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*Danville Area Community College*

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# 2023 INSTITUTIONAL EFFECTIVENESS REPORT

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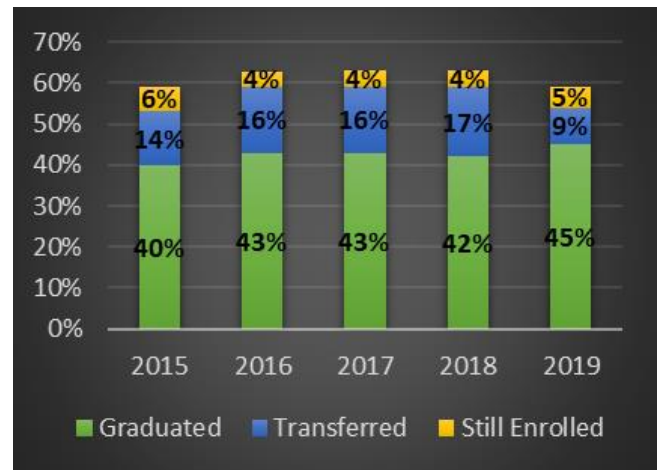
## Dashboard Indicators

### Enrollment

	Credit Students	Credit F.T.E	Non-Credit Students
FY 2017	6,472	1,753	1,787
FY 2018	6,124	1,717	2,057
FY 2019	5,931	1,695	1,992
FY 2020	5,790	1,626	1,873
FY 2021	4,074	1,345	1,295
FY 2022	3,196	1,234	1,988
FY 2023	3,200	1,384	2,225

Source: DACC IR Office: EOY Enrollment Report

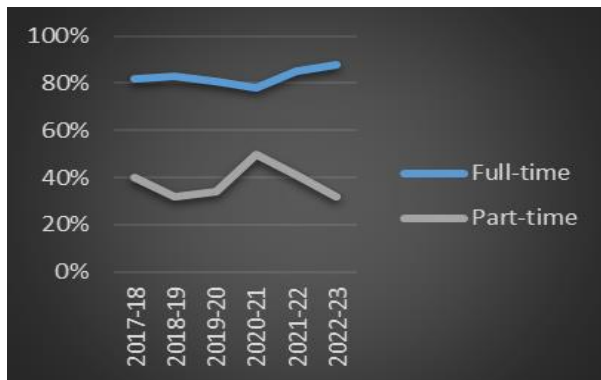
### Graduation and Transfer-Out Rates



Source: IPEDs Data Center

### Fall to Spring Retention Rates

	Full-time	Part-time
2017-18	82%	40%
2018-19	83%	32%
2019-20	81%	34%
2020-21	78%	50%
2021-22	85%	41%
2022-23	88%	32%



Source: KPI

### Student Loan Default Rates

Loan default rates have not been updated since COVID due to the pause in student loan payments.

#### DACC 3 year Student Loan Default Rates, By Year of Student Exit

2014	15.10%
2015	14.30%
2016	15.00%
2017	12.20%
2018	9.10%

Source: Department of Education

## Introduction

The Danville Area Community College Report on Institutional Effectiveness serves as a platform for the college's assessment system, strategic planning, program review processes and indicators of achievement set forth by the college's Mission. The primary purpose of the plan is accountability and continuous quality improvement.

The college's Strategic Planning Matrix, participation in Achieving the Dream since 2009, and introduction of Illinois Community College Board's performance based funding all play important roles in the Danville Area Community College (DACC) Report on Institutional Effectiveness. Built on the premise that data-informed decisions lead to more efficient and effective institutional practices and increased academic achievement, the report serves as a data and information repository for planning, decision-making and overall growth of the college. DACC's Institutional Effectiveness Report is designed around DACC's Key Performance Indicators of Student Success, the Core Indicators of Effectiveness for Community Colleges from the American Association of Community Colleges, and customized indicators designed to meet the unique aspects of the college's Mission and Core Values.

The Institutional Effectiveness Report accomplishes the following objectives:

- Provides important information on how key institutional processes are linked at DACC – Core Indicators of Effectiveness, Departmental Planning and Academic Program Review.
- Details how measures of Student Satisfaction are used in the planning processes of the College.
- Demonstrates a plan for continuous improvement, using Core Indicators of Effectiveness.
- Outlines a plan for communicating the Core Indicators of Effectiveness and Student Satisfaction Measures to internal and external stakeholders.

For over a decade, Danville Area Community College has been committed to a culture of assessment and accountability within all departments and divisions of the institution. What started as an infrastructure for student learning has evolved into a data-informed decision-making campus with a strong student success agenda.

## Key Performance Indicators of Student Success

Several years ago, the college created Key Performance Indicators (KPIs) of Student Success as part of its Achieve the Dream initiative. In 2019 the Data Team reviewed and revised the indicators. Revision was necessary as some of the indicators were very bulky, others contained information which might be too course or student specific, and still others were measures no longer provided by the state.

As part of the revision process, the student success indicators were classified into four successive categories:

KPI #1 Course Success and Retention – focusing on course success and the rate at which students return for follow up semesters

KPI #2 Persistence – focusing on student credit accumulation

KPI #3 Completion – focusing on graduation counts and rates

KPI #4 Transfer – focusing on transfer rates

Each of the seventeen indicators has four to six years of data trending performance either (1) externally, to a DACC peer group inside ICCB or (2) internally, between different racial/ethnic groups, genders, socioeconomic statuses, or other sub-populations. Each begins with a graph comparing overall performance, followed by a chart for those wanting more detailed information. ICCB Performance Based Funding Measures are included as six of the measures. Some of those measures are present in this report as well.

Due to COVID the data team was unable to continue meeting. Updates to KPI and other reports were still made and posted online. Post COVID a new Data Governance team has formed. This team is responsible for all data and data security decisions.

