have a background in writing outcomes, it is also necessary to provide sufficient resources for them. The Champions and Assessment Director worked through examples of poorly written outcomes during a Champion meeting so that the Champions all had the same level of understanding of how to write outcomes and assist faculty in their revisions. (**Appendix II: Items 2.1, 2.2**) The Assessment Director presented at the Faculty In-Service meeting in spring 2020 and provided resources and handouts on writing outcomes. The faculty worked through examples and activities to help them understand how to revise or write their own outcomes. (Some of these activities were modeled after the Identifying Issues with Outcomes handout that the Champions worked through in their Champion meeting on 10.4.19.) Faculty brought their course and program outcomes to the meeting and worked together to revise or write their outcomes. Any work not completed was done outside of these meetings with the assistance of the Champions and Assessment Director.

After the initial training on outcome writing, the Assessment Director and Champions worked together to check course and program outcomes for measurability. This process began by the Director and Champions reviewing program outcomes together, then moving on to course outcomes. This was a way to keep the format and criteria for writing measurable outcomes uniform across the college. It also provided an opportunity for the Champions to learn more about writing and revising outcomes and how to provide helpful feedback to their faculty. Since there were so many courses and so few Champions, the process of correcting outcomes is still in

progress as of June 2021. In May of 2021, the Assessment Director began checking all course outcomes based on the criteria given in the Academic Assessment Manual. The Champions worked with the faculty to revise any outcomes not meeting the criteria. This process will continue until all courses are checked, with the goal of completion by the end of July 2021.

The next step in the revision process was to update the outcomes on the course outline and master syllabi. The faculty were informed that outcomes listed on the master syllabi must be used on the course outlines and should be the same regardless of the modality or course instructor. Since this is such a large project, the deans and administrative assistants worked together to create a process for checking outcomes between course outlines and master syllabi. The process for maintaining the master syllabi and course outlines are listed in the following sections.

As faculty revise or write new outcomes, the presentations from In-Service, training videos from champions and the Assessment Manual have all been available to assist them. When new courses are developed, the curriculum committee reviews the outcomes and usually a Champion or the assessment director is available for help in providing feedback on the outcomes.

Maintaining Master Syllabi & Course Outlines. The HLC found several inconsistencies between the formatting and outcomes listed on the master syllabi and course outlines. These issues stemmed from having multiple instructors teaching the same courses who were not using the same outcomes, as well as not having a clearly outlined process between divisions for creating syllabi and outlines, and inconsistent instructions on collecting and maintaining the syllabi and outlines. Templates had been available for both Master Syllabi (**Appendix II: Item 2.3**) and Course Outlines (**Appendix II: Item 2.4**), but they were sometimes altered or not completed correctly. As a result, the division deans and administrative assistants worked together to create processes for checking for consistency between syllabi and their corresponding course outlines. Additionally, they created instructions for completing syllabi and course outlines for faculty which would be used by each division. One way consistency was maintained was to lock certain portions of the documents to prevent unnecessary edits. The processes are outlined below and implementation began in the spring of 2021.

The process for maintaining the Master Syllabi is as follows:

1. At the beginning of each new academic year, a shared folder is created. The final copies of the Master Syllabi from the previous academic year are copied into the shared folder to be used as the Master Syllabi templates for the faculty to review and edit. The administrative assistant shares the documents are shared with faculty via an electronic platform, such as SharePoint. The new documents are set to track revisions faculty make to the syllabi.
2. As faculty make the edits to the Master Syllabi, the division office's administrative assistant and dean review and track changes. Changes are accepted by the administrative assistant with the consultation of the deans.
3. Division representatives review the changes, creating a spreadsheet documenting the faculty changes to credit hours, course descriptions, learning outcomes, topical outlines, and/or grading criteria. The spreadsheet is shared with the Office of Institutional Research to update course description changes in Colleague.

4. Each of the division Deans review the spreadsheets and syllabi for necessary ICCB resubmissions and catalog edits.
5. The administrative assistants will disseminate any changes in the master syllabi to part-time faculty, including those teaching dual-credit classes.
6. Final Master Syllabi are uploaded to SharePoint by the administrative assistant.

The process for uploading and maintaining Course Outlines is as follows:

1. The administrative assistants use the final Master Syllabi to create a course outline template with locked section (topical outline, course description, learning outcomes, grading criteria...) to ensure continuity of content.
2. Administrative assistants share Course Outline templates with faculty using an electronic platform such as SharePoint.
3. Faculty add weekly schedules and course policies to the locked templates and submit them for review and archiving (collected by administrative assistant).
4. Course Outlines are uploaded into SharePoint by the administrative assistant.

Each of these processes was developed at the dean level with input from their administrative assistants. Regular checks of these processes for effectiveness are completed in the Dean's meetings at the beginning of each semester. The Deans will look at the new process of maintaining master syllabi, usage of the templates, and maintaining documentation are effectively working, addressing any parts of the process that need to be changed. An example of this was seen during the 2021 spring semester when the Deans determined that the deadline for syllabi submission (at the beginning of the semester) would not be easily met by the administrative assistants and so a more realistic deadline was established. In future semesters, the Master Syllabi and Course Outlines will be archived by the twelfth week of the semester. The Master Syllabi and Course Outlines repository is accessible via SharePoint under additional evidence provided onsite.

Improving Student Learning through Course Assessment. Course assessment is tied to our program-assessment process. Assessment for the programs is usually conducted in the courses. Course outcomes are related to the program outcomes in the Course to Program (C2P) Curriculum Map. (**Appendix II: Item 2.5**) Faculty worked on writing their C2P maps during the spring 2020 Faculty In-service meeting. These maps showed the relationship between the courses in a program and its program outcomes. That allows the faculty to determine how their course outcomes relate to the program outcomes. Course outcomes have undergone revisions since the initial curriculum maps were completed. During fall 2021 In-Service, part of the assessment time will go to reviewing these documents to update outcomes and courses. This review time will also reinforce the idea of how course assessments fit into the bigger picture of assessment and improving student learning. The first time the curriculum maps were completed, faculty were being introduced to them for the first time. Now that the assessment cycle is more fully in place, they will benefit from a review of these documents. In the future, the curriculum maps will be reviewed on a regular cycle, most likely every two or three years (the timeline will be determined once the full-time Assessment Director is in place).

At the beginning of each assessment cycle, the program faculty plan their assessments using the Assessment Planning form. This includes determining which courses and course outcomes will be assessed in that cycle. Some faculty teach many different courses and sections. To make the assessment reasonable, the faculty are encouraged to assess their courses in a cycle, so that they are able to assess all courses and outcomes in some way. Depending on the program's assessment plan, certain courses may be selected for assessment during that cycle.

Faculty document their course assessments and evaluate their assessment results in the Gen Ed Rubrics and Program Level Assessment Reports. While the PLAR is a program-level document, it addresses changes specific to courses, so that the assessment results give both a specific and big picture of the needs in that assessment area. The results of the Assessment and Reassessment for the courses within a program are compared in the Closing the Loop (CTL) form. The Social Sciences (in the Liberal Arts division) CTL form for the Communications General Education Outcome discusses the improvements to their courses after the first Assessment (or Assessment 1):

1. Describe the assessment activity from Assessment 1.

Our goal in all classes is to assess communications. We will analyze students' writing at two key points in the semester. Using the rubric we will assess an essay activity during week one, and then again at some point between week 8 and the final exam. After using the college assigned rubric we will share the results with the college, and we will write a report which will incorporate the percentage of change in the rubric areas, comparing the two first and second assessments. It is hoped that our emphasis on student use of the "Social Science Grading Rubric" during the semester coupled with our feedback will increase the number of students who achieve "Competent" status.

The rationale for the activity is explained in our "Benchmark" section.

2. What changes/improvements did you make after Assessment 1?

We realized that a further early emphasis on the writing rubric would get students more focused on the earliest and ensuing assessments. Faculty reported they found the activity itself useful and changed our grading style to be even more specific. You can see in the numbers below that only one class had a regression, and the rest saw an average of around a 40% improvement.

The numerical results from these course assessments are given their CTL form.

Another example of improving courses through assessment is shown below for the following Math courses. Their CTL form outlines the following changes based on their assessments and the improvements seen:

1. Describe the assessment activity from Assessment 1.

Each course will select a set of terminology and symbolism that appropriately aligns with the course objective. These terms will be embedded within homework assignments, quizzes, and/or tests.

2. What changes/improvements did you make after Assessment 1?

DEVM098: There will be more practice with correct terminology in the class before the assessment is done.

MATH107: Additional definition questions will be added to homework assignments and exams to reinforce understanding and long term learning through repetition.

MATH108 (Hybrid): Vocabulary and symbolism will be addressed more in the synchronous sessions as well as explicitly stated that it will be on the exam.

MATH111, MATH120, MATH161: Institute term and symbol specific assignments every 2 weeks. Additionally, the number of interpretations of real world problems will be increased.

MATH115: Future assessment data will not be based on the first test of the semester to ensure that students have seen the format and expectations previously. Institute term and symbol specific assignments every 2 weeks. Additionally, the number of interpretations of real data problems will be increased.

MATH125: Future assessment data will not be based on the first test of the semester to ensure that students have seen the format and expectations previously. Institute term and symbol specific assignments every 2 weeks.

(No changes were made to any other courses, but data was monitored for consistency.)

3. Compare the results from Assessments 1 and 2.

Assessments in most courses demonstrated consistency if not marked improvement.

4. Complete the table.

Courses & Sections Assessed	Campus	Program Established Benchmark	Assessment 1 Result (% meeting Benchmark)*	Assessment 2 Result (% meeting Benchmark)*	Change from Assessment 1 to 2 (Indicate +% for improvement, Indicate -% decline)
DEV098	DACC	At least 70% of the students will obtain a level of competent or higher.	80%	84.0%	+4%
DEV099	DACC		100%	71.4%	-28.6%
DEV100	DACC		88%	94.3%	+6.3%
MATH107	DACC		82%	100%	+18%
MATH108	DACC		79%	88.9%	+9.9%
MATH111	DACC		62%	64.3%	+2.3%
MATH115	DACC		66%	86.0%	+20%
MATH120	DACC		61%	94.4%	+33.4%
MATH125	DACC		50%	100%	+50%
MATH135	DACC		N/A	100%	N/A
MATH161	DACC		76%	85.6%	+9.6%

An example from Business & Technology courses for the Medical Assistant program is shown below:

1. Describe the assessment activity from Assessment 1.

Students will compose a research document on some aspect of the medical field with correct professional terminology, information describing the topic, and correct grammar.

2. What changes/improvements did you make after Assessment 1?

Courses & Sections Assessed	Changes to Assessment Activity for Assessment 2
<i>MEDA 120 WHG</i>	<i>Develop a process for students to follow with writing.</i>
<i>MEDA 170 WHC</i>	<i>Have the students do a peer review and/or meet with a tutor in the Writing Center.</i>
<i>MEDA 220 WHC</i>	<i>No changes at this time; will watch for consistency in results.</i>

- Compare the results from Assessments 1 and 2.

***Assessment 1**--Looking at the courses individually, students in the introduction class of Medical Assisting, which is MEDA 120, are in the lower more competent but developing stages. In, MEDA 170, the second semester of Medical Assisting, you see competent data in most fields. The last semester of Medical Assisting, the data shows students for the most part of have mastered the communication skill.*

***Assessment 2**--Looking at the courses individually, students in the introduction class of Medical Assisting, which is MEDA 120, scored higher this assessment than the last assessment. In MEDA 170, the second semester of Medical Assisting, students were improved in all fields which was an improvement. The MEDA 220 students, which is the third semester of Medical Assisting, the data shows students for the most part of have mastered the communication skill as shown in previous data.*

- Complete the table.

Courses & Sections Assessed	Campus	Program Established Benchmark	Assessment 1 Result (% meeting Benchmark)*	Assessment 2 Result (% meeting Benchmark)*	Change from Assessment 1 to 2 (Indicate +% for improvement, Indicate -% decline)
MEDA 120 WHG	DACC	70%	50%	100%	+50%
MEDA 170 WHC	DACC		87.5%	100%	+12.5%
MEDA 220 WHC	DACC		96.4%	100%	+3.6%

While we are still working with faculty to complete successful assessments, these examples show marked improvement from our previous assessments. Faculty have been using the numerical data to support discussion on these results, with the aid of the rubrics and the tables in these forms. The plan for the fall 2021 In-Service meeting is to have faculty review the documents from the Communications General Education Outcome Assessment started in spring 2020. The goal of this review is to determine if the document is properly completed and that they evaluate the effectiveness of their assessment. The hope for this time is to help faculty process through what they have done and determine ways to create more effective assessments for improving student learning in the future.

Lessons Learned and Sustainability

Revising the course outcomes and making sure that they were uniform between sections has been one of the biggest steps forward for DACC in terms of assessment. Appropriately written outcomes can help faculty have more clarity in the purpose of their course and how to help their students learn. When the outcomes are clear, the students have a better understanding of what they should be able to do to be successful in a course. Clear outcomes also allow transfer institutions and potential employers to see what each course is teaching and will make the transitions for student easier once they are finished at DACC.

The implementation of the master syllabus and course outline review process in each division launched a deeper look into our processes for on-boarding new faculty, especially part-time and dual credit instructors. Part-time instructors are not required to attend the all-day In-Service meetings due to the fact that many of them have their own full-time jobs during the day. They are given access to the recordings from the all-day meeting and have their own training session

in the evening after the all-day meetings. The Assessment Director and Champions are working with the divisions to help them determine ways to be more inclusive of their part-time and dual credit faculty. During the spring and summer of 2021, an Assessment Champion worked with the Assessment Director, Deans and Vice President to develop a standard training for the dual credit instructors and their DACC partners, which could also be used in the on-boarding of new part-time faculty. (Updating the process for dual credit instructors is also a part of the 2020-2021 Priority Goals for Academics outlined in the DACC Strategic Planning Matrix.) While each division had a process, it became necessary to outline a standard process for helping these instructors with developing their courses, maintaining documentation, and communicating with the DACC main campus. This is still in progress, but the goal is to have a general process ready for fall 2021 for the new dual credit instructors.

Another goal for the fall 2021 In-Service is reviewing the assessment documents and results from the Communication Gen Ed outcome assessment. The faculty will have completed one full cycle of assessment using the new process for a Gen Ed outcome. While the assessment and its documentation have improved greatly from previous cycles, there are areas for improvement. We want to check that all forms are named using the set naming convention. We would like to assist the faculty in discussing their assessments, results, and evaluations of results with greater clarity. Some of the statements or descriptions in the report forms are vague or unclear as to what occurred. We would also like to ensure that the assessment data are discussed and used to inform the improvements and changes faculty make based on their assessments. Making data-informed decisions is vital to successful assessment, and we need to provide appropriate training on how to effectively use and discuss data. The time during In-Service to review and revise documentation, as well as the training resources available on *The Jag Wire* YouTube channel, will be the main tools for assisting the faculty in writing clear and informative assessment reports. Having clear reports will make it easier for faculty to understand how to effectively use assessment and continue working towards an improved culture of assessment.

One of the main lessons learned in reviewing our processes related to course assessment is the necessity for outlining common procedures across divisions. While each division at DACC is unique, having a standard set of processes for master syllabi, course outlines, course outcomes and a regular collection and review of these documents is necessary to keep our college functioning well. Articulating expectations related to these documents to all parties involved and having sufficient training ensures that all parts of our college, main campus or otherwise, operates under the same mission, vision and core values. If all parties are on the same page with documentation, then the real focus—improving student learning—is able to take center-stage.

3. Evidence that program learning outcomes include ones which are distinct from those in general education, and that these are measurable, are being measured, and that the assessment results are being used to improve programs. (4.B)

Context

In the *IAC Hearing Committee Report* dated August 12, 2019 the committee members stated that programmatic learning outcomes needed to be developed that map not only to those of general education but that also carry discipline-specific expectations of what students know and

are able to do with their degree or certificate. This included all programs: those with external accreditation, those considered technical, and those considered transfer oriented. In its *Action Letter* dated November 20, 2019, the HLC Board acknowledged that DACC had developed master syllabi that would ensure consistence in course-level learning and could provide a clear connection between program-level learning outcomes.

Institutional Solutions

Revising & Maintaining Program Outcomes. Program faculty worked together to revise their program outcomes at the same time as their course outcomes. The revised outcomes were collected by the champions and have been maintained in a document initially in Google Drive but will be kept in SharePoint in the future. See Program Outcomes documents in SharePoint (**Appendix III: Item 3.1**) found in the Faculty Assessment Data folder on the Academic Assessment. As with the course outcomes, program outcomes are regularly reviewed and revised. Often this is done when a program undergoes major revisions or is up for review by the Illinois Community College Board (ICCB).

Mapping Program Outcomes to Gen Ed Outcomes. Faculty created curriculum maps to show the ties between the program and Gen Ed outcomes. This allowed faculty to see where they may need to address gaps in their programs or refocus their outcomes. Creating the P2GE Maps also helps guide the program assessment—the faculty now can easily see which outcomes can be assessed as the college cycles through the Gen Ed Outcomes. The P2GE Curriculum Maps were started in spring 2020 and will be reviewed and revised in fall 2021 at the Faculty In-Service. Curriculum maps will be reviewed regularly to keep the information relevant. Revisions should occur approximately every 3-5 years—when ICCB review occurs or when programs undergo major revisions.

Improving Student Learning through Program Assessment. Program assessment has evolved over the last several years at DACC. During this time, faculty and the assessment teams worked to create appropriate documentation (Gen Ed rubrics and PLAR) for their program assessment. While much of this documentation could lead to meaningful assessment, often this did not occur. Much of this was the result of a lack of understanding of the use and value of assessment, either on the part of the institutional leadership or the faculty. Due to the lack of understanding, for many assessment became a checklist rather than a pathway for improving students learning.

The new assessment cycle and system has provided the necessary tools for faculty to engage in meaningful assessments. It clearly shows steps of the assessment cycle, the purpose of these steps and how to use the assessment results to make improvements in the programs and courses. Program assessment now includes specific documents that require all program faculty to participate. For example, the instructions for the Assessment Plan, PLAR and CTL forms tell faculty to work together to complete the forms. One example is a new video created by the Biology program instructors which shows how they, as a program, work together to plan their assessments for the semester. (**Appendix III: Item 3.2**). This video is one of several videos that are being made as a result of the HLC Assessment Academy Project as a resource for the faculty.

This video is available on *The Jag Wire* YouTube channel planned by the Teaching & Learning Team and the Assessment Champions.

As mentioned above, a large component of helping the faculty has been in providing training and resources, such as the Academic Assessment Manual, training videos, and time spent working together during In-Service meetings. Devoting time to assessment during In-Service was one way that the College showed its commitment to assessment and improving student learning. This will reinforce the change of the culture surrounding assessment at the College. In addition to showing the commitment to assessment, the faculty also expressed positive views on being able to complete assessment planning and forms during this time. The following comments are from the spring 2020 In-Service Evaluation Survey:

“I am thoroughly grateful for the new assessment director and champions. They did a great job at in-service. Please continue to provide support on how this system works, and we will move forward at blazing speeds.”

“Being able to work on Outcomes/Assessment-related tasks during In-Service was very helpful.”

“As much time as possible to work on things being mandated. This in-service was the most successful in my memory on that front.”

“...I do appreciate the time allotted to work on the tasks we were asked to complete.”

“I liked the time to actually work on things for our programs/courses.”

In the same survey, 84% of faculty stated that they were able to effectively use the allotted time to complete Assessment-related tasks. While we still have hurdles to overcome in bringing all of our faculty on board with assessment for improving learning, these comments and results show that we have made significant strides towards our goal of creating a positive culture of assessment.

Time was given again during the spring 2021 In-Service, and faculty had time to work together reviewing their assessments from fall 2020. Faculty will spend time reviewing and discussing their assessments from the Communications Gen Ed outcome assessment at the fall 2021 In-Service meeting. The review time at the fall 2021 In-Service will be especially important since most programs will have completed one full assessment cycle, which will enable faculty to evaluate their progress in assessment. This will be a way for them to make improvements as they begin their next assessment cycle in fall 2021 for the Critical Thinking Gen Ed outcome.

Effective Leadership in Program Assessment. In an effort to aid each division in maintaining regular assessment, the Assessment Director began creating Assessment Document submission summaries. The submission summaries show which programs submitted assessment documents each semester. These have been compiled after the collection of documents at the end of each semester and were shared with the division Champion, Dean and the Vice President of Academic Affairs. After the documents were shared, the Champions and Deans would contact their program faculty to encourage them to submit their documents. This communication has helped

keep divisions accountable and also helped the Champions and Deans in leading their program assessments. Figure 2 is an example from the Math, Science and Health Professions (MSHP) division from the documents submitted by the end of the spring 2020 In-Service meeting. This was the first time a summary was compiled by the Assessment Director.

Figure 2. Summary of Assessment Documents Submitted by MSHP division.

Summary of Assessment Documents Submitted as of 9/30/2020							
C2P = Course to Program Curriculum Map							
P2GE = Program to General Education Outcome Curriculum Map							
** "Submitted" means that at least one document from that program has been uploaded to the Google Drive folder. Please note that more than one document may be needed for each program, depending on the number of courses or instructors.							
Math, Sciences & Health Professions	Program	C2P Curriculum Map	P2GE Curriculum Map	Communications Plan	Communications Rubric	Program Outcomes	% Submitted
	Biology	submitted	submitted	submitted	submitted	submitted	100
	Echo	submitted	submitted	submitted	submitted	submitted	100
	Engineering	submitted	submitted	submitted	submitted	submitted	100
	GSCI--submitted with Biology	missing	missing	missing	missing	missing	0
	HLTH	submitted	submitted	submitted	submitted	submitted	100
	HITT	submitted	submitted	submitted	missing	submitted	80
	Math	submitted	submitted	submitted	submitted	submitted	100
	Nursing	submitted	submitted	missing	missing	submitted	60
	PHMB (Public Health Medical Billing) submitted with HIT?	missing	missing	missing	missing	missing	0
	PEMW	submitted	submitted	submitted	missing	submitted	80
	Physical Science	submitted	submitted	submitted	submitted	submitted	100
	Rad Tech	submitted	submitted	submitted	missing	submitted	80
	Sono	submitted	submitted	submitted	submitted	submitted	100

The Assessment Document summaries have helped determine where there were issues with submissions, lack of clarity as to what was being submitted, and just general knowledge as to assessment progress. In the MSHP summary, the Assessment Director found question areas such as GSCI and PHMB submissions. After creating this document, it was determined that these two programs were submitted with the Biology and HIT programs, respectively, due to the size and nature of the programs. This informed future lists and assessment information for this division. Similar issues were solved in other divisions as a result of these documents. This process has continued since fall 2020 and will be used in the future as a tool to help lead in assessment in the divisions.

Lessons Learned and Sustainability

After reviewing the revisions and updates needed related to course assessment, the program assessments also needed updates. It was clear that we were lacking training and an effective approach to completing program assessments. The lack of understanding of using assessment to

improve student learning led to a lack of participation and general attitude of frustration or apathy in assessment activities. DACC responded by providing crucial time at In-Service for faculty to receive training and work together on their program assessments; time for reviewing program outcomes and assessments; and the development of training materials. The new P2GE Curriculum Maps have shown the faculty how their programs fit into the bigger picture of the Gen Ed outcomes, which has served to bring clarity to what students are expected to learn in their programs. The Assessment Document summaries also provided accountability for all divisions in assessment. Adding in clear instruction during training, as well as in the Assessment Manual and documents, for planning and working through program assessment *as a program* and not just by one instructor in a program has created a new standard at DACC. The hope is that this drives a more faculty-driven approach to assessment which will create a more effective culture surrounding assessment for improving student learning.

