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# Institutional Effectiveness Report

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Fiscal Years 2009-2012

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Danville Area Community College

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## **INTRODUCTION & PURPOSE**

The Danville Area Community College Report on Institutional Effectiveness serves as a platform for the college's assessment system, strategic planning and 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 newly revised Strategic Plan, the participation of DACC in Achieving the Dream since 2009, the onset of Complete College America, and the introduction of Illinois Community College's Performance Based Funding all play an important role in Danville Area Community College (DACC) Report on Institutional Effectiveness. Built on the premise that data-driven outcomes lead to increased academic achievement and more efficient and effective institutional practices, the Report serves as a data and information repository for planning, decision-making and the overall growth of the college. DACC's Institutional Effectiveness Report is designed around the Illinois Community College Board (ICCB) core indicators of effectiveness as well as customized indicators that are designed to meet the unique aspects of DACC'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 – Strategic Planning, Core Indicators of Effectiveness, Assessment of Student Learning, Departmental Planning, Academic Program Review and Student Satisfaction Measures.
- Documents the achievements of the DACC Assessment Initiative and helps to answer the important question: “Are students learning?”
- 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.

## **BACKGROUND**

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-driven decision-making campus with a strong student success agenda. Assessment is the catalyst for increased student achievement. The assessment initiative at DACC has been supported at all levels of the college, from the participation of faculty and staff to the monetary support of the board of trustees. Measuring the overall effectiveness of the college is important to the success of our students and the vitality of our community.

## MISSION & CORE INDICATORS

The following outlines the core indicators of effectiveness that have been developed using DACC's Strategic Plan, Achieving the Dream indicators, ICCB's Performance Based Funding measures, and the mission and core values of the college.

### **Mission**

To provide quality, innovative and adaptive programs and services which meet the life-long academic, cultural and workforce needs of our diverse community.

### **Student Success**

To provide academic excellence through quality learning activities that enable all students the opportunity to achieve academic and personal goals.

### **Core Indicators**

1. Student persistence
2. Course completion rates
3. Degree/Program completion rates

### **Transfer Education**

To provide quality transfer courses and programs that enable students to achieve success at four-year institutions.

### **Core Indicators**

1. Success at transfer institution
2. Successful student transfer to four-year institutions

### **General Education**

To provide the knowledge and skills that enable students to achieve academic and personal goals.

### **Core Indicators**

1. Number of general education and major specific courses are included in the Illinois Articulation Initiative
2. Demonstrated competence in the four general education outcome areas:
  - Communication Skills
  - Critical Inquiry and Problem Solving
  - Technology
  - Cultural Awareness and Social Skills

## DACC MISSION CONTINUED

### **Adult/ Developmental Education**

To provide quality developmental courses and programs that prepare students for educational and personal success.

### **Core Indicators**

1. Successful performance in developmental education and subsequent related courses; developmental education credits earned versus attempted
2. Educational gains in adult education

### **Workforce Development**

To provide specialized quality training, courses and services that meet the needs of businesses and individuals.

### **Core Indicators**

1. Number of occupational degree and certificate completers
2. Job placement.
3. Occupational Graduates Retained in Employment
4. Pass rates on occupational certification tests and state licensure exams
5. Total Number of Business & Industry Courses/Workshops conducted

### **Student Support**

To provide exceptional services and resources that meet the dynamic needs of students and support learning.

### **Core Indicators**

1. Satisfaction level of students with programs of study, student services and learning resources

### **Community Education**

To provide a wide variety of opportunities that meet the needs of life-long learners.