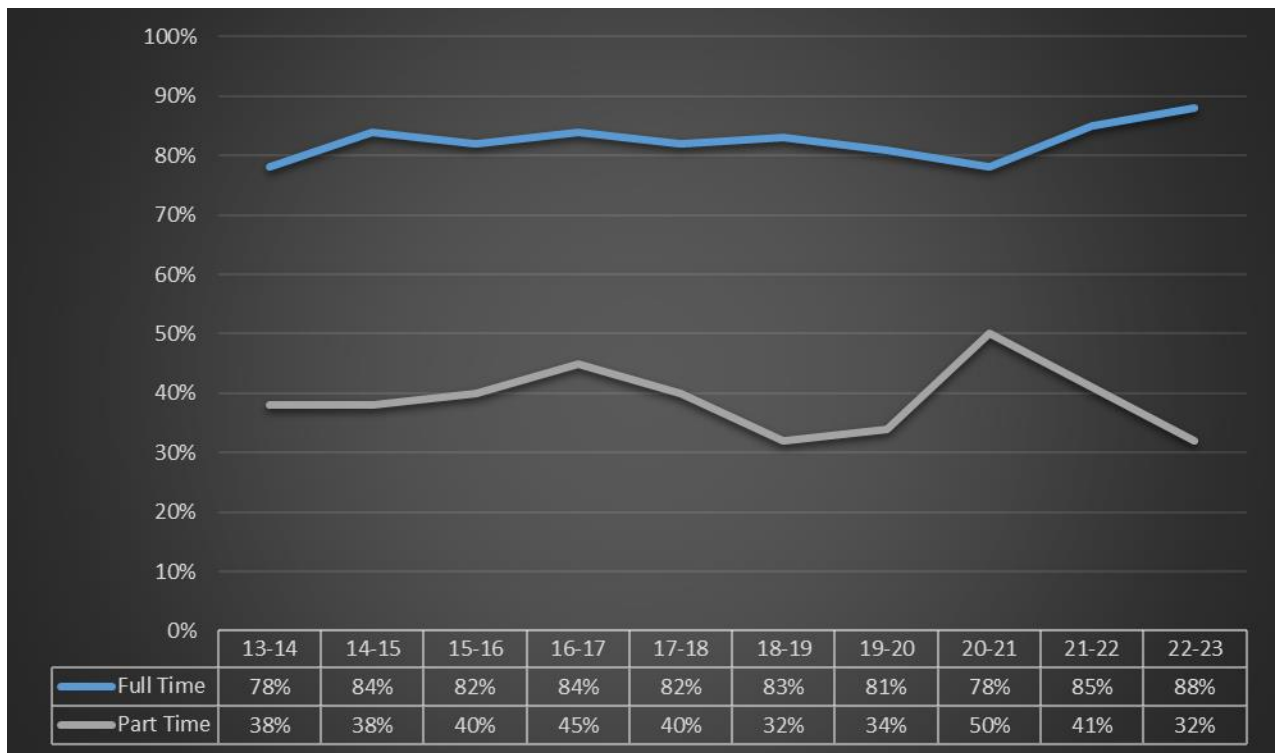
# Outcomes

## Student Progression

### Term to Term Retention

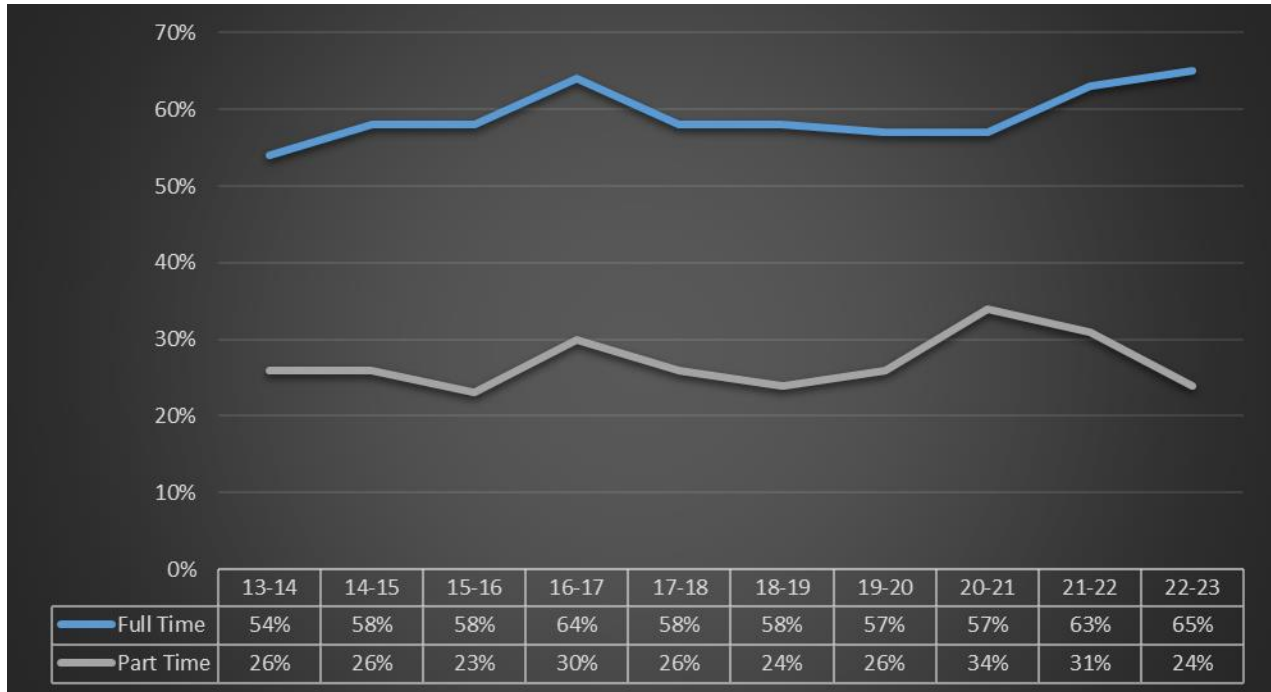
**Measure:** Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to spring tenth day.

**Data Source:** DACC Institutional Research



**Measure:** Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to fall tenth day.

**Data Source:** DACC Institutional Research



### Momentum Points

**Measure:** The percentage of Adult Education participants who achieved an Educational Functioning Level gain

**Data Source:** DACC Adult Education (program's level completion rate excluding ASE High



Note: An Educational Functioning Level gain is approximately equivalent to a two-year grade level increase.