4. Evidence that general education learning outcomes are measurable, are being measured, and that the assessment results are being used to improve the general education program. (4.B)

Context

The Visiting Team for DACC's Comprehensive Evaluation in March 2019 concluded that Criterion 4B was Met with Concerns and recommended Notice for the College. The team required DACC include in its Notice report three of its General Education Outcomes measured and analyzed over a given period of time. The College also had to show the next steps in the improvement process, reflect student learning in terms of gains and/or maintenance at a specific level, and report success and/or needed adaptations. DACC provided this documentation as Appendix F in its report. In its *Action Letter* dated November 20, 2019, the HLC Board agreed that three core components were Met with Concerns and required DACC to host a Focused Visit no later than fall 2021. The Board stated specifically in regards to 4.B that DACC needed to demonstrate that assessment is tied to its budgeting process.

Institutional Solutions

In 2006 the Assessment Team, which was made up of faculty members from all divisions and administrators from key departments, identified the College's General Education Outcomes (**Appendix IV: Item 4.1**). These were officially approved by the Board of Trustees at their March meeting that year. The Vice President of Instruction and Student Services designated an Assessment Champion from each of the three academic divisions to assist faculty in the process of tying all course level outcomes back to the General Education Outcomes and assessing them. By the 2009 Comprehensive Evaluation the College had identified program level outcomes across all divisions and linked them to the course level and institutional outcomes.

In 2014 the College sent a team of six, which included the dean and a faculty member from each of the three academic divisions, to an HLC Assessment Workshop. From that workshop the team developed the current assessment process that utilizes faculty-developed rubrics to assess not only the College's General Education Outcomes but also the course level and program level

outcomes associated with each of those outcomes. An annual reporting process that includes not just the academic divisions but also all non-academic departments was developed, also.

In 2019 the co-curricular assessment planning began, which resulted in the adoption of co-curricular outcomes and the addition of a co-curricular Assessment Champion.

General Education Outcomes. The General Education Outcomes have been assessed within academic programs in a rotating cycle since their implementation. Each of the programs has outcomes that tie back to the General Education Outcomes. These have been outlined in the Program to General Education (P2GE) Curriculum Maps discussed in Item 3. While this has been an ongoing practice at DACC, the lack of a centralized document reposition made it difficult to clearly illustrate all that the faculty did related to general education assessment.

Maintaining General Education Outcomes. The General Education Outcomes are maintained by the College and are reviewed regularly in keeping with the mission, vision and core values of DACC. The outcomes were reviewed in 2008 in preparation for the 2009 Comprehensive Evaluation. As a result of that review the Board voted at its meeting on December 16, 2008, to include the General Education Outcomes in the College's mission documents.

In preparation for the 2019 Comprehensive Evaluation the Assessment Team revisited the General Education Outcomes. No recommendations were made to change the outcomes themselves but the team did recommend adding descriptive statements regarding each outcome to make them more objective and measurable. This recommendation was approved by the Academic Affairs team and then the Office of Instruction. Once both of those groups approved the change, the Assessment Team included the recommendation on a survey that was administered to faculty and staff. The respondents overwhelmingly supported the recommendation. The Assessment Team then took the recommendation to the Criterion One team working on the Assurance Argument. That team took it to the Governance Forum and then to the Board of Trustees, which approved the changes at its meeting on November 15, 2018.

The General Education Outcomes will be reviewed in 2022 in preparation for the College's next comprehensive evaluation (Year 4) in 2023-24.

Improving Student Learning through General Education Assessment. The Gen Ed Outcomes are tied to the program outcomes and ultimately, course outcomes. As the information from the course and program assessments are collected, a summary of this information is presented to the faculty. A summary will be presented annually at the fall In-Service meetings to faculty and staff to promote discussions on how to, as a college, improve student learning through all areas and levels of the college. The summary will include information from the Academic program assessments, Co-Curricular Assessments, and Non-Academic Department Assessments. The information presented in the summary, its format, and where it will be stored on the DACC website and/or SharePoint are currently being discussed by the Institutional Research Director, Assessment Director, Teaching and Learning Team, and the Assessment Champions with the goal of having this new data summary ready for the fall 2021 In-service.

Assessment and Budgeting. HLC asked us to clearly show our links between the assessment process and budgeting. DACC has been intentional in linking our institutional budgeting process to our Strategic Planning Matrix and assessment goals. This also resulted in a general review of how we tie the budget to assessment. From the review, updates were made to our processes. One key update for the 2021-2022 Matrix has been to include a new initiative to support the development of a full-time Teaching & Learning Center, which will support innovative pedagogy based on student-learning outcomes. The Center will be established using federal Higher Education Emergency Relief Funds.

For explicating the link between budgeting and planning, what follows here is a general review of how the College develops departmental plans based on both short- and long-term master plans, in which the Matrix represents a one-year snapshot of the annual strategic plan. In the sections below, the updated processes have been outlined.

DACC Institutional Budgeting Process

In preparation of the annual Board Retreat at the end of January, preliminary forecasts are prepared for the current fiscal year and for a very high level budget for the following fiscal year (FY). At this retreat, the Board of Trustees reviews the projections and considers the need for any tuition and/or fee increases.

In March and April a memo, along with budget change and/or request forms are distributed to all budget managers. (**Appendix IV: Item 4.2**) For FY22, we have modified the process and separated capital budget and facility repair/renovation requests from operating budget changes/requests. This was done to allow budget managers to have more time to complete assessments, as well as to finalize the annual Strategic Planning Matrix for Board approval. The Matrix is approved by the Board in May. Capital budget and facility repair/renovation requests are due May 1 and operating budget changes/requests are due June 1.

Changes were made last year to the budget forms to include a location to reference the annual Strategic Planning Matrix. (**Appendix IV: Item 4.3**) For FY22, additional changes were made to include locations to reference not only the Matrix but also departmental/program assessments, master plans and accreditation requirements, as applicable (strategic references).

Upon receipt, the capital requests are compiled into one schedule and funding availability is identified and indicated on the schedule. For FY22, this summary will also include any strategic references. The compiled list is then reviewed by the President, Vice Presidents and Cabinet. A capital equipment list is then submitted to the Board in May or June for approval.

Upon receipt, new facility repair/renovation requests are added to the overall facilities priority list and changes to previous requests are updated as needed. Any operating requests for new funding are compiled into one schedule and include any references to the Matrix. This schedule includes the department name, budget manager, amount(s), line item category, description/justification for request, and strategic references. This schedule is then reviewed by the President and the Vice Presidents. Preliminary amounts approved are incorporated into the overall budget spreadsheet, and budget forecasts are calculated to determine overall funding

impact. This is reviewed by the President and Vice Presidents as many times as necessary to achieve the desired final budget. The list is then reviewed by the College Cabinet.

The forecast is then presented to the Board at a Budget/Financial Workshop in July. Adjustments are made as needed. The tentative budget is then compiled by the Vice President of Finance/CFO and presented to the August board for approval and to place on display for the minimum 30-day requirement. The final budget is approved by the Board at the September board meeting and submitted to the Illinois Community College Board on or before the deadline of September 30.

Departmental Assessment and Budgeting

On the departmental level, the division Dean, with assistance from the Champion, provides a summary of any equipment or budget related items after reviewing end of term division assessment reports. The Program Level Assessment Reports contain a section asking, “Based on these student assessment results, is there additional institutional support including funds, personnel, or other resources, that are needed for your program? Explain.” These requests may be related to a specific course’s assessment or from the program-level assessment to give budgetary items such as capital expenditures or budget line item requests. All faculty, directors and staff may make a request for either. To make such a request, each division uses request forms that require rationale for purchases/increases including assessment reports where applicable. This process has been in place for over a decade, but in the last year was revised to include documentation with assessment reports. (**Appendix IV: Items 4.4, 4.5**)

Lessons Learned and Sustainability

For the last several years the General Education Outcomes have guided our assessments. Now that Co-Curricular Assessment has been developed, it is important to look at all areas of assessment together—from Non-Academic Departments to Co-Curricular to Academics. The Gen Ed Assessment Summary is one way for our college to gain a better view of how we are able to promote student learning at the college. Even in the preparation of this document, many conversations have taken place among faculty, staff, and administrators pointing to the focus of student learning rather than just the documentation of assessment. This has allowed DACC to develop a more comprehensive picture of how we are impacting our students.

5. Evidence that co-curricular assessments have been established, and are being used to improve the student experience. (4.B)

Context

In its Final Report following the Comprehensive Evaluation in March 2019 the Visiting Team stated DACC provided evidence to demonstrate it provides a high quality education with the exception of issues around course outcomes, assessment of student learning, and co-curricular assessment. The Visiting Team recommended Notice for the College and required the institution to include in its Report to the Institutional Actions Council Hearing Committee the following: a completed co-curricular assessment plan including a definition of co-curricular and list of programs/activities related to the definition; three co-curricular goals/assignments completed and

analyzed over the time period, showing next steps in the improvement process; a reflection on student learning gains and/or maintenance at a specific level over the given time period; documented improvement plans for future co-curricular assessments; and documentation on methodology on how co-curricular assessment is conducted. These were addressed in Appendix J of that report.

In the *IAC Hearing Committee Report* the members stated that the confusion across campus as to what is co-curricular versus extra-curricular needed to be resolved so that the assessment plan could include appropriate measures. They said the institution should: define what co-curricular means using a process that fits DACC's culture; share that information with the campus community; and assure that appropriate co-curricular experiences are available to students, documented, and adequately accessed and changed as needed. In its *Action Letter* to the College dated November 20, 2019, the HLC Board reiterated the need to address these concerns.

Institutional Solutions

Initially Co-Curricular was defined by the DACC Assessment Team during the 2019 visit. Based on our definition, we did not view any of the groups on campus as Co-Curricular. However, the HLC team for the 2019 accreditation did not agree with our assessment of our groups and said we needed to identify and assess our Co-Curricular groups. In 2019 a Co-Curricular Sub-team was formed to identify Co-Curricular outcomes, groups and an assessment plan.

Development of Co-Curricular Assessment. The Co-Curricular Assessment process and documentation were designed by the Co-Curricular Sub-team. The process was set to mirror the academic process while maintaining a simple, but effective documentation method for those that do not commonly complete assessment or have training in assessment methods. A Co-Curricular Assessment Manual was written by the Assessment Director, and the Co-Curricular Sub-team developed outcomes, rubrics, and a planning and reporting document. During the summer of 2020 the Assessment Director wrote the Co-Curricular Assessment Manual. The Co-Curricular outcomes, assessment plan and report, and manual were shared with faculty and staff at the fall 2020 In-Service Meetings.

Co-Curricular Definition and Outcomes

First the Team revised the Co-Curricular definition, which is shown below.

Co-Curricular is defined as:

Learning activities, programs and campus organizations that reinforce the College's mission and complement established undergraduate curriculum.

The Co-Curricular sub-team researched other Co-Curricular outcomes to compare to our own General Education Outcomes and developed the following outcomes for Co-Curricular:

Competence in Communications

Learners express themselves clearly and concisely (written or oral format). Learners gather information from communicating with others.

Competence in Critical Inquiry and Problem Solving

Learners evaluate information for use in answering a question or developing an argument.
Learners seek information to solve problems.

Competence in Teamwork

Learners demonstrate professional work habits. Learners utilize reflection to improve their work and work environment. Learners maintain positive working relationships. Learners demonstrate leadership and teambuilding skills.

Competence in Personal Development

Learners develop goals. Learners incorporate strategies for managing their resources.

Competence in Navigating Processes

Learners demonstrate technological literacy and skills. Learners utilize information, resources, and technology to navigate college systems or processes.

Some of the outcomes parallel the current General Education Outcomes, while others highlight the unique portions of the co-curricular experiences that support our curriculum, such as Navigating Processes. These outcomes will be reviewed as their assessments are piloted by the Co-Curricular groups and will also undergo regular review and updates, just as the Gen Ed outcomes.

Co-Curricular Rubrics and Report

Rubrics, similar to the General Education rubrics, were developed for each outcome. Each rubric will be piloted to test its use. The Navigating Processes rubric was completed first in the spring of 2020. The Co-Curricular Sub-team finished the development of the last rubric in the spring of 2021. Two of the members of the Sub-team—the Math and Science Solutions Learning Center Director and the Reference and Instructional Services Librarian—piloted the Navigating Processes rubric and the Co-Curricular Assessment Report. The results of the pilots (discussed in a subsequent section) were reviewed by the sub-team and revisions were made. The rubrics and report form will be put under a regular review to maintain relevancy to the Co-Curricular assessment process.

Co-Curricular Champion

A Co-Curricular Champion was hired in the spring of 2021 to assist those completing Co-Curricular assessments. This position was vital, as Co-Curricular Assessment was new to DACC and many of the individuals who would complete this have not been trained in educational assessment methods. The Co-Curricular champion, in coordination with the Assessment Director, works with Co-Curricular group leaders to develop outcomes, plan assessments and make improvements based on their results.

Co-Curricular Groups. The Co-Curricular sub-team identified the following groups as Co-Curricular. However, as we develop our processes related to Co-Curricular, we may update the list to more accurately reflect our Co-Curricular groups. Due to having a smaller student population, not every group is active every single year, making consistent and informative assessment difficult. There may also be difficulty truly assessing groups, such as athletics. As we work through each group and develop their outcomes, the Co-Curricular sub-team will revise this list as necessary.

Co-Curricular Groups as of March 2021

Academic Clubs	Tech, Art
Athletic Groups?	Basketball, Softball, Golf, Baseball, eSports
Tutoring, 3+ visits	TRIO, MASS, Writing Center, Tech
Honor Societies	PTK
TRIO Student Development	<i>TBD</i>
INST 101	Success in College
One-time events and Student Services	<i>TBD</i>
Orientations	New Students, Blackboard, TRIO
Library Trainings	<i>TBD</i>
Supporting/Mentoring Groups	Toolbox

Communicating Co-Curricular Groups to Students. Students receive information about Co-Curricular programs during orientation, Success in College, during class, through one-on-one referrals, via the DACC website, during the high school articulation meetings, through the student handbook, and in the course catalog. The Student Handbook and Course Catalog (**Appendix V: Item 5.1**) were updated in 2021 to include a description of Co-Curricular, the definition, a list of Co-Curricular groups and a link to the Co-Curricular page on DACC’s website for more information.

Co-Curricular Assessment.

Process and Documentation

The Co-Curricular Assessment process has the following steps:

- Step 1: Planning
 - Describe assessment and tie to the Co-Curricular Outcome
- Step 2: Assessment
 - Complete assessment using the appropriate rubric
 - Participant summary
- Step 3: Evaluate
 - Identify key results
 - Analyze the results
 - Plan improvements
- Step 4: Assess Actions
 - Assess the improvements made from Step 3
 - Close the Loop by comparing the results
 - Plan actions for maintaining these improvements

These steps are documented in the Co-Curricular Plan and Report with the assessment results being compiled in the appropriate rubric (**Appendix V: Items 5.2, 5.3**). The rubrics from the assessment and reassessment are attached to the document.

Piloting Co-Curricular Assessment

The Co-Curricular Sub-team began piloting assessment of the Navigating Processes outcome. This outcome had very clear ties to existing groups on campus, two of which were led by members of the Co-Curricular Sub-team. The MASS (Math and Science Solutions) Learning center and the Library Training Sessions were assessed using the newly developed rubric and report during the spring 2020 semester. After the assessments and documents were complete, the Sub-team reviewed the results and further revised the rubric and report. This process will be used for the subsequent piloting of the remaining outcomes and rubrics.

In the fall of 2020, the first official assessment of Navigating Processes was under way. After using the MASS Learning Center for a pilot, it was apparent that the tutoring centers on campus would be a good place to assess Navigating Processes. The Assessment Director and Co-Curricular Champion worked with the Writing Center and the Tech Tutoring Center to write outcomes, and they began assessing Navigating Processes. Currently, assessments have been completed by MASS and the Writing Center, and the assessment for Tech tutoring will begin in fall 2021. Anytime a new group began their assessment, the Assessment Director and Champion reviewed the report and rubrics to help the Co-Curricular groups complete meaningful assessments and provide feedback to the Sub-team on these documents.

Success in College (INST101) was added into the assessment of Navigating Processes in fall 2020. Success in College is an orientation course required for all students and is taught every semester by different instructors. The lack of assessment of this course was a large gap in our assessment processes, especially since this course is taken by all students. To make assessment more uniform, the Assessment Director worked with the lead instructor to design a standard set of questions to administer to the students as a pre- and post-survey. The questions are tied to categories of the rubric. This information is then shared by the lead instructor with all of the INST101 instructors. This uniform process ensures meaningful information is collected for the use of the course instructors and also created comparable data from semester to semester for comparison by the College. The pilot results are shown in Figure 3. In general, the students improved in the assessed categories; however, there are areas that will need to be addressed with the training for the instructors. As the notes indicate, some information was left out or a posttest was not completed. While this is not ideal, it shows how the Assessment Director and Co-Curricular Champion can better prepare for launching assessment for this group. A meeting with the course instructors to discuss and evaluate the assessment and its results is planned for fall 2021. In order to avoid “assessing just to assess”, it is vital that evaluation of the assessment for Co-Curricular is done during the implementation and piloting stages. While this does slow down our progress, evaluating the assessments as we go, ultimately will produce a more effective and sustainable process. After this meeting, a full report will be completed using the Co-Curricular Plan and Report document. Navigating processes rubrics, plans, and reports are available under additional onsite evidence.

Figure 3. Co-Curricular Pilot Assessment Summary for Navigating Processes INST 101 Fall 2020

Format	Section	Number of students	Percent Proficient or Above						Notes
			Utilizing College Processes & Resources			Seeking Information			
			Pretest	Posttest	% Change	Pretest	Posttest	% Change	
Online	WR2	19	68.4	89.5	21.10	89.5	100	10.5	
Online	WZ2	18	61.1	88.9	27.80	83.3	94.4	11.1	
In-Person	E	8	25	87.5	62.50	25	87.5	62.5	
In-Person		8	50	100	50.00	100	100	0	No section number provided.
Online	WZ-								
Online	WZ3	37	40	83	43.00	88.6	96.7	8.1	Instructor combined sections.
Online	WR	27	45.2	63	17.80	90.3	92.6	2.3	Three students dropped.
Hybrid	WHCZ	14	50		----	50		----	No Posttest available.
	ATHWH & ATHWH								
Hybrid	1	41	74.2	92.7	18.50	83.9	85.4	1.5	Instructor combined sections.

TRIO also began assessment on Navigating Processes in spring 2021. TRIO had recently purchased a new online program to transition their orientation to online. The orientation contained “checkpoints” which evaluated students’ knowledge on the topics covered. The TRIO Director and Assessment Director worked together to determine which questions that were related to Navigating Processes. Currently, the Champion and TRIO Director are working together to evaluate the results and the assessment.

Lessons Learned and Sustainability

Because co-curricular assessment was new to the College, we learned a lot over the last two years. We will be reviewing everything we did, from defining co-curricular to assessing the outcomes we developed for co-curricular. We will review the outcomes themselves, along with the rubrics used to assess them. This type of assessment was new to many of the individuals who work with the groups/activities we identified as co-curricular. Most are not faculty members and have not participated in the numerous trainings faculty have had on assessment of student learning. The Co-Curricular Assessment Manual the Assessment Director developed was very helpful but additional training and materials such as videos will be needed to move co-curricular assessment forward.

6. Evidence that there is a comprehensive data governance system in place for collection, analysis and dissemination of information to various stakeholders. (5.D)

Context

In the Final Report submitted by the Visiting Team after the Comprehensive Evaluation in March 2019 the members recommended Notice for the institution and required the College to submit a report to the IAC Hearing Committee. In that report the College was to provide a revised, updated schematic more clearly demonstrating the links between all planning processes and the Strategic Matrix. The Strategic Matrix and associated planning documents should also demonstrate measurable, quantitative outcomes and evidence of annual reports on planning that measure success on outcomes and plans to improve institutional effectiveness in the future. The College was also required to document the development process by which it had designed a Data Governance policy and related procedures using appropriate personnel and departments/divisions. The policy/procedures should include data definitions agreed to; data ownership; data reliability, validity and integrity and where authority rests for various datasets; data warehousing; data recovery; and data dissemination including required reports. The College was also to provide documented evidence that the Data Governance policies and procedures were implemented and that they were approved. These concerns were addressed in the College's Report to the Institutional Actions Council Hearing Committee.

In its *Action Letter* dated November 20, 2019, the HLC Board noted that DACC had developed and implemented a new Data Governance policy but it needed to establish a strategy for providing data to those who need it, including students and the wider public. The Board also acknowledged that the College had a Strategic Planning Matrix that includes goals and desired outcomes supported by tangible measures, but it needed to commit to tracking only those goals that are truly of highest priority given the numerous goals included in the Strategic Planning Matrix.

Institutional Solutions

New Data Governance Policy. In response to the HLC team's recommendation, DACC has developed, vetted, ratified, and implemented Policy 6034 titled "Data Governance". (**Appendix VI: Item 6.1**) In keeping with the College's governance structure, the policy-development process was altogether collegial, ethical, and collaborative. As for the data identified in the policy, these data are mission-related in that they include student-success metrics and institutional-effectiveness performance indicators.

The policy originated with a governance committee called Colleague Core Team, a group of administrators with expertise in the operations of the Ellucian Colleague enterprise-resource planning (ERP) and student-information system (SIS). In early May 2019, the College's Information Security Team—consisting of faculty and staff throughout the College—reviewed a draft of this policy and exchanged drafts with the Colleague Core Team. In late May and June, the draft policy undertook a review process—first to the College leadership team (formerly Administrative Council; now College Cabinet), then to the Expanded Administrative Council (now Expanded College Cabinet)—which includes all division heads. Following a review with

the College’s two unions—the Faculty Association and the Classified Staff Association—the policy was presented to the DACC Board of Trustees and approved during the July 18, 2019, meeting (**Appendix VI: Items 6.2, 6.3**).

The policy addresses institutional data ownership, shared use, management, analysis, and storage. The chief owners of the data are the Director of Assessment, the Colleague Core Team, and the Office of Institutional Research. DACC’s Institutional Research Office is the steward of this data for the purposes of analysis and report dissemination. The Director of Assessment manages data relative to academic division course and program assessments, as well as institutional goal assessments. DACC will ensure adherence to this policy through the Information Security Committee, which meets four times per year, and the Colleague Core Team, which meets monthly. The following timeline highlights the progress and implementation of the College’s Data Governance Policy since the HLC’s accreditation visit.

Data Governance Policy Timeline

March 28, 2019	HLC Follow-up Team charged with reviewing current policies to determine whether any analogue exists. Team met on a weekly basis for approximately 8 weeks.
May 6, 2019	Discussed need for policy.
May 9, 2019	Presented at Information Security Team meeting.
June 3, 2019	Presented again at Colleague Core Team meeting requesting input.
June 17, 2019	Reviewed at Administrative Council (<i>now College Cabinet</i>).
June 19, 2019	Presented to Classified Staff Association.
June 24, 2019	Reviewed at Expanded Administrative Council (<i>now Expanded College Cabinet</i>).
June 24, 2019	Presented to Board of Trustees for initial review.
July 8, 2019	Presented to Faculty Association.
July 11, 2019	Reviewed by Information Security Team.
July 18, 2019	Board of Trustees approved policy.