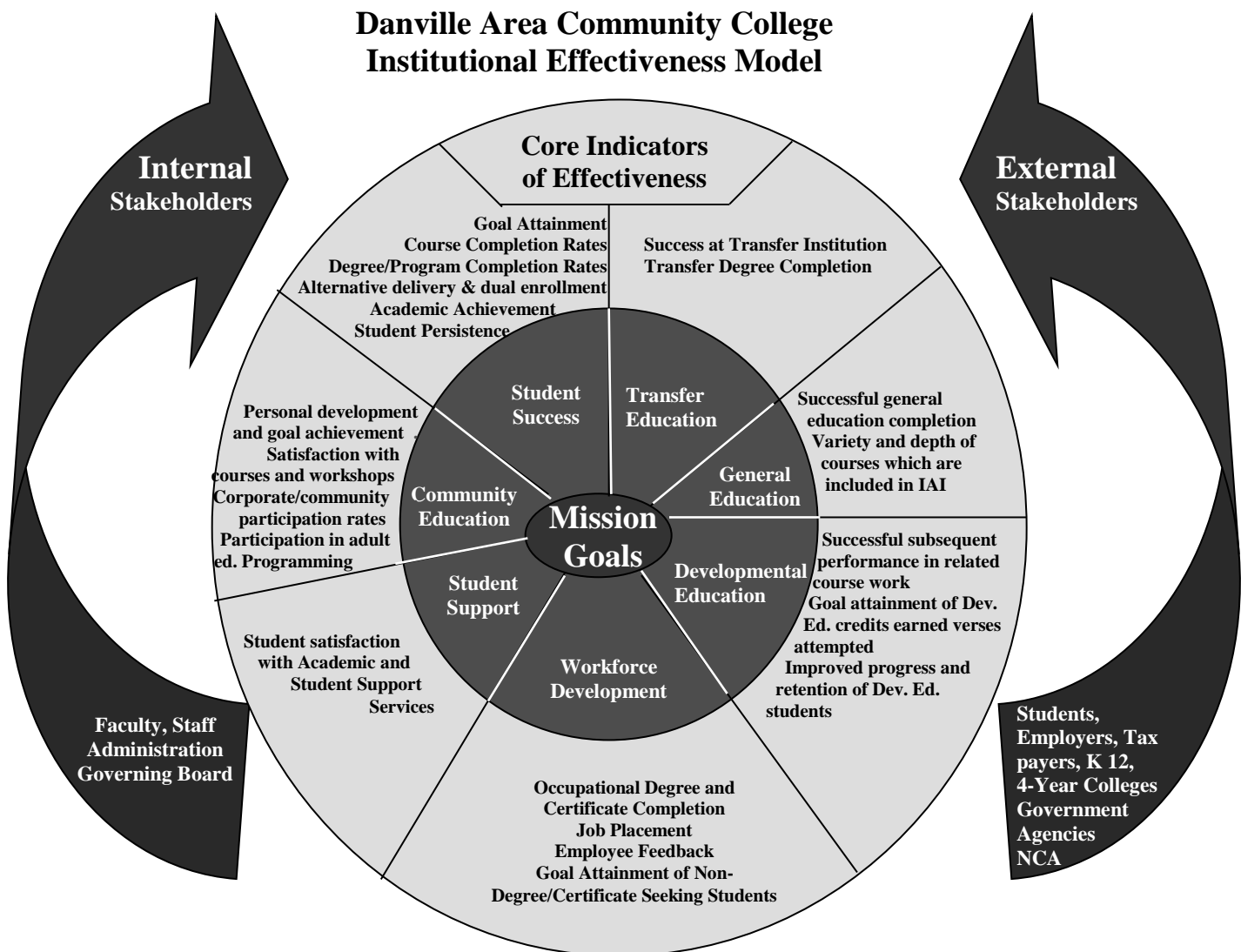
### **Core Indicators**

1. Participation in the community

# INSTITUTIONAL EFFECTIVENESS MODEL

During the first years of the new millennium, Danville Area Community College centered its Institutional Effectiveness model around the Illinois Board of Higher Education's Citizen's Agenda: *The Illinois Commitment* and the Illinois Community College Board's Strategic Plan: *Promise for Illinois*, and although those plans served the College well, DACC is now focused on the Achieving the Dream (AtD) core indicators, as well as the measures used by the Illinois Community College Board (ICCB) for performance based funding and DACC's Strategic Plan. The bottom line is educational development and student success. Since becoming an Achieving the Dream participant over four years ago, DACC has worked hard to increase student success. By disaggregating data, the college continues to look at different student populations in order to implement initiatives that better serve all students and improve outcomes.