## Developmental Course Success

*Measure: The percentage of students who successfully complete developmental courses*

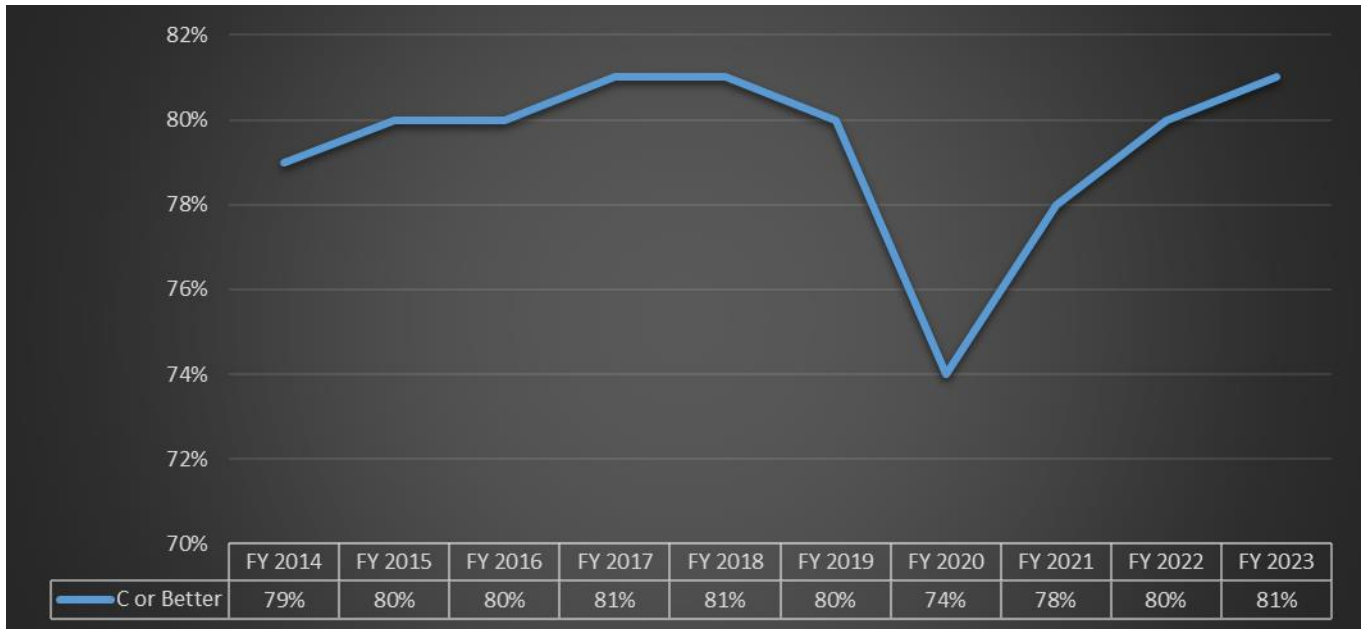
*Data Source: DACC Institutional Effectiveness*

Subject	FY14	FY15	FY16	FY17	FY18	FY19	FY20	FY21	FY22	FY23
English	65%	77%	66%	73%	63%	68%	70%	60%	100%	77%
Math	60%	63%	65%	69%	66%	71%	62%	69%	65%	73%
Reading	49%	58%	58%	53%	67%	37%	51%	53%	56%	64%
Total	60%	68%	64%	65%	66%	65%	62%	66%	68%	72%

## Course Success

*Measure: The percentage of students who complete credit courses with a C-grade or better*

*Data Source: DACC Institutional Effectiveness*





**Measure:** The percentage of all students who complete gatekeeper courses with a C grade or better (BIOL 102, BIOL 136, CBUS 150, CECN 102, ENGL 121, ENGL 101, MATH 107, MATH 108, and PSYC 100)

**Data Source:** DACC Institutional Effectiveness

Course	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023
BIOL 102	62%	42%	53%	42%	51%	67%	72%	85%	74%	59%
BIOL 136	49%	52%	49%	56%	60%	49%	61%	58%	58%	58%
CBUS 150	74%	69%	73%	68%	74%	68%	77%	83%	70%	84%
CECN 102	70%	58%	57%	55%	65%	58%	48%	64%	62%	67%
ENGL 121	69%	63%	72%	72%	68%	64%	49%	63%	58%	52%
ENGL 101	77%	77%	78%	80%	77%	77%	70%	77%	78%	80%
MATH 107		53%	62%	63%	57%	64%	55%	76%	76%	79%
MATH 108	51%	54%	54%	59%	48%	54%	48%	61%	54%	37%
PSYC 100	71%	71%	74%	67%	73%	73%	62%	69%	76%	79%
Combined	66%	63%	67%	66%	67%	67%	61%	71%	71%	73%

## Completion

### Degree/Certificates Awarded

**Measure:** The number of degrees and certificates awarded

**Source:** ICCB Data and Characteristics Annual Enrollment and Completion Data tables III-7 & III-8

College	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022
DACC	743	669	686	616	683	650	687	564	678	541	497
Peer Ave.	713	736	732	779	839	698	634	639	675	694	662
Carl Sandburg	446	457	537	535	470	480	483	583	531	772	526
Highland	495	431	396	505	767	625	550	571	778	582	602
John Wood	591	548	473	537	503	506	466	465	491	547	488
Kaskaskia	1351	1627	1584	1711	1494	992	969	906	817	937	842
Kishwaukee	1002	869	929	783	734	981	807	768	897	771	791
Rend Lake	1304	1364	1252	1390	2218	1202	1095	1181	1223	1141	1245
Sauk Valley	795	777	849	808	765	666	596	691	651	626	641
Shawnee	553	597	520	651	544	550	522	525	568	579	550
Southeastern	333	357	389	508	554	440	395	294	352	407	400
Spoon River	260	330	388	359	336	541	460	486	449	582	536

**Measure:** The number of degrees and certificates awarded per 100 credit hours claimed

**Source:** ICCB Data and Characteristics Financial Data table IV-3, Annual Enrollment and Completion Data tables III-7 & III-8

No Updated ICCB data

**Measure:** The number of occupational degrees (A.A.S.) and certificates awarded

**Source:** ICCB Data and Characteristics Annual Enrollment and Completion Data table III-8

Degrees						Certificates				
FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	College	FY 2022	FY 2021	FY 2020	FY 2019	FY 2018
148	109	138	104	105	DACC	237	200	232	252	314
121.2	116.3	104	112	93	Peer Average	254	253	260	281	302
123	115	92	132	93	Carl Sandburg	78	121	101	117	125
91	91	75	72	61	Highland	259	264	404	279	286
96	92	88	163	110	John Wood	116	62	193	156	157
255	223	203	222	177	Kaskaskia	415	475	351	457	485
145	129	127	112	104	Kishwaukee	260	169	217	292	327
213	234	197	152	179	Rend Lake	634	479	479	505	601
100	96	104	79	63	Sauk Valley	283	278	288	361	366
72	53	29	65	42	Shawnee	196	222	205	254	244
73	64	58	48	47	Southeastern	121	165	122	124	170
44	66	68	75	56	Spoon River	173	299	249	266	258