New Data Governance Committee. The purchase of SharePoint (discussed in a subsequent section), to serve as the College’s data warehouse, necessitated a review of the policy to ensure alignment with the implementation and usage of the new information-sharing portal. A fast team consisting of Vice President of Academic Affairs; Dean of Math, Science and Health Professions; Director of Institutional Research; Vice President of Finance/Chief Financial Officer; Director of Online Learning; Associate Professor of Rhetoric; Administrative Assistant to VP of Academic Affairs; and Vice President of Operations/Board Secretary met on June 9, 2021 to discuss the need for a revision to the existing policy. Additionally, during this meeting, it was determined that a Data Governance Committee should be created and would include the Information Security Team members, Colleague Core Team members, Director of Assessment, Assessment Champions, and additional faculty members. The Co-facilitators of the Data Governance Committee will be the Director of Information Technology and the Director of Institutional Research. The Data Governance Committee merges these stakeholders and provides a venue for identifying and addressing issues with data collection, storage, retrieval, retention, and use. This newly formed umbrella committee will create greater collaboration

between our Assessment Champions and faculty. In the past, there was limited faculty involvement in the College’s overall shared governance structure. The main goal of this committee is to ensure that the College focuses on student learning, retention and success data is shared and communicated in a more meaningful way to all of the College’s stakeholders. The committee will meet twice a semester with the option to call additional meetings as needed. A Data Governance Committee Organizational Chart was created to show the hierarchy the newly developed Data Governance Committee and its relationship with key stakeholder membership (**Appendix VI: Item 6.4**).

A sub-committee of the aforementioned fast team was appointed to propose revisions to the current policy with the intention of vetting the changes throughout the College. The following is the timeline in which this occurred.

Data Governance Policy (revision proposal process) Timeline

June 9, 2021	Fast team met to review current policy and to discuss possible revisions.
June 16, 2021	Sub-committee of the aforementioned fast team met to propose revisions to the current policy and to assign tasks, including determining roles, data and classification levels, defining levels of data, transmission of data, and data definitions along with making sure policy content is still relevant.
June 23, 2021	Sub-committee met. Data Policy revisions were approved to forward to College Cabinet for additional input. Organizational Chart showing relationship with Assessment and Data Governance Committee was discussed and created.
June 28, 2021	Shared proposed revisions and solicited input at College Cabinet meeting.
July 6, 2021	Shared proposed revisions and solicited input at Expanded College Cabinet meeting.
July 13, 2021	Shared proposed revisions with Faculty leadership team.
July 14, 2021	Shared proposed revisions with Classified Staff leadership team.
July 15, 2021	Sent proposed revision to Board of Trustees in advance of the request for consideration at the July Board meeting.
July 22, 2021	Board of Trustees approved policy. (Appendix VI: Item 6.5)
TBD	Develop a Data Governance communication plan for the campus community. Share Data Governance at fall In-Service to introduce the newly formed committee and details on how the College will use data moving forward.

Data Governance System. The goal of the data governance system is to bring information from several sources in order to achieve a set of consistent and coherent views of the College’s day-to-day operations. The data governance system is informed by the Data Governance Policy, Information Security Plan, and led by the Data Governance Committee, with SharePoint as the information hub. The mission of the Data Governance Committee is to ensure that DACC has in place a set of processes that ensures important data assets are formally managed, and to maintain a system that defines, implements, and enforces policies and guidelines for how information is generated, stored, used, and maintained across the institution. DACC’s Data Governance Policy and Information Security Plan (including processes and procedures) are leveraged to create a repeatable technological framework to ensure information accessibility, confidentiality, quality, and integrity. Board Policy #6032 – Retention of College Records and Board Policy #6033 – Securing and Safeguarding Information also serve to guide this framework.

Security and Roles Required to Govern Data. Based upon the degree of sensitivity of the data, the Data Governance Policy assigns the following levels of classification in order to provide a basis for understanding and managing College data: restricted, private, and public. The Policy also outlines a basic set of data definitions and the roles required to govern the management of, access to and accountability for institutional data. These roles include the Data Governance Committee, Data Stewards, Data Custodians, and Data Users. Data Stewards are senior college officials (e.g., Vice Presidents) who have planning, policy-level and management responsibility for data within their areas. Data Custodians are college officials who have direct operational-level responsibility for the management of one or more types of institutional data. Data Custodians are assigned by the Data Steward and are generally assistant Vice Presidents, administrators, or directors. Data Users are college departments or individual college members who have been granted access to institutional data in order to perform assigned duties or functions within the college; access is granted solely for the conduct of college business. The classification level assigned to College data will guide the Data Stewards, Data Custodians, and Data Users in the security protections and access authorization mechanisms appropriate for that data.

SharePoint. Over the past year, the Information Security Team, the Computer Network & End User Services department, and the Online Learning & Services department implemented a secure, cloud-based portal/intranet that creates a centralized repository and formalized process for data management and employee access to information using SharePoint. SharePoint serves as DACC’s “Employee Portal” and provides the opportunity for data, documents, and information to be shared securely and made available to those who should have access to it (**Appendix VI: Item 6.6**). All DACC employees have access to this portal via their college credentials. Relevant external stakeholders, such as accrediting agencies are also provided access as necessary. Although many employees had prior access to SharePoint to prepare content for HLC purposes, the portal was officially launched in early June 2021 with an initial training webinar offered to all employees at that time. The training was hosted via Zoom and a recording link and additional information was provided to employees (**Appendix I: Item 1.5**). Seventy-five employees attended the live webinar. The Online Learning & Services department continues to work with employees regarding access and training within SharePoint. Additional training is planned to occur during the fall In-Service in order to support further adoption of the platform.

Student Information System (SIS) - Ellucian Colleague. Access to data within the SIS continues to be conducted through a system of Colleague permissions established by the Information Security Team (now a sub team of the Data Governance Committee). A DACC employee’s supervisor initiates the security level/access through one or more of the following forms: MIS Employee Security Form; MIS Faculty Security Form; MIS Non-Employee and Dual Enrollment Security Forms. The forms are routed to the respective campus departments for approval.

Internal View Strategies. The goals of DACC’s Employee Portal (SharePoint) are to:

- Overcome departmental or divisional scope restrictions.

- Provide an avenue for collaborative process improvement activities related to data storage, retrieval, and usability.
- Support projects and activities that result in accurate and reliable data.
- Provide a central location for various data resources: templates, processes, and repositories.

DACC's Employee Portal (SharePoint) has been built around a hub and spoke structure. The tenant consists of a single hub site and spoke sites that interconnect to flow within each of them and choose what displays at the hub home (**Appendix VI: Item 6.7**). The hub provides a single landing page where users may access institutional forms, an institutional calendar, various dynamic social feeds, Technology Help Desk Services, Human Resources, and access to departmental communication and team sites. All site pages are built as either communication sites or team sites based on the site's purpose and permissions are granted based on DACC's Data Governance Policy. SharePoint access is permission-based which supports the College's roles required to govern data: Data Stewards, Data Custodians, and Data Users. Granular permissions may be assigned based on the functional requirements of these governing roles and on security considerations.

SharePoint has improved access to and strengthened security measures of DACC institutional research data. Previously, data was siloed and the College's various stakeholders could not easily gain access to and utilize the data. This data, once limited to email distribution only, is now freely available to those with appropriate permissions. The ability to access, share, and use this data builds not only more informed shareholders, but fosters collaboration and streamlines the information flow of Institutional Research reporting. Of benefit to users, the data held in the data repositories is not limited to current information, but also a growing historical archive. Data extracted from the SIS is also now stored and retrieved through SharePoint. The SharePoint repository has removed barriers between Institutional Research reporting and shareholders. Increasing the use and the discussion of DACC data furthers the drive to cultivate a data centric culture (**Appendix VI: Item 6.8**).

External View Strategies. The following public-facing webpages on the DACC website disseminate institutional data to students and the wider public: *DACC Data*, *Institutional Research*; and *Student Profile*. The content on these pages is provided and maintained by the Institutional Research Office. Access to these web pages is provided under additional evidence available on site.

Strategic Planning Matrix. The HLC's visiting 2019 team highlighted the need for DACC to demonstrate how our Strategic Matrix and associate documents provide measurable, quantitative outcomes and evidence of annual reports on planning that measures our success on outcomes and plans to improve our overall future institutional effectiveness. The College immediately laid the groundwork for short- and long-term improvements in these areas as documented in the *Institutional Actions Council Hearing Committee Report*. This section addresses the updates and changes that have been implemented since then.

Institutional Solutions

DACC’s Strategic Planning Matrix (**Appendix VI: Item 6.9**) is a single-sheet, one-sided document that provides an overview of the College’s strategic priorities over the course of an academic year. Our Strategic Planning Matrix is housed within the College’s Strategic Plan. The Strategic Planning Matrix contains priority strategies that generate institutional buy-in among all constituencies throughout the College. Student learning, student success, institutional excellence, and organizational advancements are the four priority goals that the College is tracking. These priority goals were established during a retreat of the Board of Trustees in February 2017 and have been reaffirmed during the Board’s subsequent annual retreats that featured the initial stage of developing the annual Strategic Planning Matrix. As the four pillars for the College’s annual planning, the priority goals not only reflect the vision of the Board of Trustees they are also priorities among the College’s master plans.

Planning Process and Strategic Planning Matrix. The College has a rigorous process for which our annual Strategic Planning Matrix is developed, evaluated and assessed. The Strategic Planning Matrix originates with the Board of Trustees and is vetted through the College’s various stakeholder groups for final adoption by the end of June in advance of the next academic year (**Appendix VI: Items 6.10, 6.11**). Figure 4 shows the organizational chart which highlights the external and internal stakeholders involved in the College’s Strategic Planning Matrix Production process. Figure 5 shows our Strategic Planning Matrix Production Schedule. Both show the purposeful and planning schedule for determining and implementing the College’s institutional goals.

Figure 4. Organizational Chart of Strategic Planning Matrix Production process stakeholders.

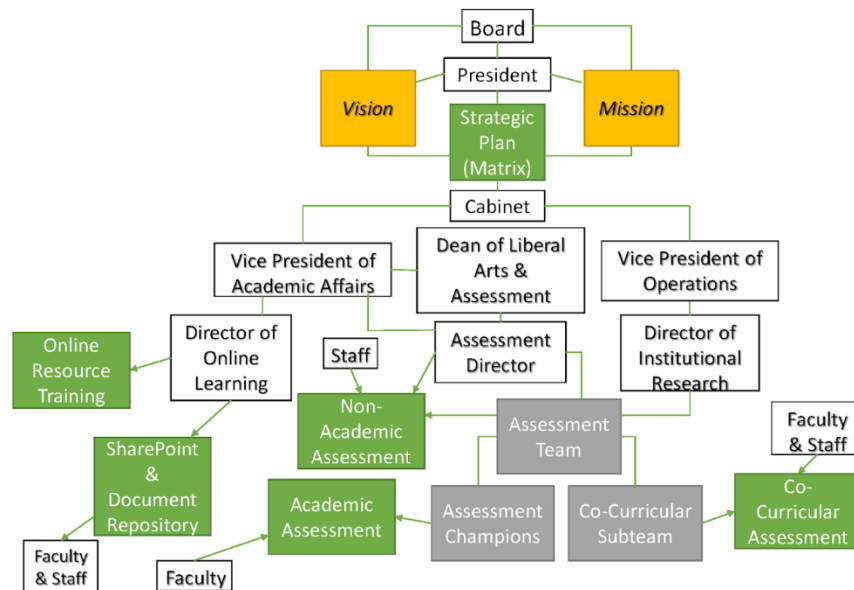


Figure 5. Strategic Planning Matrix Production Schedule

Board of Trustees	February
At the Board’s Financial Retreat held during January or February of each year, a Strategic Planning Matrix Update is included on the agenda. The President reminds the Trustees of the current Matrix and then asks the Trustees for ideas and key objectives for the upcoming Matrix. The Matrix production schedule and the process flow chart are also shared with the Trustees.	
President and Cabinet	March
The proposed Matrix, including any suggestions from the Trustees, is shared with the College Cabinet members. Cabinet members are requested to review the Matrix in detail, particularly the goals that pertain to their departments, and provide feedback.	
Expanded Cabinet	March
The proposed Matrix is also shared with the Expanded College Cabinet members. Feedback is also requested from Expanded Cabinet members.	
Organizational Review of Goals	April
Each department completes a Departmental Assessment each year (Evidence: Departmental Assessment Form). Once the assessments have been completed and approved, the Organizational Review of Goals is created which provides a collection of the goals, outcomes, and next steps of the departments across campus. This document is also shared with various stakeholders and is posted on the College’s website.	
Faculty and Staff	April-May
The Matrix is shared with all faculty and staff and once again, feedback is requested. Faculty and staff are also asked to review the Matrix to see where their department “fits in” the Matrix.	
Board of Trustees	May
The final Matrix is then provided to the Board of Trustees. An action item is placed on the agenda for consideration at the May Board meeting.	
President and Cabinet	June
Once approved by the Board of Trustees, the final Matrix is then shared with the Cabinet members who share with their respective employees. The Matrix is also posted on the College’s website.	

As illustrated by Figure 6, the assessment process, Strategic Matrix development, and budgeting occur concurrently providing timely, relevant information for each piece of the process.

Figure 6.

Fiscal Year Schedule			
	Assessment	Strategic Matrix	Budgeting
July			Tentative budget brought to board, and made available for public inspection
Aug	Faculty determine program and General Education* assessment for the FY	Introduce employees to current year matrix	
Sep		Gather input for upcoming matrix from Board, employees, and other Master Plans (Academic, Student Services, Tech, Facilities, and Marketing)	Board holds public meeting to adopt budget
Oct			
Nov			Review educational budget for next FY budget
Dec	General Education assessment due		Review staffing requirements and tuition for next FY budget
Jan	General Education assessment results shared with faculty	Gather community and student input for upcoming matrix	Financial Planning Board Retreat
Feb		Collect information and assessments of current matrix initiatives	
Mar		Internal and Board approval of upcoming matrix	Distribute FY budget forms to budget managers
Apr	Academic Program Assessments due Departmental Assessments due		
May		Current matrix results shared with Administration and Board	Departmental Budgets Due
Jun	Assessment (Organizational Review of Goals) results shared with Administration, Board and placed on DACC Website.	Review and update Long Range Academic, Student Service, and Technology Plans** **Although review will begin in summer, updating may be a year-round effort	President, VP, and CFO compile and review budget requests for matrix alignment, and meet with budget managers as needed. Capital Equipment List for next FY brought to Board.

Strategic Planning Matrix and Institutional Effectiveness: Connecting the Matrix to Annual Outcomes and Goal Prioritization. During the 2019 HLC team visit, DACC failed to demonstrate how the Matrix supports a cycle of outcomes assessment and continuous improvement. Since then, and in consultation with HLC officials, DACC has addressed this concern by producing a year-end report that was called the Organizational Review of Goals. The ORG synthesizes the information about the College’s annual performance with respect to strategies, goals, assessment, and improvement. The ORG reports the College’s progress with respect to the annual Matrix, linking master-plan strategies and departmental goals. While much of the information on the ORG is gleaned from the College’s Department Assessments, what is noteworthy about the ORG is its integration of strategic planning and the inclusion of “next steps” for the development of following year’s Strategic Planning Matrix. Concurrently with the Matrix, the ORG reflects a continuous-improvement cycle of goal-setting, implementation, assessment, change, and re-assessment. Overall, the ORG serves as a tool for improving operations and institutional effectiveness--a way for us to close the loop. Corresponding ORGs for the past three years are available as additional evidence provided onsite.

Figure 7 reflects the College’s long-range plans for Academics (Academic Services Master Plan) and Student Services (Student Services Master Plan), as well as plans that support these two master plans, namely the Information Technology Strategic Plan, the Facilities Master Plan, and the Marketing Master Plan. All master plans are available as additional evidence provided onsite. From the Strategic Planning Matrix, individual departments derive more detailed annual goals. At DACC, these departmental goals are presented in Department Assessments, which are reported in the spring in a format that cross-references with Strategic Planning Matrix goals, as well as long-range master plans in Academics and Student Services (**Appendix VI: Item 6.12**). Most importantly, the Matrix lays the groundwork for the budgeting process conducted during the spring for the coming fiscal year.

Figure 7.



*Note: The College’s Academic and Master Plans (**Appendix VI: Item 6.13**) will be updated by the end of the 2021 fall semester. Currently, we are completing an environmental scan to guide our academic and student service areas.

*The ORG links master plan strategies and departmental goals and reports on outcomes and next steps.

Furthermore, our Strategic Planning Matrix identifies goals that have the highest institutional priority. Corresponding Matrices (2019, 2020, and 2021) are available as additional evidence provided onsite.

This prioritization is identified by the rank order in which they are presented. As aforementioned, each year, as a College, we review our previous Strategic Planning Matrix goals and this is reported in our ORG report. During the end of the fiscal year, the College determines whether

we have closed the loop on our Strategic Planning Matrix goals as outlined in our ORG report. Corresponding ORGs for the past two years are available as additional evidence provided onsite.

Lessons Learned and Sustainability

It was determined that the original Data Governance policy needed to be revisited and revised order to support the College's implementation of SharePoint and to resolve the existing issues around stakeholder access to institutional data. Going forward, the classification levels assigned to College data will guide the roles of Data Stewards, Data Custodians, and Data Users by providing a transparent framework to follow as security protections and access authorization mechanisms are applied to future data stored in SharePoint.

We thank the Higher Learning Commission for giving DACC sufficient time these past two years to operationalize the ORG and thereby provide sufficient evidence of how long- and short-term planning is inextricably linked to goal-setting, assessment, and improvement. Since the 2019 visit, College stakeholders have been afforded the opportunity to strategize and collaborate through three full annual cycles of the Strategic Planning Matrix in connection with the Organizational Review of Goals, master plans, and department goals—as they inform both operating and capital budget prioritization. In keeping with both the letter and the spirit of Criterion 5, the ORG integrates collaborative planning and goal setting with outcomes that inform a cycle of continuous improvement.

Final Thoughts and Continued Improvement Goals

Overall, a great deal of work has been accomplished in addressing the HLC visiting team and IAC's concerns. We have made immense progress in implementing improvement measures for sub criteria 3.A, 4.B and 5.D. Some noteworthy areas include:

- Establishing a well-articulated assessment plan and process
- Establishing a co-curricular assessment plan
- Participating in the HLC Assessment Academy with a project to create a meaningful culture of assessment at the College
- Developing a revised and updated schematic for planning processes at the institution to include co-curricular assessment
- Revisiting and revising a Data Governance Policy and Committee
- Implementing SharePoint as our information repository
- Developing an ORG report that demonstrates our ongoing plans to measure assessment outcomes to improve overall institutional effectiveness

The College realizes that there are some continual improvement efforts to sustain these processes and initiatives. Therefore, the following list some institutional improvement goals that will be our focus areas for our upcoming Comprehensive HLC visit.

Assessment

- DACC will establish a Center for Teaching & Learning that provides on-going professional development to ensure the effective integration of technology, to assist with the development of meaningful classroom-based assessments, and to promote pedagogical innovation through high-impact practices by fall of 2022.
- During the summer of each year, the assessment process and documentation will be evaluated to identify any gaps or necessary revisions, to review the current data, and to disseminate the data to faculty and other stakeholders across campus. Emphasis will be placed on not just the mechanics of assessment but also on developing a comprehensive understanding of how assessment enhances student learning.
- Our HLC Assessment Academy project is focused on creating a meaningful culture of assessment. Over the next year, we will record assessment training videos to help to better support our Assessment Champions, our faculty mentors, our faculty, and other stakeholders. We have already begun to record and plan to pilot our training videos during this upcoming school year. We plan to have an established program by fall of 2022.

Academic

- Complete the Academic and Student Services Master Plan (next five-year cycle) to address the long-term academic and student service goals of the College by December 2021.

SharePoint

- With the implementation of SharePoint, efforts are being made to break down and remove the existing departmental silos to better support our internal processes and to foster more efficient teamwork. Within SharePoint, employees may collaborate and co-author documents and forms online directly from the portal as it integrates with Office 365. SharePoint also includes safeguards to stop overwriting others' work. The Online Learning & Services department will continue to assist departments and subject matter experts across campus to migrate content from individual network drives as well as from DACC's public-facing website into SharePoint to further build-out centralized repositories and expand access as necessary. Some specific examples include building SharePoint team sites for individual committees across campus, building workflows to automate existing static forms in order to maintain secure repositories and move towards a paperless environment, and continue efforts in ongoing content creation based on the needs of all DACC employees.

Shared Data Governance

- As a result of the ongoing review of the outcome of the 2019 HLC visit, the College has created a Data Governance Committee. This committee will meet in September to begin to determine the appropriate resources necessary to prioritize data needs and to identify and address issues with data collection, storage, retrieval, retention, and use. This committee will plan to meet at least once per semester.