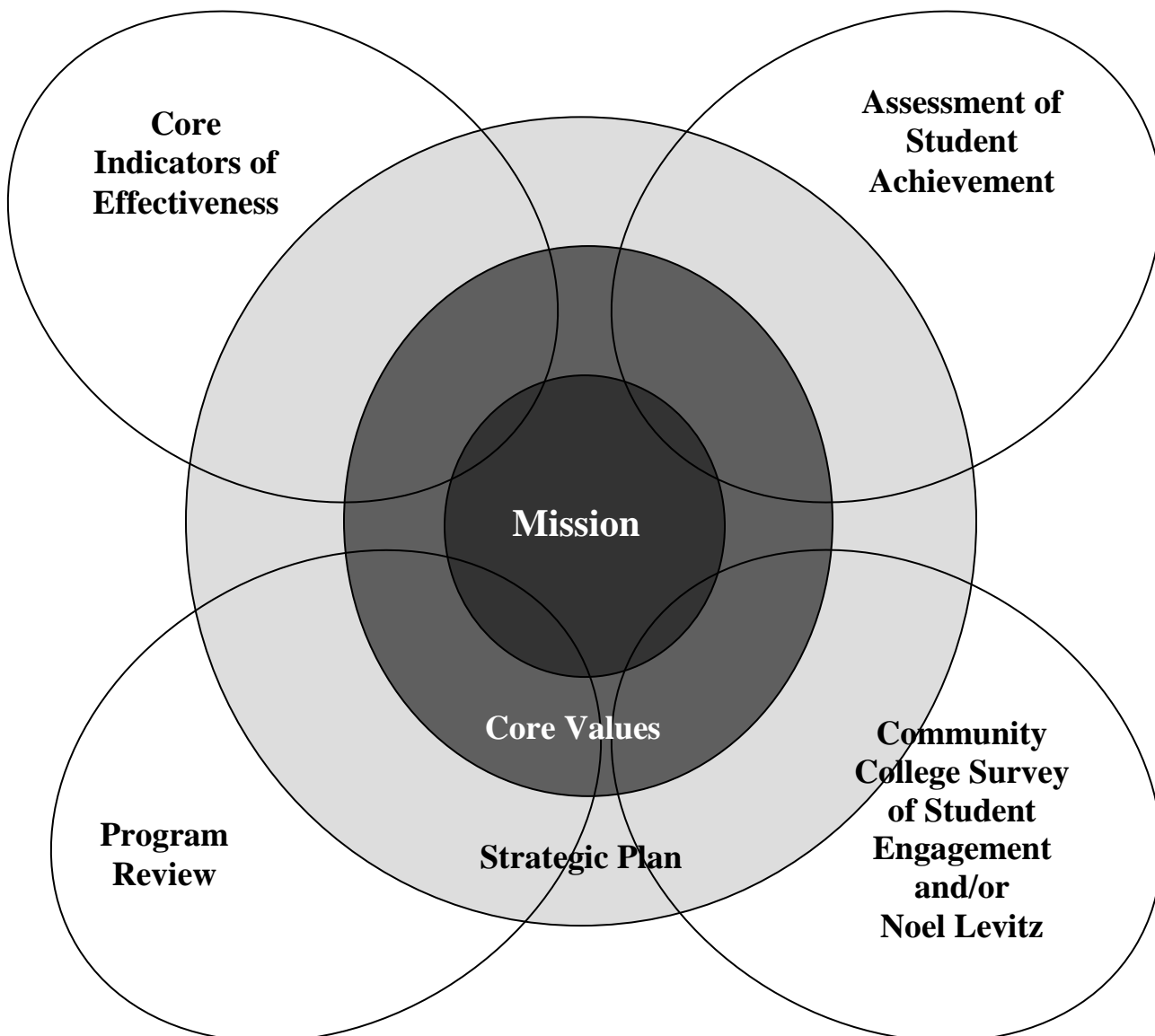
Student success is a topic discussed daily on campus by faculty, staff, and students, and it is our goal to increase the number of students successfully completing courses and programs and becoming a productive member of our community. The core indicators listed below serve as our foundation to improving the lives of students who pass through DACC's doors.



## INTEGRATED SYSTEM OF REPORTING, ANALYZING & USING DATA

The Core Indicators of Effectiveness, Assessment of Academic Achievement, Community College Survey of Student Engagement and/or Noel Levitz and Program Review are all systemically linked to the College's Mission, Core Values and Strategic Plan. The Institutional Effectiveness Plan serves as a platform for understanding at a campus-wide level how students learn and achieve success, how programs and academic divisions grow and contribute to the core indicators of effectiveness and how each of these measures are tied directly, not only to the precepts of the Mission and the standards of our Core Values, but to the DACC Strategic Plan as well.

Overall Institutional Effectiveness is Measured  
by Four Formal Assessment Efforts



## OUTCOMES ON SELECTED CORE INDICATORS FY 2009 – FY 2012

### Mission Category: Student Success

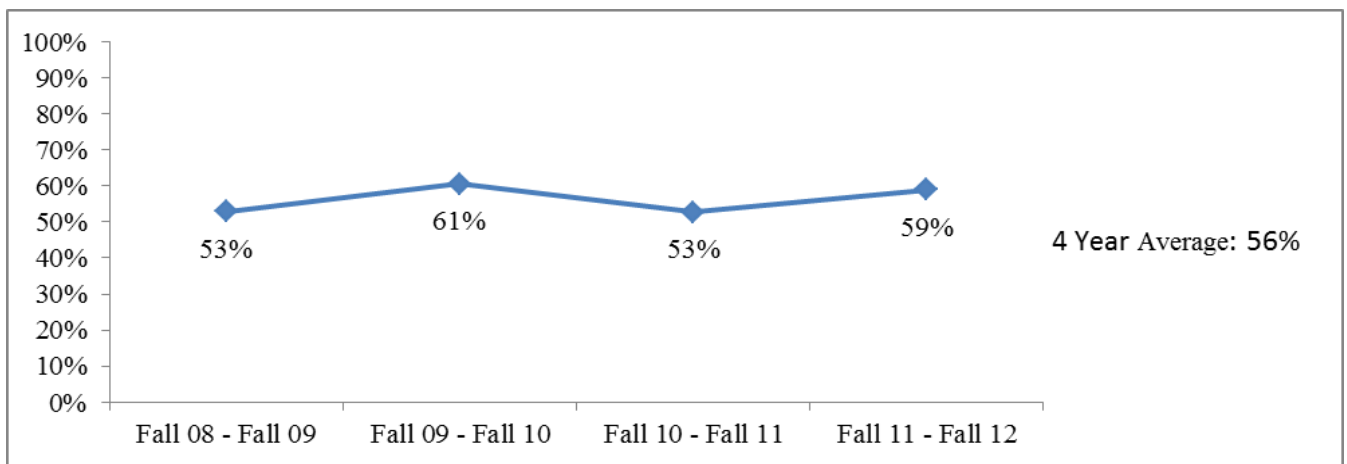
#### Mission Goal Statement

Danville Area Community College provides academic excellence through quality learning activities that enable all students the opportunity to achieve academic and personal goals.