**Measure:** The percentage of first-time, full-time students who graduate within 150% of normal time

**Source:** IPEDS Data Center

College	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort	2016 Cohort	2017 Cohort	2018 Cohort	2019 Cohort
DACC	35%	34%	34%	40%	43%	43%	42%	45%
Peer Ave.	37%	39%	38%	40%	39%	41%	42%	45%
Carl Sandburg	27%	34%	31%	35%	42%	36%	44%	43%
Highland	33%	32%	33%	42%	36%	33%	36%	49%
John Wood	36%	42%	39%	44%	39%	44%	44%	47%
Kaskaskia	37%	38%	30%	32%	35%	29%	31%	37%
Kishwaukee	28%	29%	29%	33%	35%	41%	43%	36%
Rend Lake	51%	51%	58%	61%	53%	56%	59%	56%
Sauk Valley	38%	43%	41%	44%	43%	46%	43%	46%
Shawnee	36%	24%	33%	36%	38%	49%	40%	50%
Southeastern	35%	41%	40%	36%	42%	40%	39%	42%
Spoon River	44%	51%	41%	41%	30%	38%	42%	41%

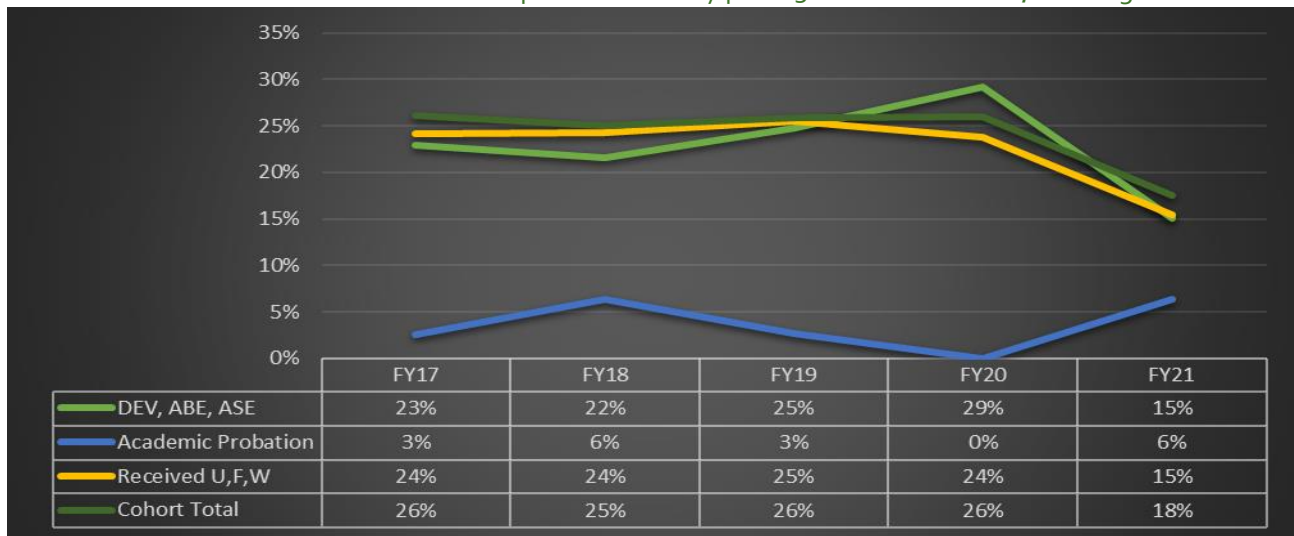
## Degree/Certificates Awarded to At Risk Students

**Measure:** The percent of new students who are either economically disadvantaged or academically disadvantaged who graduate with a degree or certificate within three years

**Source:** DACC Institutional Effectiveness

### Academically Disadvantaged

A student is considered academically disadvantaged if the student 1. Has taken any Remedial, ABE or ASE Coursework 2. Has been on academic probation at any point 3. Has received a U, F or W grade.

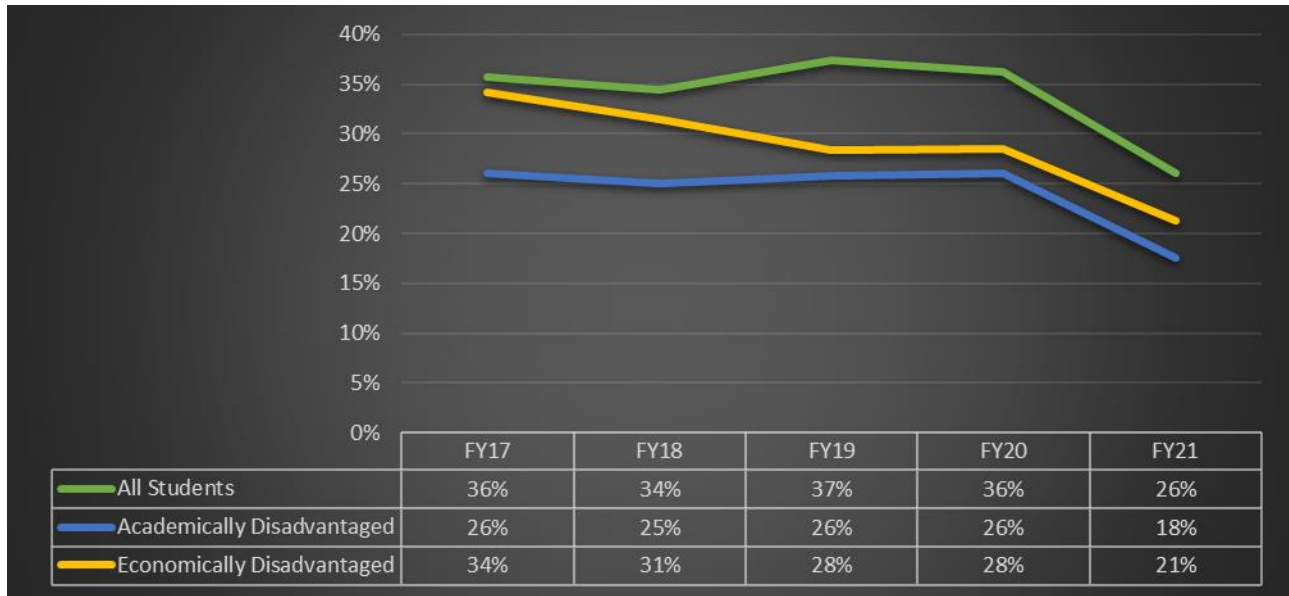


### Economically Disadvantaged

A student is considered economically disadvantaged if the student has 1. Been awarded a Pell Grant at any point. 2. Has been considered Pell Eligible.