Links to HLC Required Evidence

- [Faculty Handbook](#)
- [Staff Handbook](#)
- [Student Handbook](#)
- [College Catalog](#)

Additional Evidence Available Onsite

To visit a complete documentary evidence file, please use the following link on the Danville Area Community College website: <https://dacc.edu/about/accreditation/2021>

HLC Documents

- HLC Comprehensive Visit Final Report (March 2019)
- DACC's Report to the Institutional Actions Council (IAC) Hearing Committee (July 2019)
- *Institutional Actions Council (IAC) Hearing Committee Report* (August 12, 2019)
- HLC Board of Trustees *Action Letter* to DACC (November 20, 2019)

Appendix I: Item 1 Evidence

- In-Service Agenda (January 2020)
- In-Service Agenda (August 2020)
- Assessment Checklist (Spring 2020)
- Faculty In-Service Checklist (Fall 2020)
- In-Service Plan (Fall 2020)
- In-Service Plan (Spring 2020)
- Academic Assessment Manual (SharePoint)
- Course Outcome Check spreadsheet (Business & Technology division) (SharePoint)
- Assessment Planning Document (SharePoint)
- General Education Rubrics (SharePoint)
- Program Level Assessment Report (PLAR) (SharePoint)
- Closing the Loop Report (CTL) (SharePoint)
- Assessment Planning Form Eval Fall 2020
- Communication Rubric Eval Fall 2020
- Assessment Website Eval Fall 2020
- Assessment Champions' Meeting Agenda & Notes 9.10.20
- Employee Portal SharePoint Training Session 6.2.21
- *The Jag Wire* YouTube page
- Evaluating Assessment Results (Spring 2021)
- In-Service Links & Pedagogical Resources (Spring 2021)

Appendix II: Item 2 Evidence

- In-Service Assessment Survey Results (Spring 2020)

- Assessment Champion Meeting Minutes 10.4.19
- Identifying Issues with Outcomes 10.4.19
- Master Syllabus Template
- Course Outline Template
- Master Syllabi and Course Outline Process with deadlines
- Master Syllabi and Course Outline repository (SharePoint)
- Course to Program (C2P) Curriculum Map
- Closing the Loop Form: Comm Social Science 2021
- Closing the Loop Form: Comm Math 2021
- Closing the Loop Form: Comm Medical Assisting 2020-21

Appendix III: Item 3 Evidence

- Program Outcomes (SharePoint)
- Faculty Assessment Data Folder (SharePoint)
- Program to Gen Ed (P2GE) Curriculum Map (SharePoint)
- Assessment Planning Video

Appendix IV: Item 4 Evidence

- General Education Outcomes
- Operating Budget Packet Memo FY22
- Operating Budget Request Forms FY22
- Capital Budget Request Form
- Capital Budget Form and Request example

Appendix V: Item 5 Evidence

- Co-Curricular Assessment Manual
- Co-Curricular Description for the Student Handbook/Course Catalog
- Co-Curricular Plan and Report
- Co-Curricular Rubrics
- Navigating Processes Rubric MASS 2020
- Navigating Processes Rubric Library 2020
- Navigating Processes MASS Co-Curricular Plan and Report 2020
- Navigating Processes Library Co-Curricular Plan and Report 2020
- Navigating Processes Success In College Survey
- Navigating Processes Success In College Rubric Pretest 2020
- Navigating Processes Writing Center Co-Curricular Plan and Report 2020

Appendix VI: Item 6 Evidence

- Board Policy 6034 "Data Governance"
- Expanded Administrative Council Minutes 7.15.2019
- Board of Trustees Meeting Minutes 7.18.2019
- Data Governance Committee Organizational Chart
- Board of Trustees Meeting Minutes 7.22.2021
- Information Security Plan (including Processes | Procedures) (SharePoint)
- Board Policy 6032 "Retention of College Records"

- Board Policy 6033 "Securing and Safeguarding Information"
- MIS Employee Security Form (SharePoint)
- MIS Faculty Security Form (SharePoint)
- MIS Non-Employee and Dual Enrollment Security Form (SharePoint)
- Employee Portal (SharePoint)
- Employee Portal (SharePoint) Hub/Spoke structure
- Institutional Research (SharePoint)
- DACC Data web page
- DACC Institutional Research web page
- DACC Student Profile web page
- Strategic Plan 2021-2022
- Strategic Planning Matrix 2019
- Strategic Planning Matrix 2020
- Strategic Planning Matrix 2021
- Board of Trustees Workshop Minutes 2.11.2021
- Board of Trustees Meeting Minutes 5.27.2021
- Organizational Review of Goals (ORG) 2018-19
- Organizational Review of Goals (ORG) 2019-20
- Organizational Review of Goals (ORG) 2020-21
- Academic Services Master Plan 2016-2020
- Student Services Master Plan FY18-FY20
- Information Technology Plan FY20-FY22
- Facilities Priority List
- Marketing Master Plan 2018-2021
- Departmental Assessment Reports (SharePoint)
- Academic Master Plan Timeline

Communication to Campus Community

- HLC Focused Visit Deadlines 4.26.2021
- HLC Focused Visit Update Forum Invitation (Join Us April 29, 2021 or April 30, 2021)
- HLC Focused Visit Review Process
- Faculty Communique

1.1 ASSESSMENT PLANNING DOCUMENT

(Document is also accessible via SharePoint)

2020-2022 Click or tap here to enter text. [Assessment Plan](#)

General Education Outcome Assessed: Choose an item.

Program Outcome: Click or tap here to enter text.

Courses & Sections Assessed	Campus	Course Outcome Assessed: <i>Students will be able to...</i>	Modality Assessed	Assessment Activity	Program Established Benchmark
	Choose an item.		Choose an item.	Click or tap here to enter text.	
	Choose an item.		Choose an item.		
	Choose an item.		Choose an item.		
	Choose an item.		Choose an item.		
	Choose an item.	<i>You may add to this table by copying and pasting this row.</i>	Choose an item.		

1. Describe your reasoning for choosing this assessment activity.
2. How was the Program Established Benchmark determined? (Does this relate to an outside body's standards?)

1.2 SCREENSHOT: GENERAL EDUCATION RUBRICS (Full documents are accessible via SharePoint)

The screenshot shows an Excel spreadsheet titled "DACC Cultural Awareness and Social Skills Rubric". The spreadsheet includes fields for Student, Faculty, Course, Section, Term, and Assignment. Below these fields is a table with five columns: Low Awareness, Awareness, Understanding, Using/Benefiting from, and N/A. The rows correspond to the rubric categories: Cooperation, Professional or Ethical Behavior, and Personal Understanding.

	Low Awareness	Awareness	Understanding	Using/Benefiting from	N/A
Cooperation	Not contributing or a detriment to group work	Under-contributes or monopolizes group work	Contributes and does their fair share in the group	Contributes and motivates others to be part of the group	Not applicable for this assignment
Professional or Ethical Behavior	Fails to demonstrate professional or ethical behavior	Frequent or severe lapses in professional or ethical behavior	Minor lapses in professional or ethical behavior	Demonstrates professional and/or ethical behavior	Not applicable for this assignment
Personal Understanding/Point of View	Fails to demonstrate an awareness of other points of view	Recognizes personal differences or points of view, but does not	Applies knowledge of others' points of view	Applies and benefits from the knowledge of different points of view	Not applicable for this assignment

This screenshot is identical to the one above, showing the same Excel spreadsheet with the rubric table. The table details the performance levels for three categories: Cooperation, Professional or Ethical Behavior, and Personal Understanding/Point of View, across five levels: Low Awareness, Awareness, Understanding, Using/Benefiting from, and N/A.

	Low Awareness	Awareness	Understanding	Using/Benefiting from	N/A
Cooperation	Not contributing or a detriment to group work	Under-contributes or monopolizes group work	Contributes and does their fair share in the group	Contributes and motivates others to be part of the group	Not applicable for this assignment
Professional or Ethical Behavior	Fails to demonstrate professional or ethical behavior	Frequent or severe lapses in professional or ethical behavior	Minor lapses in professional or ethical behavior	Demonstrates professional and/or ethical behavior	Not applicable for this assignment
Personal Understanding/Point of View	Fails to demonstrate an awareness of other points of view	Recognizes personal differences or points of view, but does not	Applies knowledge of others' points of view	Applies and benefits from the knowledge of different points of view	Not applicable for this assignment

1.2 SCREENSHOT: GENERAL EDUCATION RUBRICS (CONT'D.)

(Full documents are accessible via SharePoint)

The screenshot shows an Excel spreadsheet titled 'DACC Cultural Awareness and Social Skills Rubric'. The spreadsheet includes fields for Student, Faculty, Course, Section, Term, and Assignment. Below these fields is a table with five columns: Low Awareness, Awareness, Understanding, Using/Benefiting from, and N/A. The rows correspond to the criteria: Cooperation, Professional or Ethical Behavior, and Personal Understanding/Point of View.

	Low Awareness	Awareness	Understanding	Using/Benefiting from	N/A
Cooperation	Not contributing or a detriment to group work	Under-contributes or monopolizes group work	Contributes and does their fair share in the group	Contributes and motivates others to be part of the group	Not applicable for this assignment
Professional or Ethical Behavior	Fails to demonstrate professional or ethical behavior	Frequent or severe lapses in professional or ethical behavior	Minor lapses in professional or ethical behavior	Demonstrates professional and/or ethical behavior	Not applicable for this assignment
Personal Understanding/Point of View	Fails to demonstrate an awareness of other points of view	Recognizes personal differences or points of view, but does not	Applies knowledge of others' points of view	Applies and benefits from the knowledge of different points of view	Not applicable for this assignment

This screenshot is similar to the one above, showing the same rubric table. However, the text in the 'Low Awareness' column for the 'Cooperation' row has been updated to 'Not contributing or a detriment to group work'.

	Low Awareness	Awareness	Understanding	Using/Benefiting from	N/A
Cooperation	Not contributing or a detriment to group work	Under-contributes or monopolizes group work	Contributes and does their fair share in the group	Contributes and motivates others to be part of the group	Not applicable for this assignment
Professional or Ethical Behavior	Fails to demonstrate professional or ethical behavior	Frequent or severe lapses in professional or ethical behavior	Minor lapses in professional or ethical behavior	Demonstrates professional and/or ethical behavior	Not applicable for this assignment
Personal Understanding/Point of View	Fails to demonstrate an awareness of other points of view	Recognizes personal differences or points of view, but does not	Applies knowledge of others' points of view	Applies and benefits from the knowledge of different points of view	Not applicable for this assignment

1.3 PROGRAM LEVEL ASSESSMENT REPORT (PLAR)

(Document is also accessible via SharePoint)

Program Level Assessment Report

Work with the instructors in your program to complete this form. Send this form and the rubrics to your champion.

Program: Type in Program Here.

Semester: Fall Spring **Year:** Type in Year (YYYY).

General Education Outcome Assessed:

Click in the box next to the General Education Outcome being assessed.

	General Education Outcome
<input type="checkbox"/>	Communications
<input type="checkbox"/>	Critical Thinking
<input type="checkbox"/>	Social & Cultural Awareness
<input type="checkbox"/>	Technology

Program Outcome: Type in Program Outcome Here.

If more than one program outcome is assessed, please include information for each outcome in this form.

Faculty Member(s) Preparing Report: Type in Faculty Members Here.

Assessment Date(s)/Semester: Type Date(s)/Semester of Assessment

Course Demographics:

Fill in the table with the information about the courses in this assessment.

Courses & Sections Assessed	Campus	Course Outcome Assessed: <i>Students will be able to....</i>	Modality Assessed	Number of Students Assessed
	Choose an item.		Choose an item.	
	Choose an item.		Choose an item.	
	Choose an item.		Choose an item.	
	Choose an item.		Choose an item.	
	Choose an item.	<i>You may add to this table by copying and pasting this row.</i>	Choose an item.	

Assessment Activity Information:

Assessment Activity	Program Established Benchmark
Click or tap here to enter text.	

		How does the assessment activity show whether students are meeting the program outcome being assessed? Click or tap here to enter text.
--	--	--

Assessment Results:

Copy the data table in the “Result Summary” tab of the Gen Ed Rubric for each course.

Course: Click to enter Course Title.

Insert data table here.

Course: Click to enter Course Title.

Insert data table here.

Course: Click to enter Course Title.

Insert data table here.

Course: Click to enter Course Title.

Insert data table here.

Course: Click to enter Course Title.

Insert data table here.

Click on the last entry and click the plus sign to create more course entries or copy and paste.

Program Assessment Result Evaluation

1. Describe any patterns observed in the data based on the modality, section, campus and/or course level (such as an introductory versus an advanced course). Please use the numerical data from the Assessment results to aid in your description.
2. Do the program’s course results meet the benchmark?
 - a. Why or why not?
 - b. What percentage of students meet the benchmark in each course?Page Break

Plan Changes

Describe the changes will you make to your course(s) based on the results from Assessment 1.

1. Work with the instructor(s) to determine changes based on the results from Assessment 1.
 - a. It can be acceptable not to make changes if students are reaching the benchmark, but the future assessment should look for consistency.
 - b. Most courses should implement a change. For any course not implementing changes, state that no changes will be made but you will look for consistency in results.
2. Enter this information into the table.

Courses & Sections Assessed	Changes to Assessment Activity for Assessment 2
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.
	Click or tap here to enter text.

General Program Information

3. What other program changes/improvements have occurred in the last year? (curriculum, course sequencing, student support, etc.)

Click or tap here to enter text.

4. Why were those changes made? (student assessment, low student success/retention, enrollment concerns, advisory input, IAI, job market changes, etc.)

Click or tap here to enter text.

5. Do you foresee any program changes that will be made in the next three years? If so, what changes, and what is driving that change?

Click or tap here to enter text.

6. Based on these student assessment results, is there additional institutional support including funds, personnel, or other resources, that are needed for your program? Explain.

Enter Reasoning Here

Champion Comments

Please include any information about:

7. Date the form was initially received: Click or tap to enter a date.

8. Feedback to faculty preparing the form, including revision suggestions. *Share these suggestions with the program.* Click or tap here to enter text.

9. Date revisions were accepted: Click or tap to enter a date.

Once revisions are complete, Champions upload to appropriate folder in shared drive. Please email your Dean to review the forms and rubrics.

Dean Input

10. Click or tap here to enter text.

After completing this form:

1. *Send the form electronically to your division's Champion.*

2. *If this is Assessment 2 (or Reassessment), also complete the Closing the Loop Report.*

1.4 CLOSING THE LOOP REPORT (CTL)

(Document is also accessible via SharePoint)

2020-2022 Closing the Loop Report

General Education Outcome Assessed: Click to select GenEd.

Program Outcome: Click or tap here to enter text.

Assessment 1 Date: Click or tap to enter a date. **Assessment 2 Date:** Click or tap to enter a date.

Instructor(s) Preparing Form: Click or tap here to enter text.

1. Describe the assessment activity from Assessment 1.
Click or tap here to enter text.
2. What changes/improvements did you make after Assessment 1?
Click or tap here to enter text.
3. Compare the results from Assessments 1 and 2.
Click or tap here to enter text.
4. Complete the table.

Courses & Sections Assessed	Campus	Program Established Benchmark	Assessment 1 Result (% meeting Benchmark)*	Assessment 2 Result (% meeting Benchmark)*	Change from Assessment 1 to 2 (Indicate +% for improvement, Indicate -% decline)
	Choose an item.				
	Choose an item.				
	Choose an item.				<i>Copy and paste this row to expand the table.</i>

- a. What stands out in your results?
Click or tap here to enter text.
 - b. What are possible explanations for what you observed?
Click or tap here to enter text.
5. As a result of your assessments, what are the next steps for your courses or program?
Click or tap here to enter text.
 6. How would you rate the effectiveness of your assessment(s)? Did it measure what you thought it would? What are proposed changes for future assessments?
Click or tap here to enter text.

After completing this form: Send the form electronically along with the Assessment 2 PLAR to the division Assessment Champion.

1.5 SCREENSHOT: EMPLOYEE PORTAL SHAREPOINT TRAINING SESSION EMAIL 6.2.21
(Entire email message may be accessed under additional evidence provided onsite)

6/25/2021 Danville Area Community College Mail - {full-time faculty} {faculty} Welcome to DACC's new Employee Portal

 Gaier, Abby <agaier@dacc.edu>

{full-time faculty} {faculty} Welcome to DACC's new Employee Portal

Hoover, Maggie <mhoover@dacc.edu> Wed, Jun 2, 2021 at 1:54 PM
Reply-To: mhoover@dacc.edu
To: "Staff (full- and part-time)" <staff@dacc.edu>, "Faculty (full- and part-time)" <faculty@dacc.edu>

Dear Faculty & Staff,
As you know, we've been behind-the-scenes preparing the infrastructure to launch our new Employee Portal on SharePoint Online [SPO]. We know you are excited for this long-awaited improvement and it has been launched!

Access:
To access the Employee Portal, go to the [DACC website](#) and click on **Employee Portal** in the header (*formerly Employee Resources*):



The new Employee Portal may also be accessed off campus.
The direct link to the Employee Portal is:
<https://dacc0.sharepoint.com/>

Sign in
Username format: [user@dacc.edu](#) (enter your full email address for your username)
Password: *this is your DACC network password*
If you have difficulty logging in, please send an email to ols@dacc.edu

1.6 SCREENSHOT: THE JAG WIRE YOUTUBE PAGE

The screenshot shows the YouTube channel page for 'The Jag Wire'. The channel banner features the text 'The Jag Wire' and 'TRANSFORMING TEACHING & LEARNING' with a background image of a cheetah wearing glasses. The channel name 'The Jag Wire' is displayed with a profile picture of a cheetah and '4 subscribers'. A 'SUBSCRIBED' button is visible. The navigation menu includes 'HOME', 'VIDEOS', 'PLAYLISTS', 'CHANNELS', 'DISCUSSION', and 'ABOUT'. The 'Uploads' section is active, showing a row of five video thumbnails with their titles, durations, and view counts:

Video Title	Duration	Views	Posted
How to Create Your Assessment Plan	13:39	No views	1 week ago
Interactive Teaching Tips	12:02	2 views	3 months ago
How To Write Student Learning Outcomes	20:13	67 views	5 months ago
How To Use Curriculum Mapping Within a Course	14:52	4 views	5 months ago
Intro to Bloom's Taxonomy	12:00	8 views	5 months ago

2.1 ASSESSMENT CHAMPION MEETING MINUTES 10.4.19

Assessment Champions Meeting Minutes
Friday, October 4, 2019 Laura Lee Room 8:00am

Attendees:

- | | |
|-------------------|--------------------|
| 1. Wendy Brown | 6. Stephen Nacco |
| 2. Jen Slavik | 7. Bob Mattson |
| 3. Emily Crane | 8. Penny McConnell |
| 4. Ryan Wyckoff | 9. Abby Hahne |
| 5. Stefanie Davis | |

Topics:

- Syllabus Review:
 - Abby will meet with Academic Affairs to discuss collaboration between their team and ours to create a document of instructions and guidelines on syllabus and course outline writing for faculty.
 - Discussed a general collection procedure for the syllabi:
 - Issues with formatting because it is not a one for one transformation.
 - Word documents are preferred for ICCB.
 - How do we head off the formatting issue.
 - Some areas lock down parts of their Word documents.
 - Do this in Access? As an auto-populate. Kathy F. or Ashley Hargrove could possibly help
 - Need to answer some questions before establishing a firm procedure, especially due to the needs of each division.
- In-service topic ideas:
 - Time to develop each program's Assessment plan.
 - General presentation on Assessment and outcome writing.
 - Backwards course design.
- Outcome review
 - Where is each division? Half-done, finished, still getting initial results?
 - MSHP: due on 9/30/19, collected all, giving feedback this weekend.
 - Bus. & Tech.--still waiting on one program, giving feedback. Course outlines due Oct. 31.
 - Lib. Arts.--collecting the course outlines to then give feedback on outcomes.
 - DOC--starting to go through syllabi and meeting with instructors at DACC to settle out the current syllabi.
 - Issues:
 - Understanding that writing an outcome is not just about language. Possibly develop a video or presentation on the topic.
 - Worked through re-writing some outcomes as a way to learn how to help our faculty.
 - Possible activity for in-service.
- **Closing the Loop**
 - Abby reviewed the Social and Cultural Awareness program assessments from 2018-2019 and made a list of the programs that can do a closing the loop assessment this fall.
 - These programs will complete the same assessment from the 2018-2019 academic year.
 - Look for how the change they made impacted their program.
 - If no change was made, did they maintain their level from 2018-2019.
 - The completed rubric results will be turned into the champions by Dec. 16, 2019.
 - Programs not on the list for completing the closing the loop will discuss with their champions improvements on the previous assessments. Documentation of these meetings are due to me by Dec. 16, 2019.
 - A third sheet in the Social and Cultural Awareness rubric was added. This contains a table that will automatically tabulate the results from the assessment.

2.2 IDENTIFYING ISSUES WITH OUTCOMES

Identifying Issues with Outcomes

Write a new outcome in the right column to improve the given outcome.

Original outcome	New outcome
Students will be introduced to methods and techniques for application to real-life situations.	
Issue:	
Be given an opportunity to learn effective communication skills.	
Issue:	
Appreciate music more.	
Issue:	

2.3 MASTER SYLLABUS TEMPLATE



Mission Statement:

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.

MASTER SYLLABUS TEMPLATE

COURSE NUMBER:	
COURSE TITLE:	
DIVISION:	
IAI CODE(S):	
SEMESTER CREDIT HOURS:	
DELIVERY MODE: (Online, In-Person, Hybrid)	
COURSE DESCRIPTION: (from catalog)	
PREREQUISITES:	
NOTES:	
STUDENT LEARNING OUTCOMES: <i>Upon completion of this course, students will be able to:</i>	
TOPICAL OUTLINE:	
TEXTBOOK / SPECIAL MATERIALS:	
EVALUATION:	
STUDENT CONDUCT CODE:	<p>Membership in the DACC community brings both rights and responsibility. As a student at DACC, you are expected to exhibit conduct compatible with the educational mission of the College. Academic dishonesty, including but not limited to, cheating and plagiarism, is not tolerated. A DACC student is also required to abide by the acceptable use policies of copyright and peer-to-peer file sharing. It is the student's responsibility to become familiar with and adhere to the Student Code of Conduct as contained in the DACC Student Handbook. The Student Handbook is available in the Information Office in Vermilion Hall and online at: https://dacc.edu/student-handbook</p>
DISABILITY SERVICES:	<p>Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Testing & Academic Services Center at 217-443-8708 (TTY 217-443-8701) or stop by Cannon Hall Room 103. Please speak with your instructor privately to discuss your specific accommodation needs in this course.</p>

2.4 COURSE OUTLINE TEMPLATE



Danville Area Community College

Mission Statement:

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.

COURSE OUTLINE

Course Number:

Course Section:

Course Title:

Semester:

Credit Hours:

Course Description:

Prerequisite:

Instructor:

Office (location and campus hours):

Phone:

E-Mail:

Web Site (if you have one):

Student Learning Outcomes:

Upon completion of this course, students will be able to:

Topical Outline:

Textbook and Required Materials:

- Textbook: -- name, author, publisher, edition
Be sure to list any "extras" with the textbook.
- Supplies: -- any extra supplies, jump drives, calculators, etc.

Grading Criteria/Evaluation:

Attendance:

Withdrawal policy:

Course Policies:

Examples: *Make-up work, Late work*

Student Conduct Code: As members of an academic community, the students, staff, and faculty of Danville Area Community College have both rights and responsibilities which derive from appropriate standards of conduct and ethical integrity. The college should provide a safe environment where respect for the individual is practiced and learning is the fundamental goal of all activity. Students are expected to complete their course work honestly in accord with the stated requirements of each class. All individuals should be treated fairly in an atmosphere free from discrimination and harassment. Students who engage in activities which disrupt the learning process for other students and/or which interfere with faculty in the performance of their duties will be subject to discipline according to guidelines established by the College. Violations of standards of conduct as detailed by this Code and other College policies and procedures will be dealt with fairly in a manner appropriate to the offense and according to sanctions guidelines. The Student Handbook is available in the Information Office in Vermilion Hall and online at: <https://dacc.edu/student-handbook>

Disabilities: Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Testing & Academic Services Center at [217-443-8708](tel:217-443-8708) (TTY [217-443-8701](tel:217-443-8701)) or stop by Cannon Hall Room 103. Please speak with your instructor privately to discuss your specific accommodation needs in this course.

Campus Closure Notice: In the event of an extended campus closure due to a pandemic, disaster or other emergency, students are expected to log in to Danville Area Community College's Blackboard for instructions to continue courses remotely. Should face-to-face instruction be interrupted by restrictions related to a pandemic, natural disaster, or any other emergency, this course will continue with online instruction provided in Blackboard.