#### Core Indicator 1

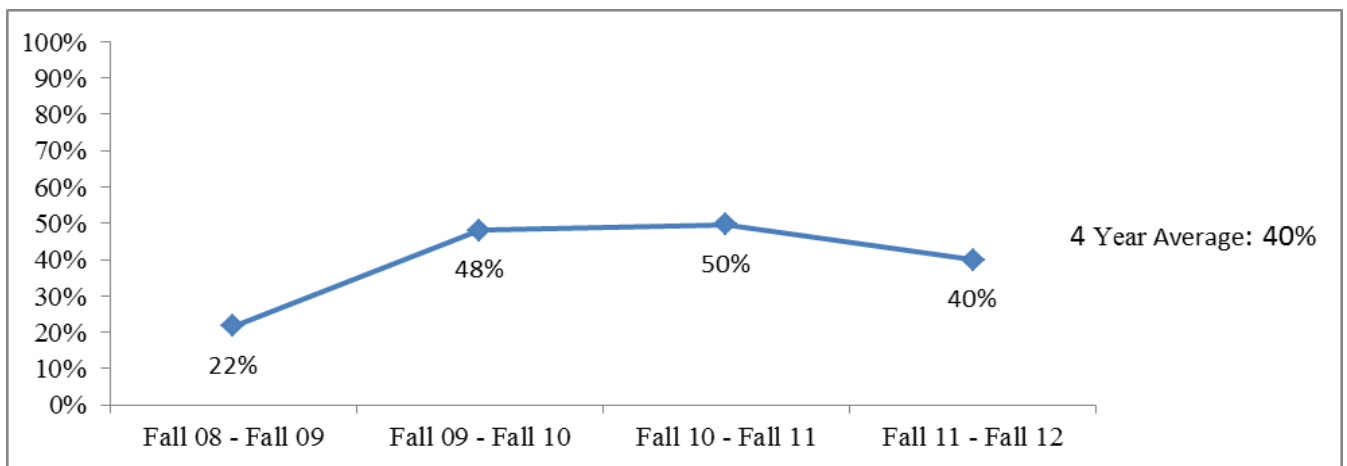
##### Student Persistence

**Measure A:** The percentage of first time, **full-time** degree-seeking students retained from fall 10<sup>th</sup> day to fall 10<sup>th</sup> day.



SOURCE OF DATA: IPEDS Fall Enrollment

**Measure B:** The percentage of first time, **part-time** degree-seeking students retained from fall 10<sup>th</sup> day to fall 10<sup>th</sup> day.



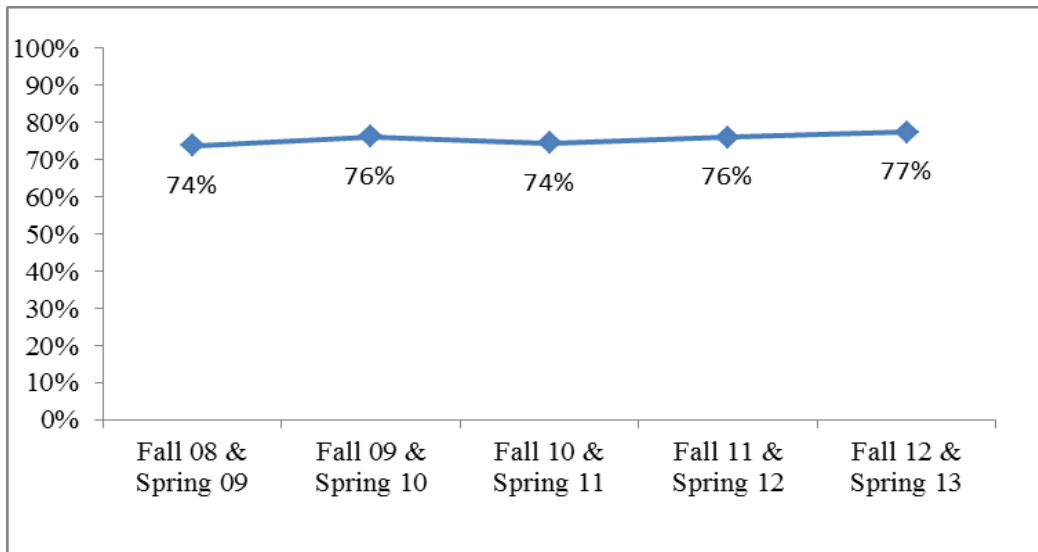
SOURCE OF DATA: IPEDS Fall Enrollment



## Core Indicator 2

### Successful Course Completion Rate

**Measure A:** The percentage of all DACC students that complete credit courses with a “C” or better, measured at the end of the fall and spring semester. The percentage of students will be calculated using all students still enrolled at the mid-term point for each respective course. This calculation will allow for late starting and early ending classes to be identified along with all traditional 16-week courses. Grades of D, F, U, and withdrawals will be counted as non-completers.



SOURCE OF DATA: DACC Institutional Research – Enrollment Data for traditional courses (excludes Adult Education and CCE), and includes Culinary Arts and Truck Driving courses.