### Totals



### Industry Specific Licenses and Certifications

**Measure:** The percentage of nursing students who pass the NCLEX-RN exam

**Source:** Illinois Department of Financial and Professional Regulation National Council Licensure Examination Summary Data

College	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
DACC	83%	78%	91%	64%	75%	88%	83%	78%	80%	86%	79%
ICCB Peer Ave.	82%	85%	88%	89%	88%	90%	85%	82%	82%	85%	92%
Carl Sandburg	60%	83%	76%	75%	81%	78%	79%	80%	56%	82%	93%
Highland	81%	65%	85%	97%	85%	97%	80%	66%	66%	86%	94%
John Wood	90%	89%	90%	89%	84%	87%	72%	87%	93%	83%	97%
Kaskaskia	88%	79%	81%	91%	96%	97%	95%	94%	95%	88%	100%
Kishwaukee	93%	92%	96%	94%	92%	90%	98%	82%	83%	83%	87%
Rend Lake	75%	85%	91%	80%	81%	80%	64%	75%	77%	86%	91%
Sauk Valley	90%	83%	90%	94%	81%	82%	89%	74%	86%	82%	89%
Shawnee	71%	89%	93%	86%	82%	97%	77%	81%	100%	100%	100%
Southeastern	97%	100%	92%	100%	97%	100%	100%	100%	88%	100%	96%
Spoon River	77%	88%	81%	83%	100%	93%	93%	84%	79%	62%	83%
Lakeview CoN	77%	73%	73%	64%	71%	91%	88%	95%	84%	81%	87%

**Measure:** The percentage of nursing students who pass the NCLEX-LPN exam

**Source:** Illinois Department of Financial and Professional Regulation National Council Licensure Examination Summary Data

College	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
DACC	94%	92%	93%	97%	97%	95%	93%	91%	100%	100%	95%
Peer Ave.	97%	94%	96%	99%	95%	98%	97%	94%	91%	94%	96%
Carl Sandburg	78%	69%	83%	100%	100%	100%	95%	86%	100%	100%	91%
Highland	100%										
John Wood	100%	100%	100%	100%	94%	100%	92%	89%	82%	88%	95%
Kaskaskia	92%	92%	93%	90%	88%	100%	100%	100%	94%	95%	100%
Kishwaukee	100%										
Rend Lake	97%	96%	100%	100%	94%	85%	96%	94%	96%	94%	93%
Sauk Valley	100%	100%	95%	100%	91%	95%	90%	92%	93%	81%	92%
Shawnee	100%	97%	100%	100%	95%	100%	100%	95%	81%	96%	100%
Southeastern	100%	98%	100%	100%	97%	100%	100%	97%	95%	97%	100%
Spoon River	100%	100%	100%	100%	100%	100%	100%	100%	88%	100%	100%

**Measure:** The percentage of Health Information Technology students who pass the Registered Health Information Technologist (RHIT) licensure exam on the first attempt

**Source:** DACC Director of Health Information Technology and the American Health Information Management Association (AHIMA)



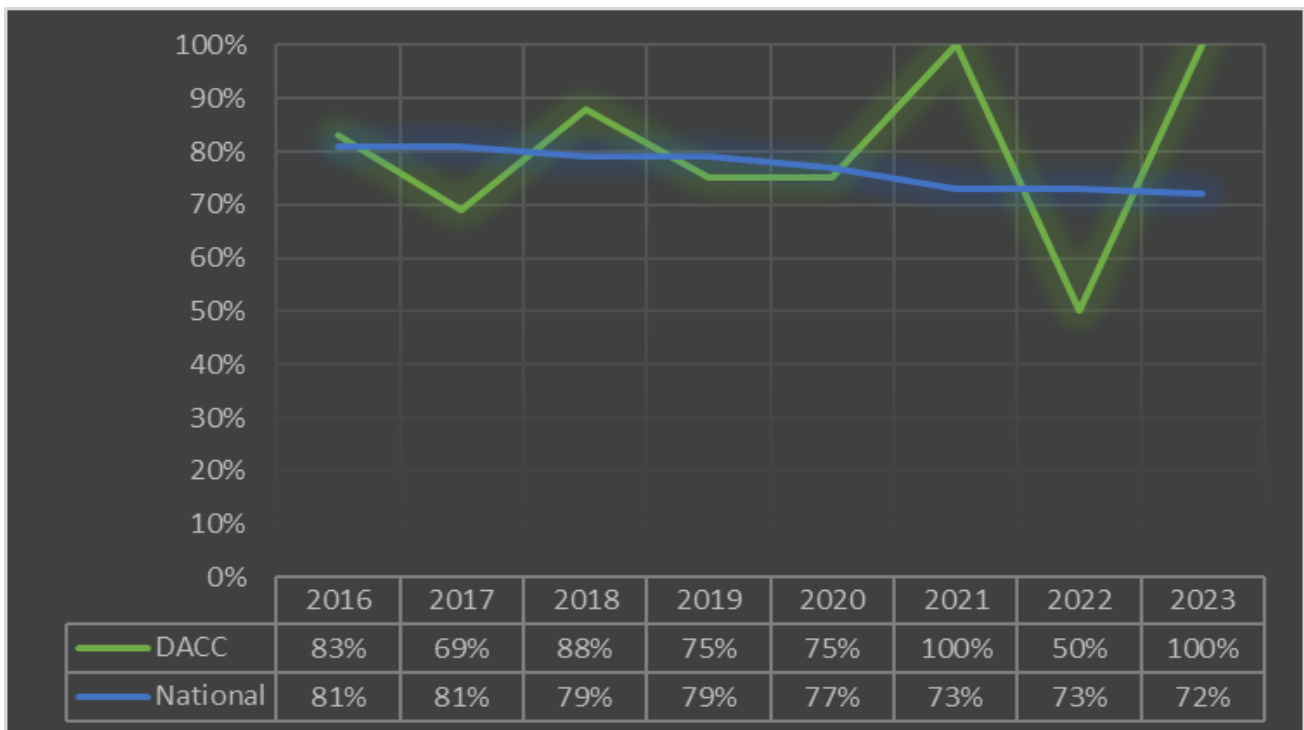
**Measure:** The percentage of Medical Imaging (Rad Tech, Echocardiography and Sonography) students who pass the licensure exam