Weekly Schedule:

2.5 COURSE TO PROGRAM (C2P) CURRICULUM MAP

(Document is also accessible via SharePoint)

Curriculum Map Course to Program Outcomes Map

Instructions

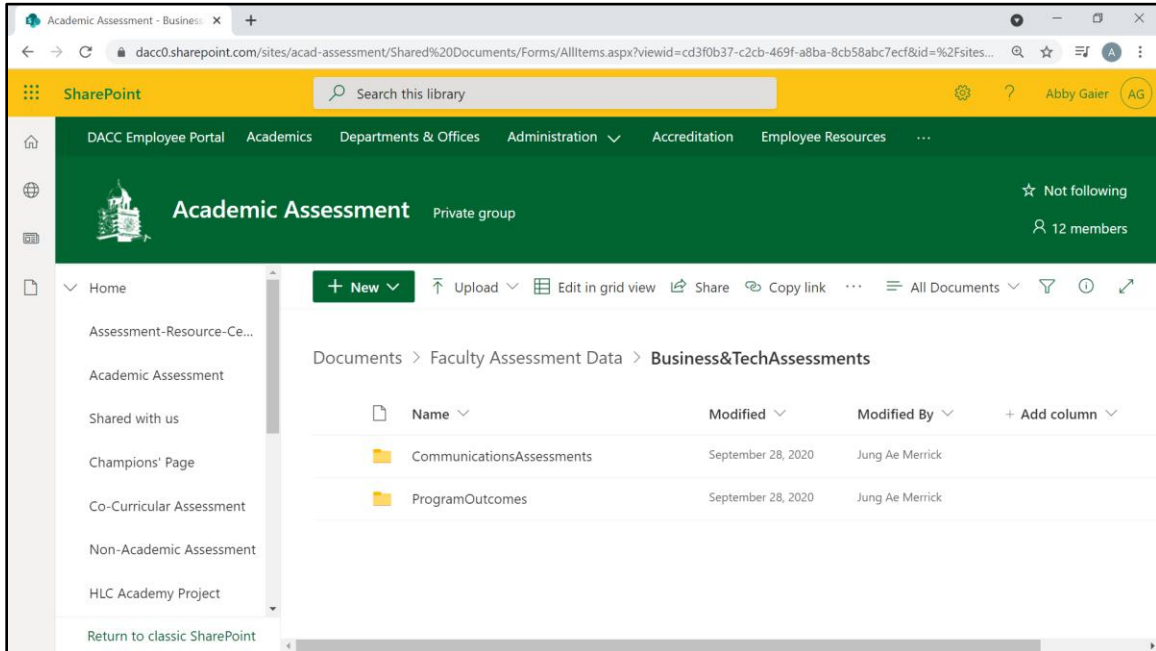
1. Copy your program in the left-hand column (one outcome per row).
2. List the courses in your program outcomes into the column headings (one course per column).
3. Identify for each course where an outcome is:
 - a. Introduced—place an “I” in this box
 - b. Reinforced—place an “R” in this box
 - c. Mastered—place an “M” in this box
4. Answer the analysis questions.
5. Save file as: CurrMap_C2P_program_MM.DD.YYYY
Example file name: CurrMap_C2P_PhysicalScience_12.31.2019
6. Email the file to your Assessment Champion.

Curriculum Map of Courses to Program Outcomes				
Program:				
Date:		Prepared by:		
	Program Outcomes			
Courses in Program				

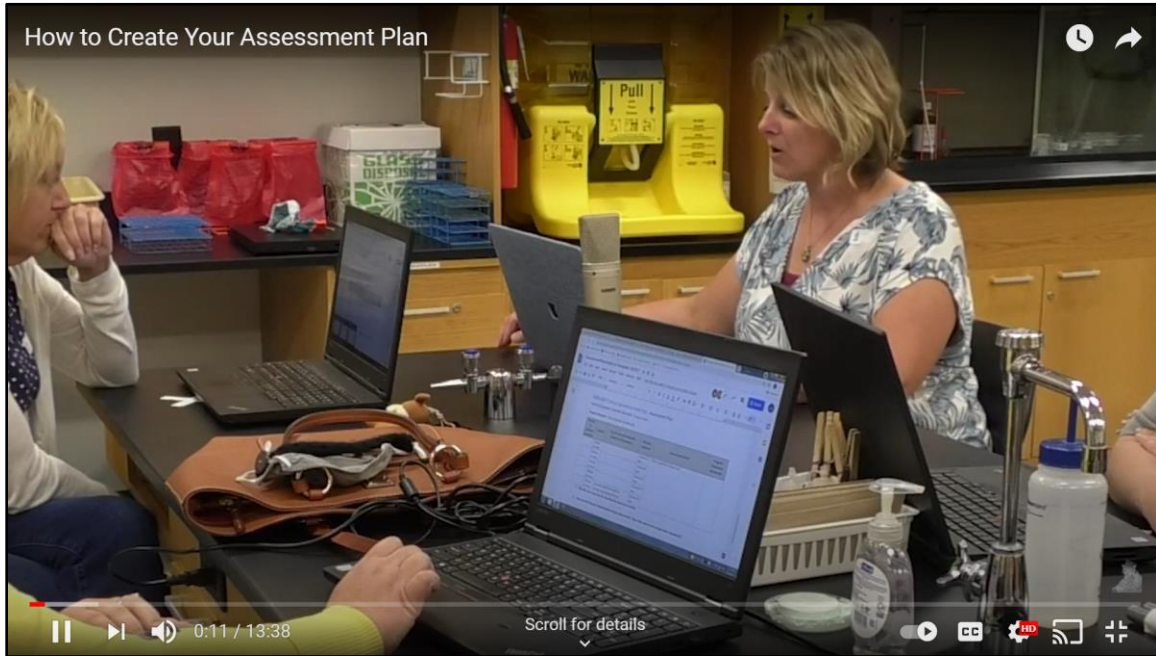
1. **Are any of the program outcomes not represented in the courses? If so, why?**
2. **Does each outcome have multiple levels (introduced, reinforced, mastered)?** Note: Transfer Programs may only have I and R.
3. **Does any content need to be added to meet your outcomes? If so, what content and which courses?**
4. **Do the program outcomes need to be revised? If so, which outcomes and why?**

3.1 SCREENSHOT: PROGRAM OUTCOMES

(Document archives are accessible via SharePoint)




3.2 SCREENSHOT: ASSESSMENT PLANNING VIDEO



4.1 SCREENSHOT: GENERAL EDUCATION OUTCOMES

dacc.edu/catalog-2020-2021/gen-ed-outcomes

**Danville Area
Community College**

Nursing Pinning || GED Middle College || Commencement Video Stream

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Home » Catalog 2020-2021 » General Education Outcomes

GENERAL EDUCATION OUTCOMES

Competence in Communications

Learners express themselves clearly and concisely to others in logical, well-organized papers and/or verbal presentations using documentation and quantitative tools when appropriate. Learners listen, understand, debate, and use information communicated by others.

- Written communications
- Oral communications/listening skills
- Visual communications

Competence in Critical Inquiry and Problem Solving

Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize, explain, and infer concepts and ideas; solve problems and make decisions, and construct and deconstruct arguments.

- Qualitative analysis
- Quantitative analysis
- Ability to define a problem and construct methods to gather, analyze, interpret, and evaluate data

Technological Competence

Learners maintain, improve and transfer academic and technical skills to the workplace; demonstrate life-long learning skills by having the ability to acquire and employ new knowledge; and set goals and devise strategies for personal and professional development.

- Technological competence
- Ability to use current resources methods, and technology
- Adaptive skills for future learning

Cultural Awareness and Social Skills

Learners recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives; they recognize the interdependence of the global environment and human recognize the interdependence of the global environment and humanity.

- Effective human relations in diverse settings
- Application of ethical principles
- Understanding of local, national and global issues
- Appreciation for aesthetics and the arts

[< Statements of Inclusion & Purpose](#) [up](#) [General Information >](#)

4.2 OPERATING BUDGET PACKET MEMO FY22

To: All Budget Managers and Supervisors
From: Tammy Betancourt, Vice President, Finance and CFO
Subject: FY2022 Operating Budget Request/Change Submission Instructions
Date: April 26, 2021

Due to anticipated enrollment declines and a reduction in state funding, additional funds available to support increases in FY22 expenditures beyond providing funding for projected salary and benefit increases, utilities, and contracted costs such as HVAC maintenance, is virtually non-existent. Therefore, **we must attempt to reduce spending** in your departments to provide a **balanced** FY21 College Operating Budget; please budget accordingly.

Instructions for Submission of FY22 Operating Budget Requests:

As you are preparing your budget requests, please keep in mind they should be reflective of the results shared in your department assessment report, as well as the FY22 Strategic Matrix currently being developed and any master plans that impact your department.

- 1) For your convenience, the necessary budget form is attached. It can also be found on DACC's web site under: Employee Resources>Forms>Operating Budget Request Form.
- 2) This is in an Excel workbook format with a sheet/tab for the "Schedule B - List of Requested Budget Changes". If you need additional forms you can copy the existing form in Excel by right clicking the tab you want to copy, select "Move or Copy", click the "create a copy" box and click "ok".
- 3) Only complete the form if there is a request or permanent line item budget transfer. Follow specific instructions at the top of the form.
- 4) Use a separate Schedule B for each Department.
 - a. Your FY21 **Original** Budget will roll over and become your FY22 Working Budget. Please note that if you made transfers during the year the "Budget" on WebAdvisor reflects these transfers and is not your **Original** Budget.
 - b. Changes between object codes (i.e., Travel, Supplies, etc.) that are for the upcoming year only and **not permanent**, can be done during the fiscal year by completing a "Budget Revision/Transfer Request" form and do not need to be done through this process. Only permanent object code changes should be done on Schedule B.
 - c. Current fiscal year budget and actual spending information is available to you on WebAdvisor. If you need assistance on accessing WebAdvisor, please contact Debbie Knight.
 - d. Any line item increases should be offset by a reduction in other lines or include a justification for the increase.
 - e. Payroll and benefits will be handled by the Business Office - you do not need to budget for changes in these line items.
 - f. Please do NOT include replacement computer or printer requests.
- 5) **There are new fields to reference the Strategic Matrix, a Departmental Assessment Plan, a Master Plan or Accreditation requirements. Please complete any and all that are applicable.**

Due Date: Return completed forms to Sherri Grubbs by the end of the day Tuesday, June 1, 2021. **Thank you** for your assistance and cooperation, your input is valued and greatly appreciated.

4.3 SCREENSHOT: OPERATING BUDGET REQUEST FORMS FY22

SCHEDULE B - Operating Budget

LIST OF REQUESTED BUDGET CHANGES

Dept Name Dept Acct # XXXXXXX

INSTRUCTIONS:
 Your current original budget amounts will roll over and become your department's next year's budget. If you need to request a change, this form must be completed in detail for each line item that is increasing and/or decreasing. Please only include permanent transfers between line items. If you need to make a temporary transfer for this year only, this can be done during the fiscal year by completing a "Budget Revision/Transfer Request Form." Salaries and benefits will be handled by the Business Office - you do not need to budget for changes in these line items.

IMPORTANT: ITEMS MUST BE LISTED IN ORDER OF PRIORITY HIGHEST TO LOWEST AND MUST REFERENCE STRATEGIC PLANNING DOCUMENTS AS APPLICABLE

1. 7 DIGIT OBJECT CODE: \$ INCREASE/(DECREASE):

OBJECT CODE DESCRIPTION:

Assessment Plan Reference(s)

Strategic Matrix Reference(s)

Master Plan Reference(s)

Accreditation Reference(s)

RATIONALE FOR REQUESTED CHANGE

Page 1

2. 7 DIGIT OBJECT CODE: \$ INCREASE/(DECREASE):

OBJECT CODE DESCRIPTION:

Assessment Plan Reference(s)

Strategic Matrix Reference(s)

Master Plan Reference(s)

Accreditation Reference(s)

RATIONALE FOR REQUESTED CHANGE

Schedule B

4.4 SCREENSHOT: CAPITAL BUDGET FORM AND REQUEST

Budget Requests for Review - FY21 - Excel

1	FY21 Budget Requests							Assessment Matrix	Comments
2	Dept No.	Dept. Name	Requestor	Item	Incl	Amount	Justification		
3									
4									
5	11100	Arts & Human	McConnell	Instructional Supplies	X	(10,750)	Provide textbooks and instructional materials at DCC - one time FY20	N/A - Reduction	
6						(10,750)			
7									
8	11200	Social Scs.	McConnell	Instructional Supplies	X	(8,000)	Provide textbooks and instructional materials at DCC - one time FY20	N/A - Reduction	
9						(8,000)			
10									
11	12210	Ag Science	Cummings	Instr Suppl	X	730	Soil Testing Kits	I C 2	
12				Instr Suppl	X	1,000	Supplies for Drone curriculum	I C 2	
13				Instr Suppl	X	1,200	Supplies for Drone Pilot curriculum	I C 2	
14						2,930			
15									
16	12400	Nursing	Sturgeon	Consulting	X	2,000	Transition to new Director - one time FY21	III E 4	
17				Contractual	X	5,000	Background checks - covered by student fees charged	Covered by Revenue	
18				Computer Software	Def	10,000	Clinical Simulation - add only if student fee is increased to cover	Covered by Revenue	
19						17,000			
20									
21	12410	Rad Tech	Sturgeon	Computer Software	X	2,100	Clinical paperwork - covered by student fees	Covered by Revenue	
22				Dues & Publications	X	170	JRCERT Accreditation fees increased	III D 2 & program maint.	
23				Prof Dev Fac Out of State	X	1,200	ACERT Conference - additional location costs	III A 2 & Accreditation	
24				Other contractual	X	2,300	Live Review covered by student fees	Covered by Revenue	
25						5,770			
26									
27	12411	Sono	Sturgeon	Computer Software	X	1,750	Clinical paperwork - covered by student fees	Covered by Revenue	
28						1,750			
29									
30	12412	Echo	Sturgeon	Sal & Ben	Def	77,000	Echo/Sono Director to seek accreditation	I A 1 & III D 2	
31				Computer Software	X	1,750	Clinical paperwork - covered by student fees	Covered by Revenue	
32						78,750			
33									
34	12420	HIT	Sturgeon	Other Contractual	X	(4,000)	Adjust accreditation budget to actual - one time in FY20	N/A - Reduction	
35						(4,000)			
36									
37	13220	Bus Mgt	Cummings	Computer Software	X	100	Canva Pro for new courses	I C 2	
38				Instr Supplies	X	(8,000)	Provide textbooks and instructional materials at DCC - one time FY20	N/A - Reduction	
39						100			
40									
41	13230	Off Sys	Cummings	Computer Software	X	3,960	Update 5 year old software; 2D animation & video game software	I C 2	
42						3,960			
43									

4.5 CAPITAL BUDGET FORM AND REQUEST EXAMPLE

How to Submit a Capital Expenditure Request

What is a capital expenditure?

Capital Expenditure (as defined by the business office): A tangible item that has a life of more than one year. Typically this expense would not be an ongoing expense, such as a contract of service, and would cost more than \$500 (as a single item or combined items).

How to submit a capital expenditure?

Please provide the name of the item, source, model number, unit cost, description and rationale for your request. In addition you should provide a copy of the page from the catalog or website with the item highlighted. See below for a sample format for a request. You can copy the table below into a Word

<i>Medical Imaging Proposal, Contact [insert contact name here]</i>					NEW		
Equipment	Source/Model or Line Item number	Cost	Description	Rationale	Is this purchase a result of your assessment process?	Essential (class can't go on without)	Recommended for Perkins
Scanning tables with side rails (2)	Biodex 058-701	\$11,400	Include Specs here. It is recommended that you provide as detailed a description as possible.	The current tables in use in our lab are ad hoc at best (one is an old gurney, the other a massage table). These would allow students to scan "patients" in a manner more closely resembling clinical practice.	No <i>Please attach your assessment report if you answered yes.</i>	No	Yes*

document or recreate in Excel.

*Perkins recommendations are for CTE programs only. This is for non-essential, but would like to have equipment or software.

Where do I submit?

Health professions faculty submit to their directors. All other submissions may be submitted using the Dean's mailbox.

When do I submit? *Deadline for Submissions: Last day of February*

5.1 SCREENSHOT: CO-CURRICULAR DESCRIPTION FOR THE STUDENT HANDBOOK/COURSE CATALOG

Co-Curricular Activities

In order to promote student growth and development, co-curricular programs are offered along with academic and technical programs. Co-curricular activities allow students to “put into action” what they are learning in the classroom. Research shows that when students participate in co-curricular activities, they increase self-efficacy; make connections with other students, faculty, and staff; develop an enhanced understanding of others; become more oriented to campus; make important gains in critical thinking; and refine their communication skills.

DACC defines co-curricular as learning activities, programs and campus organizations that reinforce the College’s mission and complement established undergraduate curriculum. Currently, the College identifies the following activities as co-curricular:

List of Co-Curricular Activities Currently Available at DACC...

The screenshot shows a web browser window with the URL dacc.edu/student-handbook-2020-2021/scheduling-cluborganization-activities. The page content includes:

- CLUBS, ORGANIZATIONS, & PUBLICATIONS ESTABLISHED**
- A link to <https://dacc.edu/clubs-organizations> for a list of student activities.
- CO-CURRICULAR ACTIVITIES**
- A paragraph explaining that co-curricular programs are offered along with academic and technical programs to promote student growth and development.
- A definition of co-curricular activities as learning activities, programs, and campus organizations that reinforce the college's mission.
- A list of co-curricular activities currently available at DACC:
 - Technology Club
 - Art Club
 - Athletic teams
 - E-Sports
 - TRIO Student Success Center (Tutoring, Leadership Activities, Seminars)
 - MASS Learning Center (Tutoring for Math, Sciences, & Allied Health Professions)
 - Writing Center (Tutoring for Writing)
 - Business & Technology Tutoring Center (Tutoring for Blackboard and courses that fall under the Business & Technology division)
 - Phi Theta Kappa (PTK) International Honor Society
 - Success in College (required course for all first-time, full-time students; recommended for all)
 - New Student Orientation
 - Blackboard Orientation (the College's online learning system), and
 - Toolbox (Mentoring, engagement, and leadership program for African American males)

On the right side of the page, there is a green sidebar titled **REQUEST INFO** with the sub-header **BEGIN A LEARNING OPPORTUNITY**. It contains a form with the following fields:

- Program of Interest (dropdown menu)
- H.S. Graduation Year (dropdown menu)
- First Name (text input)
- Last Name (text input)
- Zip (text input)
- Phone (text input)
- Email Address (text input)

Below the form is a CAPTCHA question: "What code is in the image?" with a text input field. A yellow **SEND REQUEST** button is located at the bottom of the form. A disclaimer states: "Clicking the 'Send Request' button below constitutes your express written consent to be contacted by Danvers Area Community College at the phone number/address/email you provided, regarding furthering your education."

At the bottom of the sidebar, there are two buttons: **Student Email** and **Employee Email**.

5.2 CO-CURRICULAR PLAN AND REPORT

Co-Curricular Assessment Plan

Department:

Name of Service/Committee/Club:

Prepared by:

[Step 1: Planning](#)

Remember planning is best done with all members of your team.

1A: Describe the service or activity being assessed. Be specific so that the purpose and goal is clear.

- What is the service/activity?

- What kind of information do you need? Opinions, attendance, usage, continued usage of the service?

- Based on the information needed, when should the assessment be completed—before or after the service, during the service, etc.?

- Where is the assessment completed—where the service occurs, email, Blackboard, online...?

- What level would you expect your students to achieve at the time of the assessment: Beginning, Progressing, Proficient or Advanced?

- What percentage of the students do you expect to be proficient at the assessment?

1B: Relate the service/activity to its intended outcomes.

Which outcome are you assessing? Check the box next to the appropriate outcome.

	Co-Curricular Outcome
<input type="checkbox"/>	Communications
<input type="checkbox"/>	Critical Thinking
<input type="checkbox"/>	Teamwork & Professionalism
<input type="checkbox"/>	Navigating Processes
<input type="checkbox"/>	Personal Development

*Remember your assessment will need to clearly and separately report on each outcome within this form.

[Step 2: Assessment](#)

2A: Assessment Summary:

- Describe how you are evaluating each category in the rubric.
- Attach the data file(s) to form.

2B: Participant Summary

- How many students were assessed?
- Were all students assessed?
 - If not, which students were assessed?

[Step 3: Evaluate](#)

3A: Key Results

- Which of the results stood out to you?
- What percentage of the students were proficient in each category of the rubric? *This data can be found in the Results Summary table in the Rubric Excel file.*
 - % Beginning:
 - % Progressing:

- % Proficient:
- % Advanced:

3B: Analysis

- What did you learn from the assessment?
- Did the data highlight something new about the student service(s)?
- What area(s) can be improved upon?

3C: Act

- What steps will you take to improve the areas listed above?

Step 4: Assess Actions

Assess your service/activity after implementing the actions from 3C using the same assessment procedure from 2A.

4A: Assessment data

- Attach the data file(s) to form.

4B: Participant Summary

- How many students were assessed?
- Were all students assessed?
 - If not, which students were assessed?

4C: Key Results

- Which of the results stood out to you?
- What percentage of the students were proficient in each category of the rubric? *This data can be found in the Results Summary table in the Rubric Excel file.*
 - % Beginning:
 - % Progressing:
 - % Proficient:
 - % Advanced:

4D: Analysis & Comparison

- What did you learn from the assessment in 4A?
- Did the results of the assessment change after implementing the actions from 3C? Please use the numerical values in 3A and 4C to aid in your explanation below.
 - List any positive changes:
 - List any negative changes:

4E: Act

- What steps will you take to maintain or continue the improvement of the service/activity assessed?

Last Revised: 8.6.2020 AJH

5.3 SCREENSHOT: CO-CURRICULAR RUBRICS

Rubrics are accessible via DACC's Assessment web page: <https://dacc.edu/assessment>

DACC Co-Curricular Rubric: Communication					
Learners express themselves clearly and concisely (written or oral format). Learners gather information from communicating with					
Student(s) _____			Co-Curricular Group Leader: _____		
Club/Activity/Service _____ Term _____					
Assessment Activity Description: _____					
	Beginning	Progressing	Proficient	Advanced	N/A
Receiving Information	Shows no awareness or a refusal to acknowledge others' perspectives.	Acknowledges others' perspectives but does not seek further information.	Acknowledges others' perspectives and shows interest through seeking further information.	Acknowledges others' perspectives and educates others about differing perspectives.	Not applicable for this assignment
Organization (greeting, introduction of topic, description)	Communication is disorganized and difficult to follow.	Organization is intermittently observable within communication	Organization is clear and often observable within communication	Organization is consistently observable and makes the content cohesive	Not applicable for this assignment
Clarity	Uses words or examples that confuses listeners. Language is not audience appropriate.	Uses some confusing words or examples, but gives examples to aid listener understanding.	Uses words, terms and examples which others understand. Language is audience appropriate.	Selects language that is imaginative, memorable, and compelling which enhances the	Not applicable for this assignment
Delivery	Delivery techniques (posture, tone, volume, eye contact) or written style (engaging,	Delivery technique or written style makes the communication somewhat	Delivery technique or written style makes the communication interesting but not fully	Delivery technique or written style makes the presentation polished, compelling and shows	Not applicable for this assignment
**For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.					

DACC Co-Curricular Rubric: Personal Development					
Learners will develop goals. Learners will incorporate strategies for managing their resources.					
Student(s) _____			Co-Curricular Group Leader: _____		
Club/Activity/Service _____ Term _____					
Assessment Activity Description: _____					
	Beginning	Progressing	Proficient	Advanced	N/A
Set Professional and Educational Goals	Does not make the connections between co-curricular experiences and the pathway to future goals.	Begins to develop short- and long-term goals. These goals may not be realistic.	Short- and long-term goals are set and realistic but has not determined how to overcome potential obstacles.	Has realistic short- and long-term goals set, is taking steps toward their achievement, applying strategies to overcome obstacles.	Not applicable for this assignment
Articulate Transferable Skills	Is unable to identify transferable skills from the co-curricular experiences.	Can identify transferable skills only when given a list of options.	Can identify transferable skills but provides limited examples of the use of the skills in the co-curricular.	Can self-identify transferable skills and provide specific examples from the co-curricular.	Not applicable for this assignment
Moving towards goal achievement	Does not display the ability to move towards personal, academic, and life goals, with no coping mechanisms for failure	Displays the ability to move towards personal, academic and life goals with assistance.	Independently moves towards personal, academic, and life goals, including responding appropriately to any failure. Demonstrates an awareness of their connection to the larger, more diverse community.	Displays confidence and independence while moving towards personal, academic, and life goals. Uses failures in a positive way. Takes an active role in the community.	Not applicable for this assignment
**For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.					