**Measure B:** The percentage of all DACC students who complete gatekeeper courses with a C or better. Gatekeeper courses are usually high enrollment, high failure courses, particularly first college-level or degree-credit courses in math and English.

Successfully Complete Courses with a C or Better												
Note: The measure is calculated as a ratio of all credit hours successfully completed to all credit hours attempted												
ENGL-121, ENGL-101, and MATH-105 Students												
	2008-2009			2009-2010			2010-2011			2011-2012		
	N	# [Successful]	% [Successful]	N	# [Successful]	% [Successful]	N	# [Successful]	% [Successful]	N	# [Successful]	% [Successful]
All	2,015	1,125	55.83%	1,653	984	59.53%	1,508	945	62.67%	1,466	972	66.30%
Asian	23	18	78.26%	10	8	80.00%	14	10	71.43%	18	16	88.89%
African American	227	90	39.65%	196	88	44.90%	190	106	55.79%	198	121	61.11%
Hispanic	53	28	52.83%	39	27	69.23%	63	36	57.14%	75	59	78.67%
Native American	2	0	0.00%	1	1	100.00%	11	8	72.73%	6	3	50.00%
White	1,589	943	59.35%	1,114	690	61.94%	969	650	67.08%	985	690	70.05%
Other	121	46	38.02%	292	170	58.22%	261	135	51.72%	168	60	35.71%
Male	793	401	50.57%	696	418	60.06%	685	412	60.15%	603	409	67.83%
Female	1,163	697	59.93%	946	563	59.51%	814	533	65.48%	852	563	66.08%
Other	59	27	45.76%	11	3	27.27%	9	0	0.00%	7	0	0.00%
Low-Income	1,090	567	52.02%	698	353	50.57%	717	398	55.51%	734	433	58.99%
Not Low-Income	925	558	60.32%	955	626	65.55%	791	547	69.15%	732	539	73.63%

SOURCE OF DATA: Achieving the Dream Data Brief, August 2013

*Beginning from the 2008-2009 baseline year, the three subsequent years showed increasing combined overall success rates of 60% (2009-2010), 63% (2010-2011) and 66% (2011-2012). There were no years of decline.*

### Core Indicator 3

#### Degree/Program Completion Rate

**Measure:** The number of all DACC students who completed a certificate or degree.

	FY 2009 Completions	FY 2010 Completions	FY 2011 Completions	FY 2012 Completions	% Change 2009-2012	% Change 2011-2012
<b>DACC</b>	656	662	769	743	13.3%	-3.4%
State Average	1105	1185	1282	1338	21.1%	4.4%
<b>Peer Colleges</b>						
Highland	336	396	467	495	47.3%	6.0%
Kaskaskia	1014	1137	1222	1351	33.2%	10.6%
Kishwaukee	781	860	890	1002	28.3%	12.6%
Rend Lake	1265	1235	1342	1304	3.1%	-2.8%
Sauk Valley	884	893	814	795	-10.1%	-2.3%

SOURCE OF DATA: ICCB data book, Table III-7 and Table III-8

Includes all degrees & certificates awarded during an entire academic year, from July 1 of one calendar year through June 30 of the following year.