**Source:** DACC Director of Medical Imaging



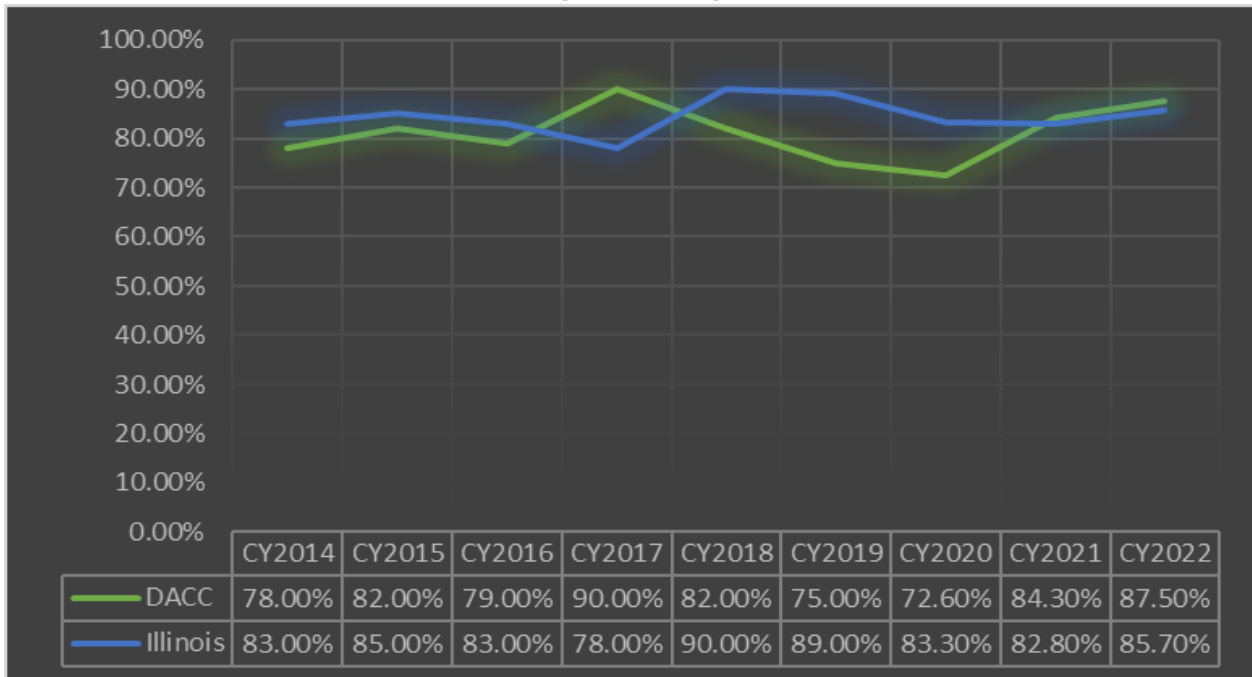
**Measure:** The percentage of medical assistant students who pass the RMA licensure test

**Source:** DACC Medical Assistant instructor



**Measure:** The percentage of nursing assistant students who pass the certification exam on the first attempt.

**Source:** DACC Adult Ed Director and SIU Nursing Aide Testing department



## Transfer

### Graduate Tracking

**Measure:** The percentage of DACC graduates, by degree type who continued with their education by the next fall semester

**Source:** Graduate and Leaver Tracker Report by DACC Institutional Effectiveness

Graduates	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023
Transfer program graduates	69%	73%	83%	80%	74%	85%	64%	71%	62%
General Studies graduates	45%	57%	36%	47%	44%	46%	29%	29%	35%
Applied Associates graduates	44%	31%	39%	25%	17%	29%	21%	9%	8%
Certificate graduates, not									
Nursing Asst.	39%	39%	44%	42%	43%	28%	4%	0%	7%
Nursing Asst. graduates	48%	77%	45%	62%	43%	44%	17%	15%	0%

**Measure:** Transfer Graduate Survey Results on Present Location, Student Loan Debt, Course Transfer and Future Living

**Source:** Transfer Graduate Survey conducted each fall semester by DACC Institutional Effectiveness

Current Location of Graduates									
Location	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY 2022	FY 2023
A 4-year institution	80%	64%	71%	78%	60%	72%	84%	59%	68%
Different 2-year college	6%	11%	10%	7%	10%	5%	5%	4%	3%
DACC	4%	11%	10%	7%	14%	5%	5%	14%	10%
No further college	8%	8%	10%	4%	14%	14%	0%	23%	10%
Some further college, not currently	2%	6%	0%	4%	2%	2%	5%	0%	6%

Current Student Loan Debt									
Debt	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY 2022	FY 2023
No debt	43%	43%	59%	47%	56%	56%	47%	68%	62%
Under \$5,000	18%	11%	15%	9%	18%	12%	26%	5%	10%
\$5,000 to \$10,000	18%	19%	17%	27%	16%	21%	5%	14%	20%
\$10,000 to \$20,000	16%	9%	7%	16%	6%	7%	21%	14%	6%
Over \$20,000	6%	17%	2%	2%	4%	2%	0%	0%	0%

How well did your courses transfer?									
	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY 2022	FY 2023
As expected	93%	91%	91%	84%	78%	67%	83%	83%	95%

Is it your goal to be living in Vermilion County ten years from now									
	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020	FY2021	FY 2022	FY 2023
Yes	22%	17%	32%	20%	30%	23%	0%	14%	27%

## Articulation

**Measure:** The number of general education and major specific courses included in the Illinois Articulation Initiative

**Source:** DACC Coordinator of Transfer Articulation

	2018 Fall	2019 Fall	2020 Fall	2021 Fall	2022 Fall	2023 Fall
Illinois Articulation Initiative (IAI) general education courses	87	88	87	88	88	88
Major Specific courses transferring to four-year universities	127	40	38	38	38	40
Transfer course total	214	128	125	126	126	128