DACC Co-Curricular Rubric: Navigating Processes

DACC Co-Curricular Rubric: Navigating Processes					
Student(s) _____		Co-Curricular Group Leader: _____			
Club/Activity/Service _____		Term _____			
Assessment Activity Description: _____					
	Beginning	Progressing	Proficient	Advanced	N/A
Utilizing College Processes & Resources	Knows college has various processes and systems but expects complete direction in	Can identify some college processes and systems to address a few needs for their own	Navigates a few college processes and resources but does not consistently translate	Confidently navigates most college processes and resources, can readily assist others to make use of them	Not applicable for this assignment
Seeking Information	Can identify an information need but lacks the ability to seek appropriate information	Identifies a basic information need and can identify a basic method to seek	Identifies a basic information need and can identify multiple strategies to select	Can refine the information needed for a specific situation and can select appropriate strategies or	Not applicable for this assignment
Using Information	Selects random or inappropriate information to complete an	Selects minimal information to complete an information task	Collects sufficient information required to select the best information sources to	Collects more information than required in order to select the best information sources to complete a task,	Not applicable for this assignment
Selecting Technology	Recognizes technology or tool is appropriate for process but expects others to identify the	Recognizes technology or tool is appropriate for process and requests help or seeks	Identifies appropriate technology or tool for processes and independently explores	Seeks additional techniques or technology to refine and improve established process tools or	Not applicable for this assignment
Using Technology	Understands technology is essential for process but avoids using it or passively absorbs basic instruction in its use	Understands technology is essential for process and actively learns how to use it and attempts minimal self-exploration of its use	Understands technology is essential for process and has developed some familiarity with it; independently explores or actively seeks assistance with more advanced aspects of its use	Understands technology is essential for process and is skilled in its use. Is capable of teaching others how to navigate it	Not applicable for this assignment

****For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.**

DACC Co-Curricular Rubric: Teamwork

DACC Co-Curricular Rubric: Teamwork					
Student(s) _____		Co-Curricular Group Leader: _____			
Club/Activity/Service _____		Term _____			
Assessment Activity Description: _____					
	Beginning	Progressing	Proficient	Advanced	N/A
Creating Teams	Does not recognize the need for team formation	Needs the advisor to initiate the team, and take the lead in describing group purpose, and create a safe space	Starts conversations with others to create a team	Independently creates a safe space and comfortable team atmosphere including team focus and purpose	Not applicable for this assignment
Team Building	Does not always exhibit an accepting attitude toward the team and shared task	Exhibits an accepting attitude toward the team but at times does not understand alternative viewpoints or monopolizes idea sharing	Engages team members by constructively building upon others' contributions, motivating and encouraging others	Engages team members, invites non-participants to engage, and expresses confidence about the team's ability to accomplish the task at hand	Not applicable for this assignment
Work Habits	Often late or not attending meetings/activities. Makes little to no contribution or participation.	Occasionally late or not attending meetings/activities. Makes limited contributions or has limited participation.	Comes to meetings/activities prepared and on time, making contributions to the meeting/activities.	Comes to meetings/activities prepared and on time. Often volunteers to help set up or tear down. Encourages others to participate likewise.	Not applicable for this assignment
Inclusiveness	Demonstrates limited knowledge or interest in learning about other cultures	Asks surface cultural questions, with a strong bias towards own cultural norms	Begins to suspend judgement and displays an openness when learning about other cultures	Asks complex questions about own and other cultures and seeks out answers to reflective and insightful questions	Not applicable for this assignment
Conflict Avoidance and Resolution	Is unaware of conflicts or language or behavior that might lead to conflict	Reacts reflexively and defensively when recognizing conflict	Aware of conflict and able to use basic conflict resolution steps.	Creates an environment where parties can discuss issues and work out conflict without choosing sides. Able to solve conflict independently.	Not applicable for this assignment

****For consistency, all work should be rated at the level expected of a student nearing completion of an associate's degree.**

6.1 BOARD POLICY 6034 “DATA GOVERNANCE”



**Danville Area
Community College**

Board Policies and Procedures Manual

[Index](#) | [Section 6000 – Business Services](#)

Data Governance

6034

The purpose of a data governance policy is to assign and detail responsibilities for managing DACC student and performance data while following the mission of the College. This policy establishes a framework for standards and guidelines to be followed in creation of data access and usage.

The mission of the data governance policy is to provide oversight to data systems, ensure data integrity, employ best practices in data management, integrity in reporting, information consistency and security access. In addition, systems are in place to identify data and reporting needs related to institutional assessment and planning, serves as a resource for similar department and division needs, assists in the analysis of student or college data for internal and occasional external constituencies.

The Data Governance Committee will identify, establish and oversee the strategy, objectives and policies intended to ensure the quality of critical data, focusing primarily on those data used for compliance reporting to external agencies.

The Data Governance Committee will ensure that the appropriate resources (staff, technical infrastructure, etc.) are dedicated to prioritizing data needs and setting/enforcing policies related to data management and use. Some findings may require approval from both the College Cabinet and the Board of Trustees.

Procedures

Key and Other College Performance Indicators

The Institutional Research Office with input from the Data Governance Committee, will create and develop Key and other College Performance Indicators that align with Danville Area Community College success measurement criteria and the Illinois Community College Board state indicators. Continuous evaluation of these measures will facilitate the quality improvements necessary to advance the College’s mission and goals.

Data and Reporting Standards

Dissemination of data will be controlled in accordance with the security practices set forth by the Data Governance authority. Appropriate use must be considered before sensitive data are accessed and/or distributed. Unauthorized dissemination of data to either internal or external personnel is a violation of the Data Governance Policy (see Board Policy #6032 – Retention of College Records and Board Policy #6033 – Securing and Safeguarding Information).

Security Protocols

Administering and monitoring access and, in collaboration with technical support staff, defining mitigation and recovery procedures; reporting any breaches of College information in a timely manner according to defined procedures; coordinating data protection with the Information Security Office as necessary; ensuring the confidentiality, integrity, and availability of the information (see Information Security Plan and Information Security Procedures).

Classification of Data and Classification Levels

Restricted

Data should be classified as Restricted when the unauthorized disclosure, alteration or destruction of that data could cause significant harm to the College, its affiliates, or individuals. Restricted data is regulated by state or federal privacy regulations and data protected by confidentiality agreements.

Access by unauthorized parties is subject to punitive action. Examples include Health Information, Social Security Number, Academic Actions, and Grades/Transcripts. Access to Restricted Data is limited to the Data Stewards and those to whom they have granted access. The highest level of security controls should be applied to Restricted data.

Private

Data should be classified as Private when the unauthorized disclosure, alteration or destruction of that data could result in a moderate level of risk to the College or its affiliates. By default, all Institutional Data that is not explicitly classified as Restricted or Public data should be treated as Private data.

Access to Private Data is restricted to the Data Stewards and those to whom they have granted access. A reasonable level of security controls should be applied to Private data.

Public Data

Data should be classified as Public when the unauthorized disclosure, alteration or destruction of that data would result in little or no risk to the College and its affiliates. Public data does not require public access but may be publicly accessible. Examples of Public data include press releases, marketing materials, course information and research publications. Little to no controls are required to protect the confidentiality of Public data, but to prevent unauthorized modification or destruction, some level of control is essential.

Data Classification Guideline and Data Transmittal and Storage Requirements

The table below lists the categories of data and examples of each. For protection purposes, data that may fall into multiple categories will be considered at the highest Data Classification. Any data classification questions should be directed to a Data Steward or member of the Data Governance Committee.

Data Classification	Risk Level	Description	Examples
Restricted	High	Data protected by Federal and State law. Unauthorized access poses extreme identity or financial risk	Personally Identifiable Information (PII) Health Insurance Portability & Privacy Act (HIPAA) Information (protects personal health information) Gramm-Leach Bliley Act Information (protects non-public financial information, including student loan information)
Private	Medium	Data that is sensitive and not intended to be shared with the general public	FERPA Non-Directory Data: (I.e., grade data, Date of Birth, Place of Birth) Human Resources Data College Systems Data
Public	Low	Data available to the general public	College Policies FOIA Academic Calendar Any data located on the College website www.dacc.edu

Data Transmittal and Storage Requirements

All members of Danville Area Community College and other authorized users are responsible for the proper handling, transmittal and storage of College Data. To ensure the data is protected and used properly, all departments and individuals must follow the established policies and procedures located in the Danville Area Community College #507, Information Security Plan.

Reporting Metrics

The Institutional Research Office and the Data Governance Committee will define, develop, and document data metrics, and changes to the metrics, used in external and internal reporting.

Data Definitions

The Institutional Research Office and the Data Governance Committee will establish and maintain a data definition dictionary and coding standards for the College's critical external compliance and internal operations reporting requirements.

Access - the ability to read, copy, modify, delete, or query data.

College Data – data created, maintained, or acquired by the College.

Users of College Data - persons granted access to College Data. This includes staff, faculty, students, and any other person granted access by the Data Stewards under contractual agreement or otherwise.

Data Custodians - College officials and their staff who have operational-level responsibility for data capture, data maintenance, and data dissemination.

Data Stewards - Data Stewards are College officials who have policy-level responsibility for managing a segment of the College's data systems, data, and/or reporting.

Data Stewardship vs. Data Ownership – the Data Steward, while not the data owner, are trustees who maintain data quality and accessibility.

Personally Identifiable Information (PII) – any information that can be used to identify an individual directly or indirectly (i.e., Social Security number, driver's license number, financial or medical records, or biometrics).

Roles Required to Govern Data

Data Governance Committee

This committee is composed of functional data stewards and custodians from across all functions and departments of the College.

Data Stewards

Data Stewards are College officials who have policy-level responsibility for managing a segment of the College's data. Data Stewards designate (or in some cases, act as) Data Custodians by functional area and data area.

Data Stewards are College officials who have policy-level responsibility for managing a segment of the College's data systems, data, and/or reporting. In the segment, they are responsible for the correction of errors, strict adherence to the data quality standards and policies, and assigning necessary resources for Data Governance projects and activities. Additionally, an annual review (at a minimum) of users with access to data that falls under their area of responsibility. Data Stewards designate (or in some cases, act as) Data Custodians by functional area and data area.

Data Custodians

Data Custodians are College officials and their staff who have operational-level responsibility for data capture, data maintenance, and data dissemination. Data Stewards designate Data Custodians by functional area and data area.

Data Custodians are College officials and their staff who have operational-level responsibility for data capture, data maintenance, and data dissemination. Data Stewards designate Data Custodians by functional area and data area. Acting on authority granted by the Data Steward, these individuals are Subject Matter Experts (SME) that possess a thorough understanding of data quality standards for their respective area. Responsibilities include verifying the accuracy of data, correction of data errors, ensuring data standards are followed, and creation and maintenance of data documentation.

Data User

Anyone who uses college data to perform assigned job responsibilities. Responsibilities of Data Users include entering, using and maintaining data, reporting abnormalities to appropriate Data Custodian, and protecting data by following security and privacy policies. These users understand the data used in their respective area, and validate the data for quality and consistency.

Administrative Data Area	Data Steward (by title)	Data Custodian (by title)
Academic Affairs	Vice President, Academic Affairs	Administrative Assistant, VP of Academic Affairs
Academic Affairs Learning Management System data	Director, Online Learning & Services	Online Support & Web Technician
Admissions	Vice President, Student Services	Director, Admissions & Records/Registrar
Adult Education	Dean, Adult Education, Literacy and Middle College	Adult Education Specialist
Athletics	Director, Athletics	Assistant Director, Athletics/Coordinator, Athletic Eligibility
Board of Trustees	Vice President, Operations	Secretary, Board of Trustees
College Relations	Executive Director, College Relations	Marketing Specialist, Marketing & College Relations
Facilities Management	Assistant VP, Finance, Business Office	Executive Director, Maintenance & Facilities
Finance	Vice President, Finance and Chief Financial Officer	Assistant VP, Finance, Business Office
Financial Aid	Director, Financial Aid	Assistant Director, Financial Aid
Human Resources	Vice President, Human Resources and Labor Relations, Title IX Coordinator/Affirmative Action Officer/504 Coordinator	Coordinator Employment & Professional Development
Information Technology	Vice President, Operations	Director, Information Technology
Institutional Research	Vice President, Operations	Director, Institutional Research
Student Information System	Vice President, Finance and Chief Financial Officer	Programmer/Systems Administrator, Finance
Business and Technology Division	Dean, Business and Technology	Administrative Assistance, Business and Technology Division
Liberal Arts Division	Dean, Liberal Arts, Library, and Academic Assessment	Administrative Assistant, Liberal Arts Division

Library Services	Dean, Liberal Arts, Library, and Academic Assessment	Reference & Instructional Services Librarian
Math, Sciences, and Health Professions Division	Dean, Math, Sciences, and Health Professions Division	Administrative Assistant, Math, Sciences, and Health Professions Division
Student Services	Vice President, Student Services	Assistant VP, Student Services

Data Integrity Procedures

Data systems and/or processes that are involved in the creation of institutional reports will incorporate data integrity and validation rules that ensure the highest levels of data integrity are achieved.

Validation rules within data systems will include reconciliation routines (checksums, hash totals, record counts) to ensure that software performance meets expected outcomes. Data verification programs such as consistency and reasonableness checks will be implemented to identify data tampering, errors, and omissions.

Technical and operational staff will create a process for identifying data entry errors and correcting the data to match College standards and will report any issues that require larger action on behalf of the College’s data governance structure to the MIS Programmer.

Impacting Data Quality

The Data Governance Committee will continuously seek out the latest technology available to preserve the integrity and quality of the College’s data. Through continuing education, peer conferences, and trade publications, the latest trends and tools will be discovered.

Impacting Data Systems

The College’s data management practices and usage policies will be aligned with the latest technology and data collection methodologies to allow for two-way data and information flow across systems and offices, departments and divisions.

Impacting Reporting Needs

Vigilant monitoring of changes to reporting best practices will occur by aligning external compliance reporting instructions, data definitions, and requirements to the data entry, aggregation, and coding of the College’s data.

Adopted: 7-18-19; Revised: 7-22-21

6.2 EXPANDED ADMINISTRATIVE COUNCIL MINUTES 7.15.19

EXPANDED ADMINISTRATIVE COUNCIL MINUTES July 15, 2019

The meeting was called to order at 2:30 p.m. Those in attendance were: Dr. Stephen Nacco, Gina Davis, Kerri Thurman, Jill Cranmore, Lara Conklin, Tonya Hill, Laura Hensgen, Brian Hensgen, Dave Kietzmann, Terri Cummings, Carol Nichols, Candace McNeal, Stephanie Yates, Shanay Wright, Tim Bunton, Brittany Woodworth, Mark Barnes, Jung Ae Merrick, Maggie Hoover, Vince Frost, Stephane Potts, Brandice Connor, Susie Landers, Laura Williams, Carla Boyd, Bob Mattson, Brad Weaver, Pete Powell, Brian Pollitt, Janet Ingariola, and Lisa Rudolph.

Dr. Nacco welcomed everyone.

EXPANDED ADMIN COUNCIL MINUTES – JUNE 24, 2019

The minutes from the June 24, 2019 meeting were included.

JULY 18, 2019 BOARD MEETING AGENDA

The July Board agenda was included for review. The agenda includes a report from Business and Technology. The agenda also includes the consideration of New Board Policy - #6034 – Data Governance, authorization to permit interfund loans as needed for the period of August 2019 through July 2020, and discussion of stage 2 of the Succession and Reorganization Plan. Jill highlighted the Human Resources report.

BHAG

Janet Ingariola shared a BHAG presentation regarding the need to eliminate student loans by awarding institutional funds, waivers and awarding Foundation scholarships.

OPERATION GRADUATION

Bob gave an update on Operation Graduation. After last month, the College is on track to increase the 38% rate to 40% - 41%. Since starting Achieving the Dream, the graduation rate has increased an average of 2% per year.

GAINFUL EMPLOYMENT

Bob gave an update on Gainful Employment. Currently, the College participates in the Gainful Employment disclosure. Beginning 2021, the College will no longer be required to participate in this process. Dr. Nacco asked the group to send him an email with any opinions regarding this topic.

IN-SERVICE AGENDA

Dave reminded everyone of the change in this year's agenda. In-Service will begin with faculty only on Wednesday and Thursday will be faculty and staff. The DACC Campus Cookout will be Thursday from 11:15 – 12:00 p.m.

DATES AND DEADLINES

Information regarding the dates and deadlines for the College was distributed to the group.

TABLE TOP DRILL

There was nothing to report at this time.

IN THE NEWS

The DACC Golf Team was highlighted in the News Gazette. The Golf Team schedule is complete and the team is ready to start the season.

On July 2, 2019, the Campus Community Team presented the 1st Annual Summer Walk-a-bout DACC Golf Cup. Departments throughout campus designed a golf hole and shared a variety of food for the players.

3 THINGS

Dr. Nacco shared 3 things:

1. Thing 1 – “No” to “Notice” – HLC Accreditation Update
 - a. All criteria and components were met
 - b. HLC recommending 3 components (3A, 4B and 5D) be “On Notice”
 - c. DACC plans to appeal this recommendation
 - d. Rocky Road Team
2. Thing 2 – Army Reserve Building
 - a. GSA is willing to sell property via negotiated sale
3. Thing 3 –Julius W. Hegeler II remembered

ROUNDTABLE

- Tonya announced the Foundation recently added two new board members: Larry Jahn and Jaclyn Vinson.
- Tonya also announced that 90% of the students who applied for scholarships for the 2019 - 2020 academic year have been awarded scholarships.

DATE FOR NEXT MEETING

The next Expanded Admin Council meeting is scheduled for Monday, August 19, 2019 at 2:30 p.m. Meeting adjourned at 3:40 p.m.

Minutes as recorded by Gina Davis

6.3 BOARD OF TRUSTEES MEETING MINUTES 7.18.2019

MINUTES OF THE REGULAR MEETING of July 18, 2019

On July 18, 2019, the Board of Trustees of Community College District 507, in the Counties of Vermilion, Edgar, Iroquois, Champaign, and Ford in the State of Illinois, met in regular session in the Board Room, Vermilion Hall Room 302 at Danville Area Community College.

ITEM 1: CALL TO ORDER

Chairman Dave Harby called the meeting to order at 5:30 p.m.

ITEM 2: PLEDGE OF ALLEGIANCE

The Board and those in attendance recited the Pledge of Allegiance to the Flag.

ITEM 3: ROLL CALL

The roll was called. Trustees present: Bill Black, Tracy Cherry, Dave Harby, Terry Hill, Dr. Ron Serfoss, John Spezia, and Student Trustee Holley Hambleton. Trustee absent: Greg Wolfe.

Others present: President Dr. Stephen Nacco, Board Secretary Kerri Thurman, Dave Kietzmann, Mike Cunningham, Tammy Betancourt, Jill Cranmore, Lara Conklin, Jerry Davis, and Terri Cummings.

Media present: None.

ITEM 4: ADOPTION OF AGENDA

Mr. Harby asked if there were any changes requested to the agenda. With no changes requested, upon motion by Dr. Serfoss, and a second by Mr. Hill, the agenda was approved as presented. The motion passed by unanimous voice vote: 7 yeas, 0 nays.

ITEM 5: RECOGNITION OF VISITORS

Dr. Nacco introduced the following members of the Administrative Council: Dave Kietzmann, Executive Vice President, Instruction and Student Services; Mike Cunningham, Vice President, Administrative Services; Tammy Betancourt, Vice President, Finance/Chief Financial Officer; Jill Cranmore, Vice President, Human Resources; and Lara Conklin, Executive Director, College Relations. Also present: Jerry Davis, Davis & Delanois; and Terri Cummings, Dean, Business & Technology.

Media present: None.

ITEM 6: REPORT ON BUSINESS AND TECHNOLOGY

Mrs. Terri Cummings gave a report on Business and Technology. Ms. Cummings shared and highlighted an Activity Report for 2018-2019 with the Trustees. She reported a tutoring center for the division was added as a result of a student survey. Agriculture was transitioned to the division and a Sustainability program has been added. The Business Administrative Technology curriculum has been updated and Computer Programming has been changed to Applied Computer Science.

In the Business Division, the Marketing curriculum is being brought to an on-campus, web hybrid format and research is being completed for revamping the program. In the Technology Division, two new instructors were hired and they are currently working on a plan to partner with Courtesy Ford to become NATEF (National Institute for Auto Service Excellence) certified. A tremendous amount of work has been completed at the Land Lab.

Ms. Cummings reported the contract with the Department of Corrections has been reinstated. The program has been reorganized to include Automotive Technology, Construction, Custodial and Career vocational programs. Enrollment in the Tractor/Trailer program is flourishing and enrollment in College Express/PLTW is steady. Ms. Cummings also shared a few student testimonials with the Trustees.

The Board and Dr. Nacco thanked Ms. Cummings for her report and for her dedication to the College.

ITEM 7: FINANCIAL UPDATE

Ms. Tammy Betancourt gave a financial update to the Board. The Financial Statement of Revenue and Expenditures ending June 30, 2019 was included in the Board agenda book.

ITEM 8: PRESIDENT’S REPORT

Dr. Nacco shared the *DACC Flash* with the Board and highlighted the events from the month since the last meeting.

ITEM 9: PUBLIC COMMENT

There was no public comment.

ITEM 10: CONSENT AGENDA

A. BOARD CONSIDERATION OF THE MINUTES OF THE REGULAR BOARD MEETING OF JUNE 27, 2019

B. FINANCIAL REPORT

C. HUMAN RESOURCES REPORT

Upon motion by Mr. Hill, and a second by Mr. Black, the Board approved the items on the Consent Agenda. The motion passed by roll call vote: 7 yeas, 0 nays.

ITEM 11: UNFINISHED BUSINESS

ITEM 12: NEW BUSINESS

A. BOARD CONSIDERATION OF NEW BOARD POLICY - #6034 – DATA GOVERNANCE

The purpose of a data governance policy is to assign and detail responsibilities for managing DACC student and performance data while following the mission of the College. The policy establishes a framework for standards and guidelines to be followed in creation of data access and usage.

Upon motion by Mr. Black, and a second by Mr. Hill, the Board approved Board Policy #6034 – Data Governance. The motion passed by roll call vote: 7 yeas, 0 nays.

B. BOARD CONSIDERATION OF AUTHORIZATION TO PERMIT INTERFOLD LOANS AS NEEDED FOR THE PERIOD OF AUGUST 2019 THROUGH JULY 2020

Due to the timing of revenue and expenditure amounts that occur during the year, several of the College’s Funds experience a negative cash balance at various times during the year. In addition, most of our grants are on a reimbursable basis. We incur the cost and then periodically, based on the grant regulations, request reimbursement for these expenditures, which has a negative effect on cash flow.

Interfund loans do not change the College’s total cash balance, but the transaction does provide for each individual Fund to reflect a positive cash balance. This request will provide lending options through the FY20 fiscal year and address the anticipated negative cash balance during the next year. The current authorization for interfund loans ends on July 31, 2019.

Upon motion by Dr. Serfoss, and a second by Mr. Hill, the Board approved the authorization to permit interfund loans as needed for the period of August 2019 through July 2020. The motion passed by roll call vote: 7 yeas, 0 nays.