## Mission Category: Transfer Education

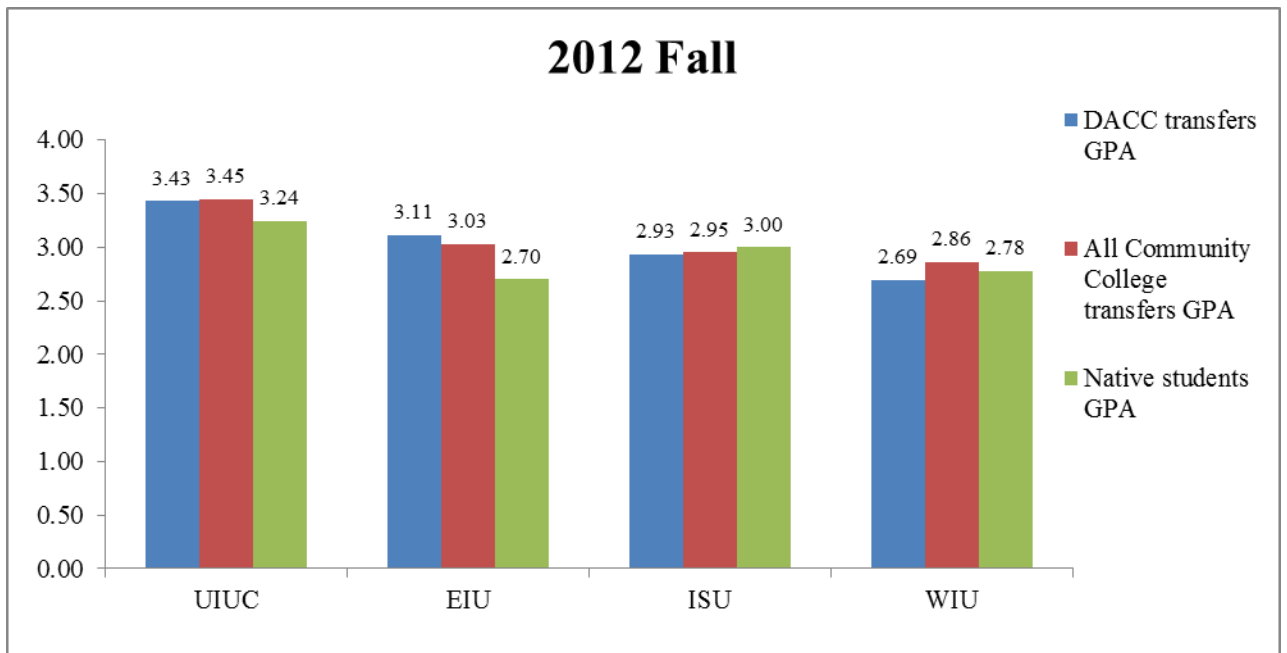
### Mission Goal Statement

Provide quality transfer courses and programs that enable students to achieve success at four-year institutions.

### Core Indicator 1

Success at Transfer Institutions

**Measure:** The university first year grade point average (GPA) of Danville Area Community College transfer students with at least 12 hours of transfer credit compared to the first year GPA of all Community College transfer students and all native students. This measure will be reported annually for students attending Illinois Public four-year universities during the fall and/or spring semesters.



SOURCE OF DATA: University of Illinois at Urbana-Champaign, Eastern Illinois University, Illinois State University and Western Illinois University

## Core Indicator 2

### Successful Student Transfer to Four-Year Institutions (Transfer Rates)

**Measure:** The rates reflect the Fall entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior institutions within four years.

	Fiscal Year 2009			Fiscal Year 2010		
	Number of Fall 03 entrants with no prior college experience who completed 12 or more semester credits by Spring 07	Number of Fall 04 entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior institutions by Fall 08	Transfer Rate	Number of Fall 04 entrants with no prior college experience who completed 12 or more semester credits by Spring 08	Number of Fall 04 entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior institutions by Fall 08	Transfer Rate
DACC	404	124	30.7%	393	125	31.8%
State Average	672	245	36.5%	667	249	37.3%
<b>Peer Colleges</b>						
Highland	392	140	35.7%	404	159	39.4%
Kaskaskia	935	292	31.2%	839	277	33.0%
Kishwaukee	435	166	38.2%	488	202	41.4%
Rend Lake	587	160	27.3%	812	245	30.2%
Sauk Valley	325	118	36.3%	354	178	50.3%

SOURCE OF DATA: ICCB Measure 5M3 Summary of Transfer Rates by College

	Fiscal Year 2011			Fiscal Year 2012		
	Number of Fall 05 entrants with no prior college experience who completed 12 or more semester credits by Spring 09	Number of Fall 05 entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior institutions by Fall 09	Transfer Rate	Number of Fall 06 entrants with no prior college experience who completed 12 or more semester credits by Spring 10	Number of Fall 06 entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior institutions by Fall 10	Transfer Rate
DACC	444	146	32.9%	641	217	33.9%
State Average	666	247	37.1%	627	237	37.8%
<b>Peer Colleges</b>						
Highland	405	167	41.2%	405	188	46.4%
Kaskaskia	813	230	28.3%	730	245	33.6%
Kishwaukee	491	201	40.9%	533	196	36.8%
Rend Lake	981	294	30.0%	927	289	31.2%
Sauk Valley	379	149	39.3%	302	129	42.7%

SOURCE OF DATA: ICCB Measure 5M3 Summary of Transfer Rates by College

	4 Year Averages		
	Number of Fall 03 - Fall 05 entrants with no prior college experience who completed 12 or more semester credits by Spring 09	Number of entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior institutions	Transfer Rate
DACC	471	153	32.5%
State Average	659	245	37.2%
<b>Peer Colleges</b>			
Highland	402	164	40.7%
Kaskaskia	829	261	31.5%
Kishwaukee	487	191	39.3%
Rend Lake	827	247	29.9%
Sauk Valley	340	144	42.2%

## Mission Category: General Education

### **Mission Goal Statement**

Provide the knowledge and abilities that enable students to achieve academic and personal goals.

### **Core Indicator 1**

Number of General Education and Major Specific Courses Included in the Illinois Articulation Initiative

#### 2013 Outcome:

The total number of general education courses included in the Illinois Articulation Initiative is 90.

There are 146 major specific courses transferring to four-year universities, and 33 of those are included in IAI as of fall 2013. In total, DACC has 236 courses guaranteed to transfer to senior institutions in Illinois.