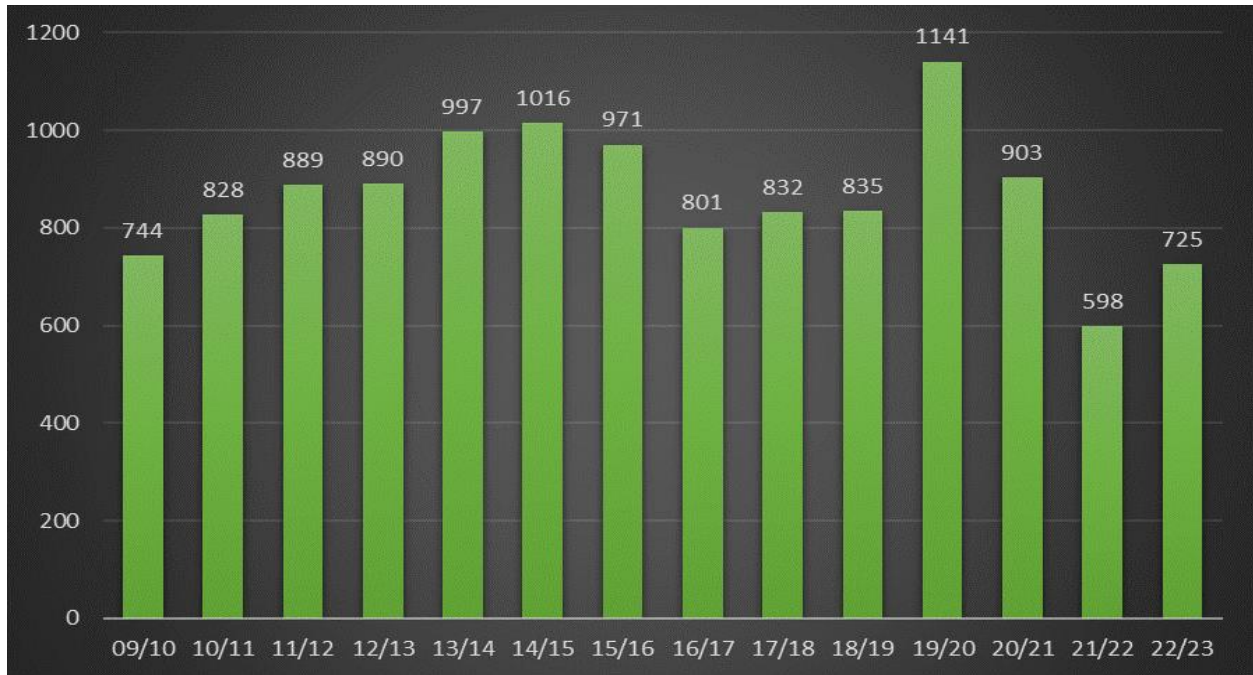


## Community Resource

### Business and Industry

**Measure:** Number of Business and Industry Center course/workshops conducted

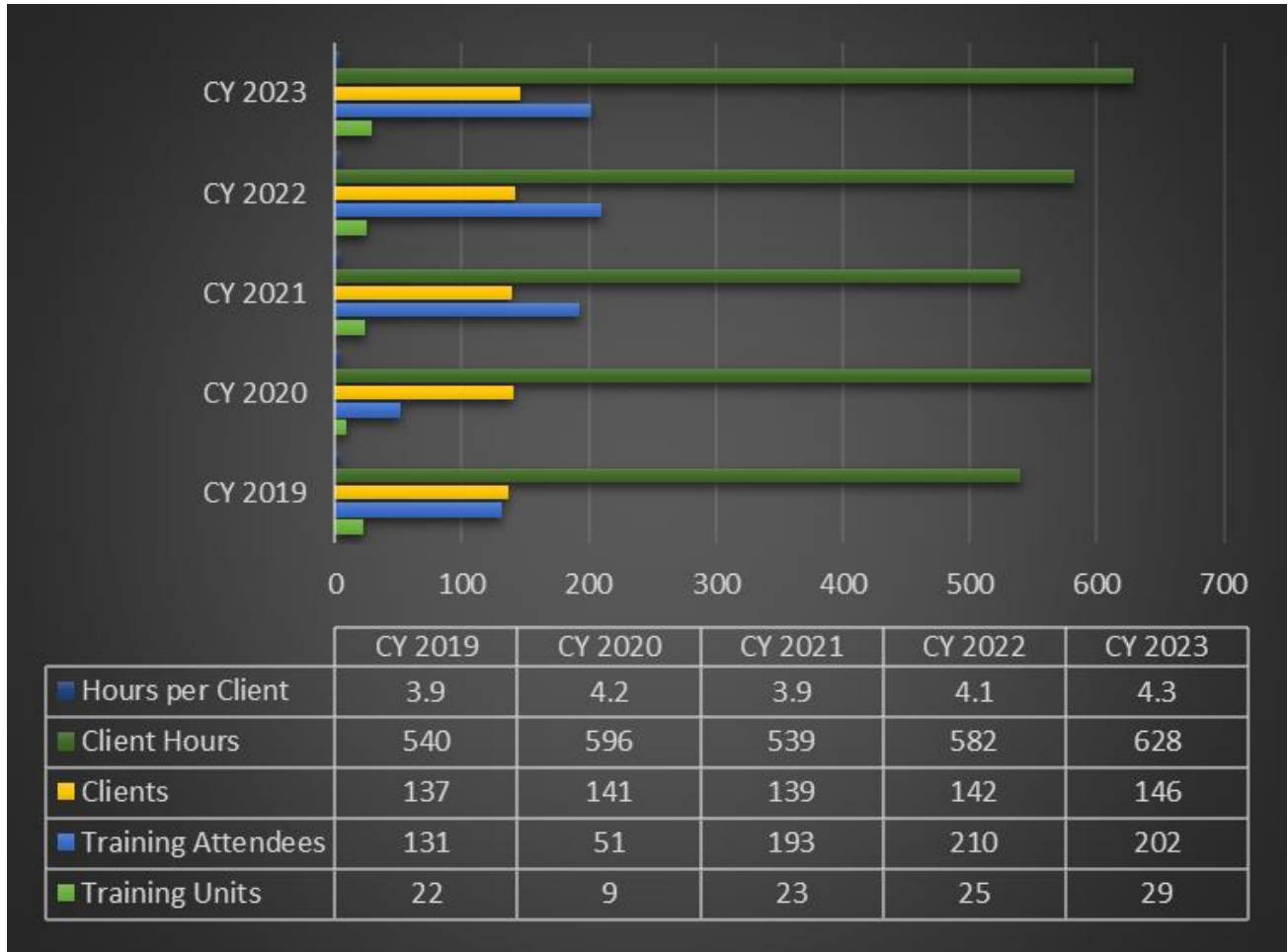
**Source:** DACC Director of Corporate Education