C. BOARD CONSIDERATION OF APPROVAL OF TRAVEL EXPENDITURES FOR TRUSTEES

Per Public Law 99-0604, known as the “Local Government Travel Expense Control Act,” travel expenses for members of the Board of Trustees must be approved at an open meeting of the Board.

A total of \$712.76 was expended for travel expenditures for trustees over the last month for expenses for the ICCTA Annual Banquet and Seminar in Itasca, Illinois on June 7-8, 2019 for Mr. Greg Wolfe and Ms. Tracy Cherry.

Upon motion by Mr. Hill, and a second by Ms. Cherry, the Board approved the travel expenses as listed. The motion passed by roll call vote: 7 yeas, 0 nays.

ITEM 13: INFORMATION

A. COMMUNICATIONS

- A letter from the ACEN granting continued accreditation to the Nursing Program.
- A letter from JRCERT granting continued accreditation to the Radiography Program.

ITEM 17: ADJOURNMENT

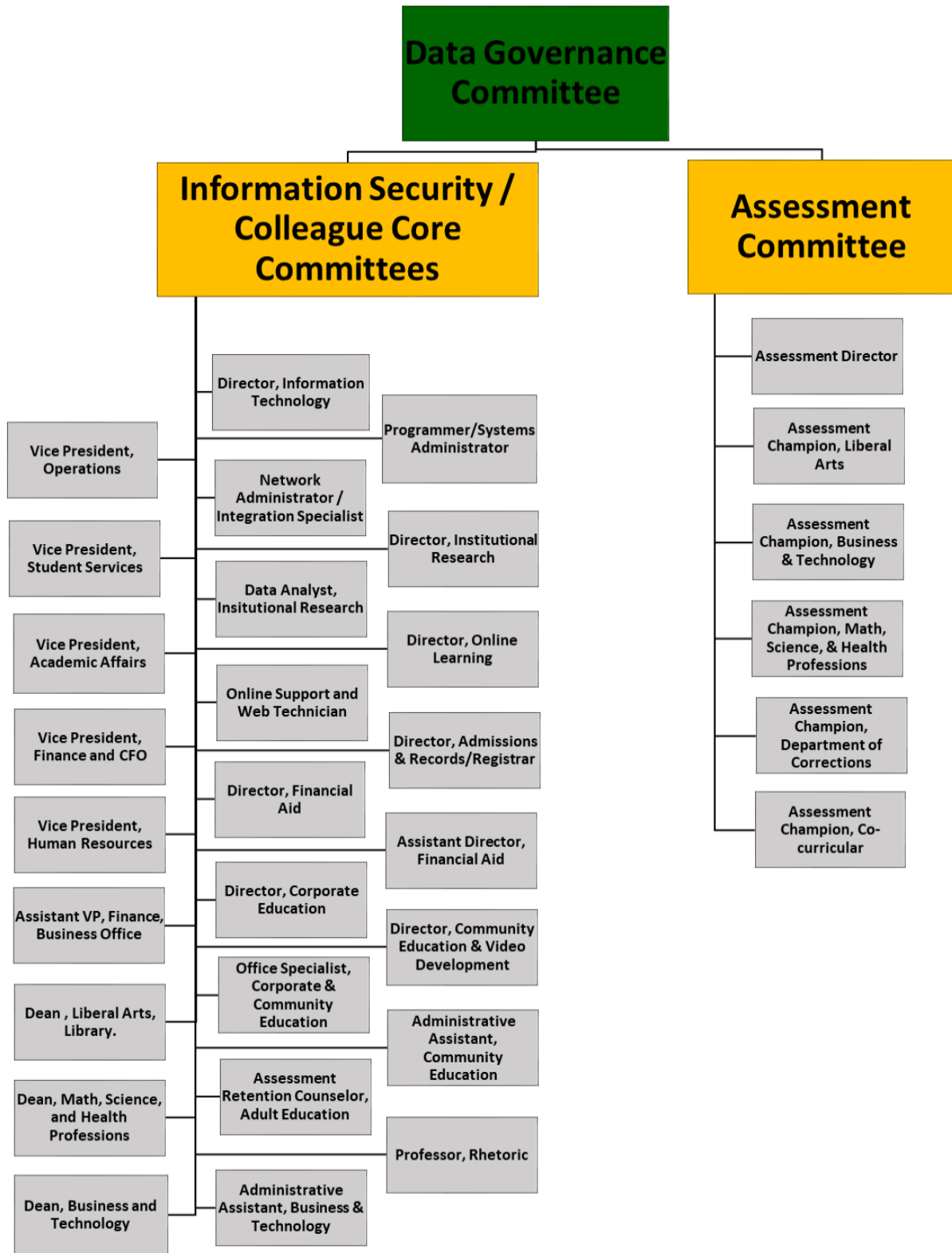
There being no further business to discuss, Mr. Harby adjourned the meeting at 6:25 p.m.

Chairperson, Board of Trustees

Secretary, Board of Trustees

Approved: _____

6.4 DATA GOVERNANCE COMMITTEE ORGANIZATIONAL CHART



6.5 BOARD OF TRUSTEES MEETING MINUTES 7.22.2021

Please Note: At the time of writing, these minutes were not yet approved by the Board. Minutes will be approved at the August 2021 meeting.

MINUTES OF THE REGULAR MEETING OF JULY 22, 2021.

On July 22, 2021, the Board of Trustees of Community College District 507, in the Counties of Vermilion, Edgar, Iroquois, Champaign, and Ford in the State of Illinois, met in regular session in the Board Room, Vermilion Hall Room 302, at Danville Area Community College.

ITEM 1: CALL TO ORDER

Chairman Dave Harby called the meeting to order at 5:30 p.m.

ITEM 2: PLEDGE OF ALLEGIANCE

The Board and those in attendance recited the Pledge of Allegiance.

ITEM 3: ROLL CALL OF EXISTING BOARD

The roll was called. Trustees present: Tracy Cherry, Sandra Finch, Dave Harby, Terry Hill, John Spezia, and Student Trustee Laura Duncan. Trustees absent: Dylan Haun (arrived at 5:31 p.m.) and Greg Wolfe.

Others present: President Dr. Stephen Nacco, Board Secretary Kerri Thurman, Tammy Betancourt, Jill Cranmore, Stacy Ehmen, Lara Conklin, Mark Barnes, Laura Hensgen, Kevin Heid were physically present. Dr. Natalie Page and Doug Adams were present via phone. (Jerry Davis arrived at 6:15 p.m.)

Media present: None.

ITEM 4: ADOPTION OF AGENDA

Mr. Harby asked if there were any changes requested to the agenda. With no changes requested, upon motion by Mr. Hill, and a second by Mrs. Finch, the agenda was approved as presented. The motion passed by unanimous voice vote: 7 yeas, 0 nays.

ITEM 5: RECOGNITION OF VISITORS

The following were physically present: Tammy Betancourt, Vice President, Finance and Chief Financial Officer; Jill Cranmore, Vice President, Human Resources and Labor Relations; Stacy Ehmen, Vice President, Student Services; Lara Conklin, Executive Director, College Relations; Mark Barnes, Director, Information Technology; Laura Hensgen, Director, Community Education and Video Development; and Kevin Heid, Stifel. Jerry Davis, Davis and Delanois arrived at 6:15 p.m. The following were present via phone: Dr. Natalie Page, Vice President, Academic Affairs; and Doug Adams, Executive Director, Maintenance and Facilities.

Media present: None.

ITEM 6: INSIDE THE COLLEGE: COLLEGE FOR KIDS

Ms. Laura Hensgen provided an update on the College for Kids program. Since the College for Kids camps did not occur last year due to COVID, it provided an opportunity for the program to be revamped and expanded. This year, a total of 290 children enrolled in 17 different camp options. Ms. Hensgen reported that additional sections had to be opened for five separate camps due to the popularity of the camps.

New this year was a partnership with District 118 to offer scholarships for students attending. Additionally, parents were particularly pleased with the offering of an Art Camp and as a result, Ms. Hensgen has plans of offering an art camp on a monthly basis during the school year.

Ms. Hensgen reported that parents are very appreciative of the opportunity for their children to attend camps, especially since COVID. A Spring Fling version of College for Kids was held during March and April of 2021 and she hopes to continue with the spring option in the future. She also reported that the camps are a great recruiting tool for future DACC students in that the students are exposed to the campus at an early age.

The Board and Dr. Nacco thanked Ms. Hensgen for her report.

ITEM 7: FINANCIAL UPDATE

Vice President Betancourt provided a financial update to the Board. The Financial Statement of Revenue and Expenditures ending June 30, 2021 was included in the Board agenda book.

ITEM 8: PRESIDENT'S REPORT

Dr. Nacco shared the *DACC Flash* with the Board and highlighted the events from the last month.

ITEM 9: PUBLIC COMMENT

ITEM 10: CONSENT AGENDA

D. BOARD CONSIDERATION OF THE MINUTES OF THE REGULAR BOARD MEETING OF JUNE 24, 2021

E. FINANCIAL REPORT

F. CLERY SECURITY REPORT

G. BOARD CONSIDERATION OF POLICY REVISIONS

a. BOARD POLICY #6034 – DATA GOVERNANCE POLICY

b. BOARD POLICY #6018.1 – FIXED ASSETS

c. BOARD POLICY #6019 – SALE OF SURPLUS EQUIPMENT

d. BOARD POLICY #4027 - HOLIDAYS

Upon motion by Mr. Hill, and a second by Mr. Haun, the Board approved the items on the Consent Agenda. The motion passed by roll call vote: 7 yeas, 0 nays.

ITEM 11: UNFINISHED BUSINESS

ITEM 12: NEW BUSINESS

D. BOARD CONSIDERATION OF RESOLUTION PROVIDING FOR THE ISSUE OF \$1,499,000 GENERAL OBLIGATION COMMUNITY COLLEGE BONDS, SERIES 2021, OF THE DISTRICT FOR THE PURPOSE OF PAYING CLAIMS AGAINST THE DISTRICT, PROVIDING FOR THE LEVY OF A DIRECT ANNUAL TAX SUFFICIENT TO PAY THE PRINCIPAL AND INTEREST ON SAID BONDS, AND AUTHORIZING THE SALE OF SAID BONDS TO PEOPLES NATIONAL BANK OF KEWANEE

The College currently has an outstanding debt of \$1,500,000 which will be used to pay the cost of purchasing real or personal property, or both, to alter, repair, improve and equip District buildings.

To meet the principal and interest obligations of this debt, the College must pursue issuing Funding Bonds in the amount of \$1,499,000. Bond premium will be used to pay the remaining \$1,000 of debt and the interest thereon.

A tax levy will be necessary to provide the funds to meet the principal and interest payment schedule of the Bonds. Based on a projected payment plan and estimated EAV trends, the FY21 levy rate for these Bonds will have no impact on the tax rate. The debt service will be replacing the debt service on a previous bond issue that has matured.

The Resolution included in the Board packet describes the procedures for issuance of the bonds, the details of the bonds, and the process related to levying the tax.

Upon motion by Mr. Hill, and a second by Ms. Cherry, the Board approved the Resolution providing for the issue of \$1,499,000 General Obligation Community College Bonds, Series 2021, of the District for the purpose of paying claims against the District, providing for the levy of a direct annual tax sufficient to pay the principal and interest of said bonds, and authorizing the sale of said bonds to Peoples National Bank of Kewanee. The motion passed by roll call vote: 7 yeas, 0 nays.

E. BOARD CONSIDERATION OF THE NAMING OF THE FORMER U.S. ARMY RESERVE BUILDING

At the August 24, 2017 Board of Trustees meeting, the DACC Board adopted a “Naming Opportunities” resolution that empowers the Board of Trustees with the sole authority to name, change, or alter the official name of a campus facility or activity.

The contest for this 2017 resolution was to respond to a request from the DACC Foundation Board for a policy governing naming opportunities. The Foundation posited that naming opportunities to offer donors a way to establish a legacy of recognition, while providing essential resources for Danville Area Community College.

The 2017 Board resolution listed more than a dozen categories for naming opportunities – the highest of these levels being “Campus Buildings” at \$1,000,000. Even so, the resolution also reiterates that the Board is able to exercise discretion in naming facilities and programs, and may make exceptions to these guidelines, as appropriate.

In July 2021, the Julius W. Hegeler II Foundation pledged \$3 million to help fund the renovation of the former U.S. Army Reserve, which DACC officially acquired in January 2020. Given Mr. Hegeler’s legacy of having already donated more than \$6 million to DACC for the construction of the Garden Gateway as well as the renovation of the Advanced Technology Center, the Ornamental Horticulture Center, and other projects, the Board is asked to consider naming the former Army Reserve after him. Once fully renovated, the facility will become the chief venue for classes in nursing, health-information technology, and medical imaging. The request is for the Board to approve the naming of this facility in honor of Mr. Hegeler, as Julius W. Hegeler II Hall.

Upon motion by Mrs. Finch, and a second by Mr. Hill, the Board approved naming the former U.S. Army Reserve Building the Julius W. Hegeler II Hall. The motion passed by roll call vote: 7 yeas, 0 nays.

F. BOARD CONSIDERATION OF HUMAN RESOURCES REPORT

Recommendations of Employment are conditional upon all Human Resources processes being met.

Upon motion by Ms. Cherry, and a second by Mr. Haun, the Board approved the Human Resources Report. The motion passed by roll call vote: 7 yeas, 0 nays.

G. BOARD CONSIDERATION OF APPROVAL OF TRUSTEE TRAVEL EXPENDITURES

Per Public law 99-0604, known as the “Local Government Travel Expense Control Act,” travel expenses for members of the Board of Trustees must be approved at an open meeting of the Board.

A total of \$825.45 was expended for travel expenditures for trustees since the last Board meeting. The expenses were for the ICCTA Annual Convention on June 4-5, 2021 in Normal, Illinois for Mrs. Sandra Finch (\$332.37), Mr. Dylan Haun (\$75.00), and Mr. Greg Wolfe (\$418.08).

Upon motion by Mr. Hill, and a second by Ms. Cherry, the Board approved the travel expenses as listed above. The motion passed by roll call vote: 7 yeas, 0 nays.

H. BOARD CONSIDERATION OF ARCHITECTURAL SERVICES FOR PHASE 1 RENOVATION OF THE FORMER U.S. ARMY RESERVE BUILDING

A Request for Qualification (RFQ) for Architectural Services to renovate the former Army Reserve Building was advertised and sent to architectural firms. Eleven firms responded with submissions. A committee consisting of Doug Adams, Tammy Betancourt, Kerri Thurman, Carl Lewis, and Angel Fellers reviewed submissions and selected four firms to request presentations for an interview process. The firms interviewed were Demonica Kemper, Reifsteck Reid, Bailey Edward Design, and Tilton Kelly Bell.

Based on professional qualifications, previous work with Illinois colleges, being a BEP vendor and being CDB pre-qualified for State financed projects, the committee recommends Bailey Edward Design to perform architectural services for the project.

DACC is currently using Bailey Edward Design for the Capital Development Board Clock Tower/Ornamental Horticulture project.

Upon motion by Mrs. Finch, and a second by Mr. Haun, the Board approved Bailey Edward Design to provide architectural services for phase one renovation of the former U.S. Army Reserve Building. The motion passed by roll call vote: 7 yeas, 0 nays.

I. BOARD CONSIDERATION OF AUTHORIZATION TO PERMIT INTERFUND LOANS AS NEEDED FOR THE PERIOD OF AUGUST 2021 THROUGH JULY 2022

Due to the timing of revenue and expenditure amounts which occur during the year, several of the College's funds experience a negative cash balance at various times during the year. In addition, most of our grants are on a reimbursable basis. We incur the cost and then periodically, based on the grant regulations, request reimbursement for these expenditures, which has a negative effect on cash flow.

Interfund loans do not change the College's total cash balance, but the transaction does provide for each individual fund to reflect a positive cash balance. This request will provide lending options through the FY21 fiscal year end and address the anticipated negative cash balance during the next year.

The current authorization for interfund loans ends on July 31, 2021.

Upon motion by Mr. Hill, and a second by Ms. Cherry, the Board authorized interfund loans as needed for the period of August 2021 through July 2022. The motion passed by roll call vote: 7 yeas, 0 nays.

J. BOARD CONSIDERATION OF CYBER LIABILITY INSURANCE CHANGE FOR FY22

As presented to the Board at the May meeting, the proposal for the College's property and liability insurance prepared by Epic Insurance Midwest included an option to move the College's cyber liability insurance from Travelers to ICRMT. Currently the coverage period is from November 1, 2020 through October 31, 2021. This change will also change the coverage period to July 1, 2021 through June 30, 2022.

Upon motion by Mr. Haun, and a second by Mrs. Finch, the Board approved the change of cyber liability insurance for FY22 from Travelers to ICRMT. The motion passed by roll call vote: 7 yeas, 0 nays.

**ITEM 13: INFORMATION
A. COMMUNICATIONS**

ITEM 14: ADJOURNMENT

There being no further business to discuss, Mr. Harby adjourned the meeting at 6:32 p.m.

Chairperson, Board of Trustees

Secretary, Board of Trustees

Approved: _____

6.6 SCREENSHOT: EMPLOYEE PORTAL (SHAREPOINT)

Direct URL: <https://dacc0.sharepoint.com>

The screenshot shows the DACC Employee Portal on a SharePoint site. The browser address bar displays "dacc0.sharepoint.com". The top navigation bar includes "SharePoint" and a search box. Below this, a green header contains the site name "DACC Employee Portal" and navigation options like "Home" and "Edit". A secondary navigation bar lists various site sections: "DACC Employee Portal", "Academics", "Departments & Offices", "Administration", "Accreditation", "Employee Resources", "Help Desk (Technology Services)", "Committees", and "Edit".

The main content area features a large banner image of a campus with a white building and trees. Below the image is a "Welcome to DACC's Employee Portal" message. Underneath, a mission statement reads: "Mission 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."

A central yellow and white graphic promotes an "HLC Focused Visit Oct. 4-5, 2021" with a digital clock showing "76 09 44" (days, hours, minutes) and a link to "DACC's Accreditation Webpage".

On the right side, a "Quick Links" column contains buttons for: Annual Report, Assessment, Blackboard, Bookstore, Campus Maps, Colleague, COVID Concern Report Form, Employee Email, Help Desk (Technology Services), Strategic Planning, Student Directory, Syllabi, and WebAdvisor.

Below the HLC graphic is an "Announcements" section with a "+ Add" button. It displays three announcement cards: "Summer Term 2021" (with a flip-flop image), "DACC Commencement May 21, 2021" (with a photo of a person), and "Welcome to DACC's Employee Portal" (with a campus photo).

At the bottom right, a "Local Time and Temp" widget shows "Danville, IL" and a temperature of "74°F".

6.7 EMPLOYEE PORTAL (SHAREPOINT) HUB/SPOKE STRUCTURE

DACC SPO (SharePoint) Intranet and Document Management Project

Overview & Purpose

To provide a roadmap for a document management system with a secure portal/intranet that will create a formalized process for data management and employee access to information using SharePoint Online (SPO).

High Priority Requirements

- Fulfill the Higher Learning Commission's (HLC) requirements for data governance and compliance prior to 2021 site visit
- Imbed DACC's Data Governance policy (*see DACC Board Policies #6032, #6033, #6034*)
- Ensure data document versioning and integrity
- Provide security access, permissions, group collaboration
- Provide single landing page where users may access forms (currently exists as *Employee Resources* on dacc.edu)
- Build workflows for approval
- Integrate with Google email and calendars
- Strengthen Search capabilities

Hub/Spoke Intranet Structure

The DACC Intranet will have a single Hub site and Spoke sites that interconnect content to flow within each of them and choose what displays at the Hub home.



key
■ Hub site ■ Communication site ● Calendar List site ◆ Time Tracker PowerApp

Danville Area Community College
 (List of Divisions/Sub Divisions, Departments, Offices)
 This does not include DACC's committees, teams, etc.

Division - Subdivision	Division	Retention Policy	Hub/Spoke	Access Permissions		
				Owner	Member	Visitor
Intranet Portal			Hub			
Services			Navigation			
Academic Advisment and Counseling	Services		SC	Dept Owner	Department	All Staff
Admissions and Records/Registration	Services		SC	Dept Owner	Department	All Staff
American Job Center (AJC)	Services		SC	Dept Owner	Department	All Staff
Bookstore	Services		SC	Dept Owner	Department	All Staff
Computer and Network Services	Services		SC	Dept Owner	Department	All Staff
Corporate and Community Education (CCE)	Services		SC	Dept Owner	Department	All Staff
Corporate/Customized Training	Services		Page	Dept Owner	Department	All Staff
Traffic Safety/Defensive Driving	Services		Page	Dept Owner	Department	All Staff
Driver Education	Services		Page	Dept Owner	Department	All Staff
Tractor/Trailer Driver Training	Services		Page	Dept Owner	Department	All Staff
Culinary Arts	Services		Page	Dept Owner	Department	All Staff
Fitness Center	Services		SC	Dept Owner	Department	All Staff
Information Office	Services		SC	Dept Owner	Department	All Staff
Instructional Media Center	Services		SC	Dept Owner	Department	All Staff
Maintenance	Services		SC	Dept Owner	Department	All Staff
Security Office	Services		SC	Dept Owner	Department	All Staff
Small Business Development Center (SBDC)	Services		SC	Dept Owner	Department	All Staff
Vermilion County Works (VCW)	Services		SC	Dept Owner	Department	All Staff

Legend

Legend	Counts
Hub =	1
SC/Spoke =	44
Page =	22

6.8 SCREENSHOT: INSTITUTIONAL RESEARCH (SHAREPOINT)

(Document archives are accessible via SharePoint)

The screenshot displays a SharePoint site for Institutional Research. The top navigation bar includes links for 'DACC Employee Portal', 'Academics', 'Departments & Offices', 'Administration', 'Accreditation', and 'Employee Reso'. Below this is a green header for 'Institutional Research' with sub-navigation for 'Home', 'Adult Education', 'Liberal Arts', and 'Math, Science, & Health'. The main content area features a 'Contents' tab and a table listing various document libraries and lists with columns for Name, Type, Items, and Modified.