SOURCE OF DATA: DACC Coordinator of Transfer Articulation

## Core Indicator 2

Demonstrated Competence in the Four General Education Outcome Areas:

- Communication Skills
- Critical Inquiry and Problem Solving
- Technology
- Cultural Awareness and Social Skills

CAAP INSTITUTIONAL SUMMARY REPORT						
Table 3: Test Score Frequency Distribution						
Scaled Score	Test Date: 04/2009 Critical Thinking			Test Date: 04/2012 Writing Skills		
	Local Freq	PB	Natl PB	Local Freq	PB	Natl PB
80			99			99
79			99			99
78			99			99
77			99			99
76			99			99
75			99			99
74			99			99
73			99			99
72			99			99
71			99	2	99	99
70	5	99	97	10	99	98
69	4	96	95	8	93	95
68	8	93	92	4	88	92
67	9	87	88	12	86	87
66	10	80	84	14	79	82
65	5	73	78	15	70	76
64	15	69	73	13	62	69
63	5	58	65	18	54	63
62	11	54	60	8	43	56
61	16	45	55	12	38	49
60	10	33	49	7	31	42
59	4	26	42	6	27	34
58	7	23	37	16	24	28
57	8	17	30	7	14	21
56	4	11	25	1	10	16
55	1	8	19	2	9	11
54	6	8	15	8	8	7
53	2	3	10	2	4	5
52	2	2	6	0	2	3
51	0	0	3	2	2	2
50	0	0	2	1	1	1
49	0	0	1	0	1	0
48	0	0	0	1	1	0
47	0	0	0	0	0	0
46	0	0	0	0	0	0
45	0	0	0	0	0	0
44	0	0	0	0	0	0
43	0	0	0	0	0	0
42	0	0	0	0	0	0
41	0	0	0	0	0	0
40	0	0	0	0	0	0
Mean	62.1		60.8	62.5		61.6
Std. Dev.	4.5		5.4	4.8		4.8
Nbr.	132		24069	169		26248

SOURCE OF DATA: Collegiate Assessment of Academic Proficiency (CAAP)

### Achievement Level:

- In April 2009, 67% of DACC students were at or above the national mean on the CAAP Critical Thinking Assessment.
- In April 2012, 62% of DACC students were at or above the national mean on the CAAP Writing Skills Assessment.

## Mission Category: Developmental Education

### Mission Goal Statement

Provide quality developmental education courses and programs that prepare students for educational and personal success.

### Core Indicator 1

Successful performance in developmental education and subsequent related courses

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

The cohort of students is all students enrolled in one or more developmental courses. Only those courses with a “DEV” prefix were included in the following tables.

Developmental Education: Fall 2008 and Spring 2009 Enrollments								
Department	# Courses	Enrolled	S	U	W	Success Rate	Drop Rate	Unsuccessful (Includes W)
ENGLISH	4	200	114	47	39	57%	41%	43%
MATH	3	243	169	48	26	70%	28%	30%
READING	3	86	42	19	25	49%	45%	51%
TOTAL	10	529	325	114	90	61%	35%	39%

SOURCE OF DATA: Institutional Effectiveness Enrollment data

Developmental Education: Fall 2009 and Spring 2010 Enrollments								
Department	# Courses	Enrolled	S	U	W	Success Rate	Drop Rate	Unsuccessful (Includes W)
ENGLISH	4	282	167	65	50	59%	39%	41%
MATH	3	326	204	64	58	63%	31%	37%
READING	3	114	67	23	24	59%	34%	41%
TOTAL	10	722	438	152	132	61%	35%	39%

SOURCE OF DATA: Institutional Effectiveness Enrollment data

Developmental Education: Fall 2010 and Spring 2011 Enrollments								
Department	# Courses	Enrolled	S	U	W	Success Rate	Drop Rate	Unsuccessful (Includes W)
ENGLISH	4	285	178	56	51	62%	31%	38%
MATH	3	299	171	65	63	57%	38%	43%
READING	2	125	58	32	35	46%	55%	54%
TOTAL	9	709	407	153	149	57%	38%	43%

SOURCE OF DATA: Institutional Effectiveness Enrollment data

Developmental Education: Fall 2011 and Spring 2012 Enrollments								Unsuccessful (Includes W)
Department	# Courses	Enrolled	S	U	W	Success Rate	Drop Rate	
ENGLISH	2	236	131	61	44	56%	47%	44%
MATH	3	197	106	38	53	54%	36%	46%
READING	2	89	43	29	17	48%	67%	52%
<b>TOTAL</b>	<b>7</b>	<b>522</b>	<b>280</b>	<b>128</b>	<b>114</b>	<b>54%</b>	<b>46%</b>	<b>46%</b>

SOURCE OF DATA: Institutional Effectiveness Enrollment data

Developmental Education made changes during this time period to align with higher level math courses, including policy and text book changes.

**Measure B:** The Percentage of Development Education Students Who Advance into College-Level Courses.

Fiscal Year 2009									
	Base	Retained in Remedial		* Advance to College-Level		Not Returning		Retained or Advanced	
		#	%	#	%	#	%	#	%
DACC	863	184	21.3%	266	59.1%	413	47.9%	450	52.1%
StateAverage	2049	516	25.2%	685	57.1%	849	41.4%	1200	58.6%
Peer Colleges									
Highland	887	244	27.5%	277	53.2%	366	41.3%	521	58.7%
Kaskaskia	1137	280	24.6%	447	61.5%	410	36.1%	727	63.9%
Kishwaukee	1816	374	20.6%	411	52.4%	1031	56.8%	785	43.2%
Rend Lake	847	156	18.4%	332	68.0%	359	42.4%	488	57.6%
Sauk Valley	787	197	25.0%	237	54.6%	353	44.9%	434	55.1%