## Small Business

**Measure:** Number of Small Business Development Clients and Trainees

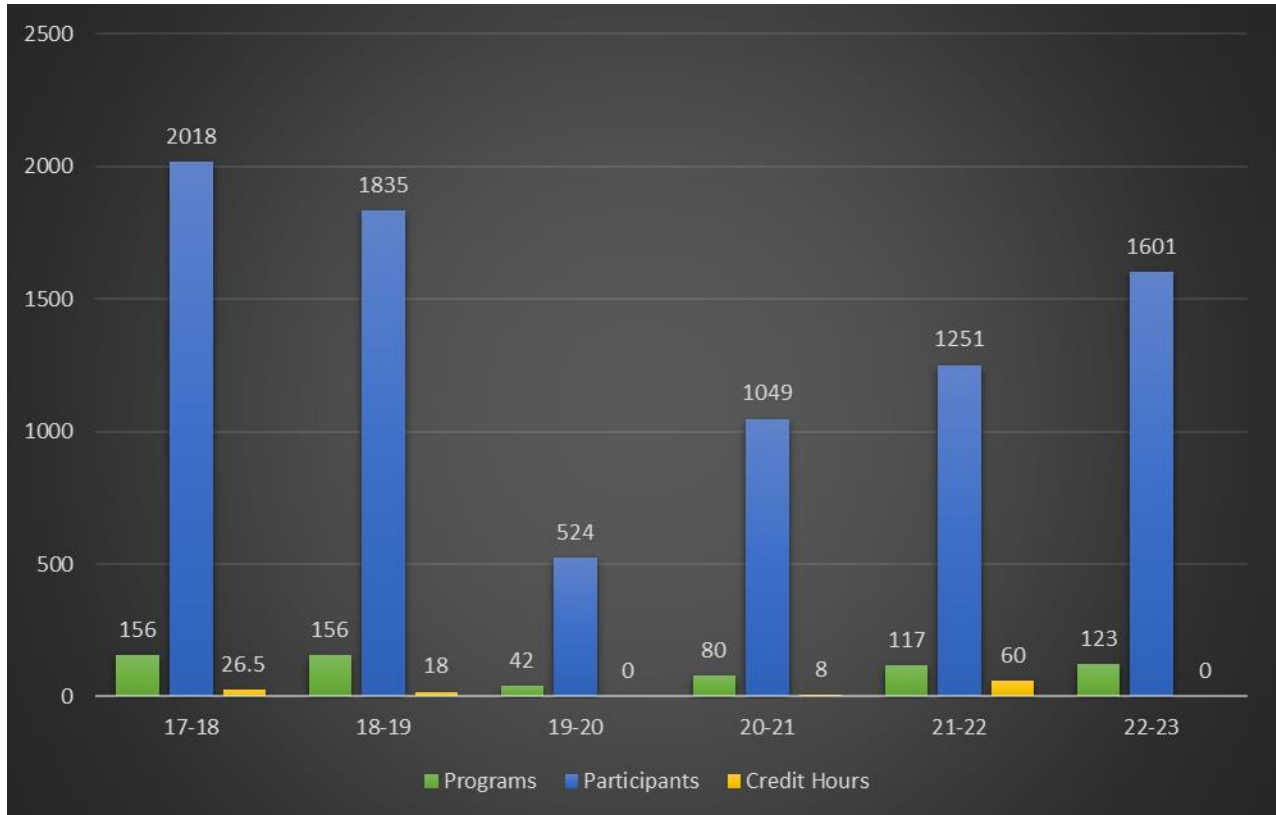
**Source:** DACC Executive Director of Small Business Development



## Community Education

**Measure:** The number of programs and participants who enroll in Community Education activities

**Source:** DACC Director of Corporate and Community Education



## Student Participation

*Measure: The race/ethnicity breakdown of DACC credit students compared to the surrounding population*

*Source: DACC Office of Institutional Effectiveness, US Census Bureau*

	Vermilion County	Illinois	DACC				
	2023	2023	22-23	21-22	20-21	19-20	18-19
White, Non-Hispanic	81%	76%	61%	67%	73%	70%	76%
Black, Non-Hispanic	14%	14%	19%	16%	13%	14%	16%
American Indian/Alaskan Native	0.4%	0.6%	0%	0%	0%	0%	0%
Asian	0.1%	6%	1%	1%	1%	1%	1%
Native Hawaiian/Pacific Islander	0.9%	0.1%	0%	0%	0%	0%	0%
Two or More Races	2%	2%	2%	1%	1%	1%	1%
Hispanic or Latino	5%	18%	7%	7%	5%	6%	6%

## Outcome Connections

The aforementioned outcomes are core indicators used to identify college success and needs. These outcomes are connected to the “Core Indicators of Effectiveness for Community College,” as described in an article of the same name by Richard Alfred, Peter Ewell, James Hudgins, and Kay McClenney; the Achieving the Dream goals, as represented by DACC’s Key Performance Indicators; and the college’s Mission, Vision, and Core Values. Ties to the first two are shown in the chart below.

	DACC Key Performance Indicator	Core Indicator of Effectiveness
<b>Student Progression</b>	3: Persistence 4: Developmental Advancement 5: Overall and Gatekeeper Course Completion 6: Momentum Points	2: Persistence (Fall to Fall) 12: Success in Developmental Coursework
<b>Completion</b>	1: Degree and Certificate Completion 2: Degree and Certificate Completion of At-Risk Students	1: Student Goal Attainment 3: Degree Completion Rates 6: Licensure/Certification Pass Rates
<b>Transfer</b>	7: Transfer to a 4-Year Institution 8: Transfer to a Community College	10: Number and Rate Who Transfer
<b>Community Resource</b>		7: Client Assessment of Programs & Services 13: Participation Rate in Service Area 14: Response to Community Needs

Through structural decision making committees, including Administrative and Expanded Administrative Council, Office of Instruction, Achieving the Dream teams, and Continuous Quality Improvement teams progress on these and other outcomes are shared so future college directions can be data-informed. These groups of individuals have been presented with a series to questions, prepared by Springfield (MO) Technical Community College, to better analyze the data before them through their own individual lenses. These questions include: Do you see a pattern over time? What is the main point? What story can you tell? What else do you need to know?

So the college can be better connected to the outcomes results, particularly those which are changing quickly or leading to internal change, many have been shared during in-service opportunities. This sharing often has involved looking further into the outcomes so that a deeper understanding can be shared by all.