Name	Type	Items	Modified
Adult Education	Document library	0	4/27/2021 11:18 AM
Business, Technology, & Infor	Document library	0	4/27/2021 11:26 AM
Corporate & Community Ed	Document library	0	4/27/2021 11:26 AM
Form Templates	Document library	0	6/26/2020 7:34 AM
IR Reports	Document library	1042	7/19/2021 12:19 PM
Liberal Arts	Document library	0	4/27/2021 11:23 AM
Math, Science, & Health Profe	Document library	0	4/27/2021 11:24 AM
Site Assets	Document library	44	7/9/2021 7:19 AM
Style Library	Document library	0	6/13/2020 11:59 PM
ICCB/IPEDS Compliance progr	List	17	6/30/2021 10:59 AM
Events	Events list	0	6/13/2020 11:59 PM
Site Pages	Page library	16	7/9/2021 7:25 AM

6.9 STRATEGIC PLANNING MATRIX 2021

Danville Area Community College 2020-21 Strategic Planning Matrix FINAL

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

Strategic Focus	I. Student Learning	II. Student Success	III. Institutional Excellence	IV. Organizational Advancement
Fundamental Goals	<ul style="list-style-type: none"> • Provide effective instruction for traditional and nontraditional students • Offer programs that address student demand and community need 	<ul style="list-style-type: none"> • Foster a culture of student success and inclusion • Support local industry, job readiness, and workforce development 	<ul style="list-style-type: none"> • Sustain the College's financial viability, physical plant, and technology • Engage and retain skilled and dedicated employees 	<ul style="list-style-type: none"> • Communicate the mission to the community • Support student access and affordability
2020-21 Priority Goals	<p>A--Academics</p> <ol style="list-style-type: none"> 1. Update and align course and general-education assessment plans, program reviews, student-learning outcomes for co-curricular activities, curriculum maps and an assessment manual for all programs. 4. Implement a new process to collect "Closing the Loop" data for key programs in each division. 5. Develop new learning communities and 8-week courses. 6. Implement Dual Credit quality-assurance processes. 7. Build Fall schedules to accommodate "social distancing." 8. Explore occupational therapy with expansion to the Army Reserve. 	<p>A--Completion</p> <ol style="list-style-type: none"> 1. Assess the efficacy of the "Toolbox" for African-American males; Implement "Toolbox II" 2. Refine "Operation Graduation" to continue the six-year upsurge in graduation rates by focusing on intrusive retention strategies. 3. Expand TRIO support for "at risk" cohorts, including underrepresented groups and veterans. 4. Evaluate and reengineer the "bonus class" program to increase student participation. 	<p>A--Infrastructure</p> <ol style="list-style-type: none"> 1. Develop renovation plans for U.S. Army Reserve. 2. Begin renovation of Clock Tower and Horticulture. 3. Implement SharePoint as a secure repository for sharing data. 4. Explore funding and feasibility of on-campus athletics field. 5. Implement technological improvements to College infrastructure. 6. Project-manage a Web site upgrade. 7. Improve online-class technology with a proctoring feature. 8. Address viability of the greenhouse and sustainability farm. 	<p>A--Resources</p> <ol style="list-style-type: none"> 1. Preserve Summer and Fall enrollment through creative pricing and promotion to new and underserved markets. 2. Launch the Foundation's "Futures" Campaign. 3. Increase enrollment in potential growth markets like Indiana outreach, 3 +1, dual credit, southern county, corporate education, online, and the correctional center. 4. Integrate college-wide marketing through a marketing users' group.
	<p>B--Transfer Programs</p> <ol style="list-style-type: none"> 1. Develop new articulation agreements for baccalaureate access. 2. Provide high-demand options for articulation, such as an eSports option for transferable sports management. 3. Implement Accounting transfer to CPA and MBA. 	<p>B--Retention</p> <ol style="list-style-type: none"> 1. Enhance mentoring program. 2. Review and revise orientation and Success in College to include financial literacy and Blackboard. 3. Reduce costs by increasing Open Educational Resources. 4. Implement mobile app. 	<p>B--Finance</p> <ol style="list-style-type: none"> 1. Protect finances negatively impacted by COVID-19 pandemic. 2. Continue to review healthcare costs for employees without increasing college expense. 3. Strive to preserve the College's fund balance. 	<p>B--Relationships</p> <ol style="list-style-type: none"> 1. Strengthen alliance with "sister school" Meade Park. 2. Engage TRIO students and presidential scholars in Board of Student Scholars. 3. Leverage recent H.S. alumni for recruitment.
	<p>C--Career Programs and Certificates</p> <ol style="list-style-type: none"> 1. Expand combined GED and career-tech (ICAPS) opportunities. 2. Explore potential programs for jobs experiencing rapid growth (such as casino careers, restaurant management, and industrial-career). 3. Develop and implement "Power Up" program for life-skills training in Fair Oaks and for job seekers. 	<p>C--Engagement</p> <ol style="list-style-type: none"> 1. Maintain a "safe" summer and fall campus through online and social-distancing. 2. Increase student use of eSports studio and TV studio as a "maker space" for extracurricular activities. 3. Develop a plan based on student input to increase student engagement in the library. 	<p>C--Personnel</p> <ol style="list-style-type: none"> 1. Implement the Human Resources master plan and succession plans, including hiring a VP AA. 2. Revise the emergency plan based on table-top drills and COVID-19. 3. Plan and implement program on Diversity Hiring. 4. Improve new-faculty orientation. 	<p>C--Reputation</p> <ol style="list-style-type: none"> 1. Advance and enhance the brand, DACC Online. 2. Engage Alumni in a collaborative project. 3. Expand the marketing of the "Legends" video series.

6.10 BOARD OF TRUSTEES WORKSHOP MINUTES 2.11.21

MINUTES OF BOARD WORKSHOP – February 11, 2021

On February 11, 2021, the Board of Trustees of Community College District 507, in the Counties of Vermilion, Edgar, Iroquois, Champaign, and Ford in the State of Illinois, met for a Board workshop session IN Room 110 at Bremer Conference Center, Danville Area Community College, 2000 East Main Street, Danville, Illinois.

ITEM 1: CALL TO ORDER

The meeting was called to order at 5:05 p.m.

ITEM 2: ROLL CALL

Roll was called. Trustees present: Bill Black, Tracy Cherry, Dave Harby, Terry Hill, Greg Wolfe, and Student Trustee Holley Hambleton. Trustees absent: Dr. Ron Serfoss (arrived 5:10 p.m.) and John Spezia (arrived 5:07 p.m.).

Others present: President Stephen Nacco; Board Secretary Kerri Thurman, Tammy Betancourt, and Jill Cranmore. Others present via phone: Dr. Natalie Page and Stacy Ehmen.

Media present: None.

ITEM 3: ADOPTION OF AGENDA

Upon motion by Mr. Wolfe, and a second by Mr. Hill, the agenda was adopted. The motion passed by unanimous voice vote: 6 yeas, 0 nays.

ITEM 4: PUBLIC COMMENT

There was no public comment.

ITEM 5: STRATEGIC PLANNING MATRIX UPDATE

Dr. Nacco shared the Matrix Production Schedule, the Strategic Planning Process Flow Chart, and the 2020-2021 Strategic Planning Matrix. He noted that process for the Matrix for 2021-2022 has started. He encouraged Trustees to review the documents and to offer suggestions for the next Matrix.

ITEM 6: BOARD DISCUSSION OF FINANCIAL PLANNING

Vice President Tammy Betancourt shared and highlighted Financial Planning and Projections. She shared three scenarios utilizing different options for possible tuition increases including \$0, \$5, and \$10 along with a summary of factors and assumptions used in the forecasts.

Vice President Betancourt shared and reviewed a bond maturity analysis. The Trustees discussed the maintenance needs of the campus. Ms. Betancourt and Mr. Doug Adams are in the process of creating a list of deferred maintenance needs for the campus.

ITEM 7: GENERAL DISCUSSION

Vice President Betancourt then shared the proposed Business Enterprise for Minorities and Persons with Disabilities Program (BEP). The proposed program will be included on an upcoming Board agenda for consideration.

Vice President Jill Cranmore provided an update on the Compease program which was utilized to evaluate administrative and classified staff positions.

ITEM 8: ADJOURNMENT

There being no further business to discuss, Mr. Harby adjourned the meeting at 6:58 p.m.

Chairperson, Board of Trustees

Secretary, Board of Trustees

Approved: _____

6.11 BOARD OF TRUSTEES MEETING MINUTES 5.27.21

MINUTES OF THE REGULAR MEETING of May 27, 2021

On May 27, 2021, the Board of Trustees of Community College District 507, in the Counties of Vermilion, Edgar, Iroquois, Champaign, and Ford in the State of Illinois, met in regular session in the Board Room, Vermilion Hall Room 302, at Danville Area Community College.

ITEM 1: CALL TO ORDER

Chairman Dave Harby called the meeting to order at 5:30 p.m.

ITEM 2: PLEDGE OF ALLEGIANCE

The Board and those in attendance recited the Pledge of Allegiance.

ITEM 3: ROLL CALL OF EXISTING BOARD

The roll was called. Trustees present: Tracy Cherry, Sandra Finch, Dave Harby, Dylan Haun, Terry Hill, John Spezia, Greg Wolfe, and Student Trustee Laura Duncan.

Others present: President Dr. Stephen Nacco, Board Secretary Kerri Thurman, Tammy Betancourt, Jill Cranmore, Stacy Ehmen, Lara Conklin, Mark Barnes, and Kevin Heid were physically present. Dr. Natalie Page, Doug Adams, Shanay Wright, and Corey Potter were present via phone.

Media present: Ross Brown, WDAN-WDNL.

ITEM 4: ADOPTION OF AGENDA

Mr. Harby asked if there were any changes requested to the agenda. With no changes requested, upon motion by Mr. Hill, and a second by Mr. Wolfe, the agenda was approved as presented. The motion passed by unanimous voice vote: 8 yeas, 0 nays.

ITEM 5: RECOGNITION OF VISITORS

The following were physically present: Tammy Betancourt, Vice President, Finance and Chief Financial Officer; Jill Cranmore, Vice President, Human Resources and Labor Relations; Stacy Ehmen, Vice President, Student Services; Lara Conklin, Executive Director, College Relations; Mark Barnes, Director, Information Technology; and Kevin Heid, Stifel. The following were present via phone: Dr. Natalie Page, Vice President, Academic Affairs; Doug Adams, Executive Director, Maintenance and Facilities; Shanay Wright, Director, TRiO and Student Success Center; and Corey Potter, Epic Insurance Midwest.

Media present: Ross Brown, WDAN-WDNL.

ITEM 6: INSIDE THE COLLEGE: TRiO UPDATE

A video was shown highlighting the TRiO program and narrated by Ms. Shanay Wright, Director of TRiO.

Dr. Nacco and the Board thanked Ms. Wright for her report.

ITEM 7: FINANCIAL UPDATE

Vice President Betancourt provided a financial update to the Board. The Financial Statement of Revenue and Expenditures ending April 30, 2021 was included in the Board agenda book.

ITEM 8: PRESIDENT'S REPORT

Dr. Nacco shared the *DACC Flash* with the Board and highlighted the events from the last month.

ITEM 9: PUBLIC COMMENT

ITEM 10: CONSENT AGENDA

H. BOARD CONSIDERATION OF THE MINUTES OF THE PUBLIC HEARING OF APRIL 22, 2021 AND MINUTES OF THE REGULAR BOARD MEETING OF APRIL 22, 2021

I. FINANCIAL REPORT

J. CLERY SECURITY REPORT

Upon motion by Mr. Wolfe, and a second by Mr. Haun, the Board approved the items on the Consent Agenda. The motion passed by roll call vote: 8 yeas, 0 nays.

ITEM 11: UNFINISHED BUSINESS

ITEM 12: NEW BUSINESS

K. BOARD CONSIDERATION OF HUMAN RESOURCES REPORT

Recommendations of Employment are conditional upon all Human Resources processes being met.

Upon motion by Mr. Hill, and a second by Mrs. Finch, the Board approved the Human Resources Report. The motion passed by roll call vote: 8 yeas, 0 nays.

L. BOARD CONSIDERATION OF RESOLUTION SETTING FORTH AND DESCRIBING IN DETAIL CLAIMS HERETOFORE AUTHORIZED AND ALLOWED FOR PROPER COMMUNITY COLLEGE PURPOSES WHICH ARE PRESENTLY OUTSTANDING AND UNPAID, DECLARING THE INTENTION TO AVAIL OF THE PROVISIONS OF ARTICLE 3A OF THE PUBLIC COMMUNITY COLLEGE ACT OF THE STATE OF ILLINOIS, AS AMENDED, AND TO ISSUE \$1,500,000 FUNDING BONDS FOR THE PURPOSE OF PAYING CLAIMS AGAINST THE DISTRICT, AND DIRECTING THAT NOTICE OF SUCH INTENTION BE PUBLISHED AS PROVIDED BY LAW

The College currently has an outstanding debt of \$1,500,000 which will be used to pay the cost of purchasing real or personal property, or both, to alter, repair, improve and equip District buildings. To meet the principal and interest obligations of this debt, the College must pursue issuing Funding Bonds in the amount of \$1,500,000.

The Resolution included in the Board packet documents the College's intent to issue these bonds to provide sufficient funds to meet the debt obligation.

Upon motion by Mr. Wolfe, and a second by Ms. Cherry, the Board approved the Resolution setting forth and describing in detail claims heretofore authorized and allowed for proper community college purposes which are presently outstanding and unpaid, declaring the intention to avail of the provisions of Article 3A of the Public Community College Act of the State of Illinois, as amended, and to issue \$1,500,000 Funding Bonds for the purpose of paying claims against the District, and directing that notice of such Intention be published as provided by law. The motion passed by roll call vote: 8 yeas, 0 nays.

M. BOARD CONSIDERATION OF NEW BOARD POLICY: BOARD POLICY #6015.1 – BLANKET PURCHASE ORDER POLICY

A blanket purchase order is a purchase order which DACC places with its supplier to allow multiple delivery dates over a period of time. The purpose of this new policy is to clarify that all blanket purchase orders are required to meet DACC purchasing policy requirements and to set forth the conditions under which blanket purchase orders may be used.

Upon motion by Mr. Spezia, and a second by Ms. Cherry, the Board approved Board Policy #6015.1 – Blanket Purchase Order Policy. The motion passed by roll call vote: 8 yeas, 0 nays.

N. BOARD CONSIDERATION OF 2021-2022 STRATEGIC PLANNING MATRIX

As a single-sheet, one-sided document, the Matrix provides an overview of the College's strategic priorities over the course of an academic year. It is essential that the Matrix contain priority strategies that generate institutional buy-in among all constituencies throughout the College.

From these strategies and tactics, individual departments are able to derive more detailed annual goals. The Matrix would normally require a concomitant document that provides more detailed descriptions of these initiatives.

Most important, as the Matrix corresponds to the College's institutional priorities for an academic year, this document plays a crucial role in laying the groundwork for the budgeting process conducted during the spring for the coming fiscal year.

The 2021-2022 Strategic Planning Matrix has undergone a six-month development process that has included input from all key College stakeholders.

Upon motion by Mrs. Finch, and a second by Mr. Hill, the Board approved the 2021-2022 Strategic Planning Matrix. The motion passed by roll call vote: 8 yeas, 0 nays.

O. BOARD CONSIDERATION OF MAKING WRITTEN CLOSED SESSION MINUTES OPEN TO THE PUBLIC

Public Act 85-1355 requires community college boards to review the written minutes of closed sessions in order to determine which written minutes may be, in whole or in part, made a part of the public record. The following minutes were reviewed: March 24, 1987; September 26, 2000; October 24, 2000; May 23, 2006; April 26, 2011; January 24, 2019; and November 5, 2020*.

The following minutes are being recommended to remain closed to the public: March 24, 1987; September 26, 2000; October 24, 2000; May 23, 2006; April 26, 2011; January 24, 2019; and November 5, 2020*.

*The minutes of November 5, 2020 have not yet been approved by the Board.

Upon motion by Mr. Wolfe, and a second by Mr. Haun, the Board approved the written minutes so noted to remain closed to the public and that no written closed session minutes be made open to the public at this time. The motion passed by roll call vote: 8 yeas, 0 nays.

P. BOARD CONSIDERATION OF PROPERTY/LIABILITY AND CYBER LIABILITY INSURANCE FOR FY22

On behalf of DACC, Epic Insurance Midwest submitted for quotation to Wright Specialty Insurance (WRM), Garden City, New York; Illinois Counties Risk Management Trust (ICRMT), St. Charles, Illinois; Cincinnati Insurance, Cincinnati, Ohio; Hanover, Insurance, Indianapolis, Indiana; and Liberty Mutual Insurance, Indianapolis, Indiana. Although we provided all required applications to Wright Specialty, they did not respond. Cincinnati could not provide the same abuse/molestation limits, would have to add a Neurodegenerative Injury exclusion to the liability, and their property rates are much higher than ICRMT. Hanover declined as they are not a market for smaller colleges and did not want to provide coverage for truck driving school or wind turbine training. Liberty Mutual declined as they could not provide coverage for truck driving school or wind turbine training.

The insurance proposal (external exhibit) prepared by Corey Potter of Epic Insurance Midwest reflects an overall increase of \$7,166 (approximately 4.5%) in premiums from Illinois Counties Risk Management Trust (ICRMT) for property and liability insurance. This is a result, in part, due to property values being increased 5% for inflation. The premium increase was also partly due to a rate increase by ICRMT for liability insurance. The proposed premium for FY-2022 for property and liability insurance will be \$163,351.

There is also an option available (external exhibit) to the College to move our cyber liability from Travelers to ICRMT. The current annual premium with Travelers is \$10,958 while the ICRMT premium is \$4,126, a savings of \$6,832. The coverage and deductibles would remain the same.

Epic did not increase their agency fee from last year (external exhibit). It has remained the same for several years.

Upon motion by Mr. Wolfe, and a second by Mr. Haun, the Board approved property/liability and cyber liability insurance for FY22. The motion passed by roll call vote: 8 yeas, 0 nays.

Q. BOARD CONSIDERATION OF BIDS FOR MARY MILLER CENTER ELEVATOR UPGRADE

The passenger elevator located in the Mary Miller Center is in dire need of being upgraded to current code and standards. The elevator frequently fails, leaving passengers trapped and is becoming increasingly unreliable. The original control system was installed in 1969 and repair parts are becoming unavailable. Anytime repairs are performed, elevator code requires us to upgrade to the current elevator code requiring additional electrical, fire system and mechanical work.

Project plans were prepared by our elevator consultant, Stuard and Associates, Inc., advertised, and sent to Oracle Elevator Company, Indianapolis, Indiana, The Murphy Elevator Company, Evansville, Indiana, Kone Escalators & Elevators, Urbana, Illinois and TK Elevator, Indianapolis, Indiana. Repairs include all labor and materials necessary to bring the passenger elevator in Mary Miller Center up to current elevator code and upgrade the power unit and controls. Funding will come from 2018 Deferred Maintenance Bond Proceeds.

Upon motion by Mr. Spezia, and a second by Mrs. Finch, the Board approved the low bid from Oracle Elevator of Indianapolis, Indiana in the amount of \$163,300.00 to upgrade the Mary Miller elevators. The motion passed by roll call vote: 8 yeas, 0 nays.

R. BOARD CONSIDERATION OF RENOVATION AND REPAIR OF LINCOLN HALL FIRST FLOOR COMMON AREA WALLS

Lincoln Hall was built new in 1999 and still has the original carpet on the walls and terrazzo cove base, both of which are in poor condition and in need of repair. Project plans include patching, repairing and painting the walls in the first floor common areas including the Student Union. This will be considered the first of a two-phase project. The second phase will come later in the form of new updated signage and wayfinding in the same area.

Project plans were prepared by Reifsteck Reid Architects, advertised and sent to Construct Connect, Broeren Russo Construction, Inc., Carpet Weavers, Commercial Builders, English Brothers, Felmley-Dickerson Co., McDowell Builders, KO-ON Construction, Otto Baum Construction, Roessler Construction & Contractors, and Schomburg & Schomburg Construction, Inc. Funding will come from 2018 Deferred Maintenance Bond Proceeds.

Upon motion by Mr. Wolfe, and a second by Mr. Haun, the Board approved the low bid from Broeren Russo Builders, Inc of Champaign, Illinois in the amount of \$45,000.00 to renovate and repair the Lincoln Hall first floor common area walls. The motion passed by roll call vote: 8 yeas, 0 nays.

S. BOARD CONSIDERATION OF RETIREMENTS

1. DARRIN HAYNES, CUSTODIAL MAINTENANCE INSTRUCTOR, DEPARTMENT OF CORRECTIONS

Upon motion by Ms. Cherry, and a second by Mrs. Finch, the Board approved the retirement of Darrin Haynes, Custodial Maintenance Instructor, Department of Corrections effective June 4, 2021. The motion passed by roll call vote: 8 yeas, 0 nays.

The Board and Dr. Nacco expressed appreciation to Mr. Haynes for his years of service and wished him well in his upcoming retirement.

2. LAURA WILLIAMS, DEAN, ADULT EDUCATION AND LITERACY/COLLEGE EXPRESS/MIDDLE COLLEGE

Upon motion by Mrs. Finch, and a second by Mr. Wolfe, the Board approved the retirement of Laura Williams, Dean, Adult Education and Literacy/College Express, Middle College effective October 1, 2021. The motion passed by roll call vote: 8 yeas, 0 nays.

The Board and Dr. Nacco expressed appreciation to Mrs. Williams for her years of service and wished her well in his upcoming retirement.

ITEM 12J: CLOSED SESSION FOR DELIBERATIONS CONCERNING COLLECTIVE NEGOTIATING MATTERS; APPOINTMENT, EMPLOYMENT, COMPENSATION, DISCIPLINE, PERFORMANCE, OR

DISMISSAL OF SPECIFIC EMPLOYEES OF THE PUBLIC BODY; AND APPROVAL OF THE WRITTEN CLOSED SESSION MINUTES DATED NOVEMBER 5, 2020

Upon motion by Mr. Wolfe, and a second by Mr. Haun, the following Resolution was adopted by roll call vote: 8 yeas, 0 nays.

BE IT RESOLVED, in accordance with the provisions of Chapter 120/2(c) (1,2, and 21) of the Open Meetings Act, the Board of Trustees of Community College District #507 shall enter a Closed Session for deliberations concerning collective negotiating matters; appointment, employment, compensation, discipline, performance, or dismissal of specific employees of the public body; and approval of written Closed Session minutes of November 5, 2020.

The Board went into Closed Session at 6:55 p.m.

OPEN SESSION

The Board returned to Open Session at 8:11 p.m.

ITEM 12K: BOARD CONSIDERATION OF RENEWAL OF PRESIDENT’S CONTRACT

Upon motion by Mr. Wolfe, and a second by Mr. Hill, the Board approved Dr. Stephen Nacco’s contract effective July 1, 2021 through June 30, 2024. The motion passed by roll call vote: 8 yeas, 0 nays.

**ITEM 14: INFORMATION
B. COMMUNICATIONS**

ITEM 15: ADJOURNMENT

There being no further business to discuss, Mr. Harby adjourned the meeting at 8:13 p.m.

Chairperson, Board of Trustees

Secretary, Board of Trustees

Approved: _____

6.12 SCREENSHOT: DEPARTMENTAL ASSESSMENT REPORTS

(Document archives are accessible via SharePoint)

The screenshot displays a SharePoint interface. At the top, there is a yellow header with the 'SharePoint' logo and a search bar. Below this is a green navigation bar with links for 'DACC Employee Portal', 'Academics', 'Departments & Offices', 'Administration', and 'Accreditation'. A secondary green bar features the 'Institutional Research' logo and links for 'Home', 'Adult Education', 'Liberal Arts', and 'Matl'. A toolbar contains options for '+ New', 'Upload', 'Edit in grid view', 'Share', 'Copy link', 'Sync', and 'Down'. The main content area is titled 'IR Reports > Assessment Departmental Level' and contains a table of folders representing assessment reports for each year from 2014 to 2021. Each folder entry includes a folder icon, the year, a 'Modified' timestamp, and the name of the user who modified it.

Name	Modified	Modified By
2014	14 minutes ago	Thomas Carey
2015	14 minutes ago	Thomas Carey
2016	15 minutes ago	Thomas Carey
2017	15 minutes ago	Thomas Carey
2018	16 minutes ago	Thomas Carey
2019	17 minutes ago	Thomas Carey
2020	17 minutes ago	Thomas Carey
2021	21 minutes ago	Thomas Carey

6.13 ACADEMIC MASTER PLAN TIMELINE