SOURCE OF DATA: ICCB Measure 6M3 Advancement to College-Level Work for Remedial Students

Fiscal Year 2010									
	Base	Retained in Remedial		* Advance to College-Level		Not Returning		Retained or Advanced	
		#	%	#	%	#	%	#	%
DACC	827	209	25.3%	303	59.2%	315	38.1%	512	61.9%
StateAverage	2116	567	26.8%	724	56.1%	825	39.0%	1291	61.0%
Peer Colleges									
Highland	971	277	28.5%	314	53.1%	380	39.1%	591	60.9%
Kaskaskia	1279	306	23.9%	525	63.2%	448	35.0%	831	65.0%
Kishwaukee	1590	393	24.7%	444	53.0%	753	47.4%	837	52.6%
Rend Lake	700	133	19.0%	253	65.5%	314	44.9%	386	55.1%
Sauk Valley	796	200	25.1%	237	54.2%	359	45.1%	437	54.9%

SOURCE OF DATA: ICCB Measure 6M3 Advancement to College-Level Work for Remedial Students



Fiscal Year 2011									
	Base	Retained in Remedial		* Advance to College-Level		Not Returning		Retained or Advanced	
		#	%	#	%	#	%	#	%
DACC	1096	214	19.5%	414	65.9%	468	42.7%	628	57.3%
StateAverage	2409	642	26.7%	804	55.6%	962	39.9%	1446	60.0%
Peer Colleges									
Highland	1193	364	30.5%	389	51.7%	440	36.9%	753	63.1%
Kaskaskia	1604	381	23.8%	650	63.0%	573	35.7%	1031	64.3%
Kishwaukee	2033	515	25.3%	553	51.8%	965	47.5%	1068	52.5%
Rend Lake	796	164	20.6%	270	62.2%	362	45.5%	434	54.5%
Sauk Valley	986	276	28.0%	287	51.0%	423	42.9%	563	57.1%

SOURCE OF DATA: ICCB Measure 6M3 Advancement to College-Level Work for Remedial Students

Fiscal Year 2012									
	Base	Retained in Remedial		* Advance to College-Level		Not Returning		Retained or Advanced	
		#	%	#	%	#	%	#	%
DACC	1070	239	22.3%	361	60.2%	470	43.9%	600	56.1%
StateAverage	2432	630	25.9%	793	55.8%	1009	41.5%	1423	58.5%
Peer Colleges									
Highland	1164	301	25.9%	349	53.7%	514	44.2%	650	55.8%
Kaskaskia	1545	363	23.5%	583	61.6%	599	38.8%	946	61.2%
Kishwaukee	2196	555	25.3%	589	51.5%	1052	47.9%	1144	52.1%
Rend Lake	747	136	18.2%	258	65.5%	353	47.3%	394	52.7%
Sauk Valley	967	217	22.4%	287	56.9%	463	47.9%	504	52.1%

SOURCE OF DATA: ICCB Measure 6M3 Advancement to College-Level Work for Remedial Students

Fiscal Year 2010 - Fiscal Year 2012 Three Year Average									
	Base	Retained in Remedial		* Advance to College-Level		Not Returning		Retained or Advanced	
		#	%	#	%	#	%	#	%
DACC	998	221	22.1%	359	61.9%	418	41.9%	580	58.1%
StateAverage	2319	613	26.4%	774	55.8%	932	40.2%	1387	59.8%
Peer Colleges									
Highland	1109	313	28.2%	351	52.8%	445	40.1%	665	59.9%
Kaskaskia	1476	350	23.7%	586	62.6%	540	36.5%	936	63.5%
Kishwaukee	1940	488	25.2%	529	52.1%	923	47.6%	1016	52.4%
Rend Lake	748	145	19.4%	260	64.4%	343	45.9%	405	54.1%
Sauk Valley	916	231	25.2%	270	54.1%	415	45.3%	501	54.7%

SOURCE OF DATA: ICCB Measure 6M3 Advancement to College-Level Work for Remedial Students

\* Advance to College-Level percentage is calculated by dividing Advanced to College-Level number by the total Retained or Advanced number. For example, FY12 chart ( $361/600 = 60\%$ ).

DACC's three-year average between fiscal years 2010 to 2012 remained fairly consistent with the State three-year average, indicating only a 1.7% difference.

## Core Indicator 2

### Educational gains in adult education students

**Measure:** The number of adult education students who advance one or more educational levels from the starting level measured on the entry of the program. This data will be collected at the end of each academic year.

Adult Basic Education Program Completions								
	2009		2010		2011		2012	
	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed
DACC	232	141	294	155	273	71	224	134
Peer Colleges								
Highland	248	121	283	152	203	58	150	48
Kaskaskia	449	215	499	220	415	110	369	93
Kishwaukee	230	83	181	73	167	31	164	26
Rend Lake	138	101	108	99	130	63	117	60
Sauk Valley	119	50	141	101	130	24	131	50

SOURCE OF DATA: ICCB 2009, 2010, 2011 and 2012 databooks Section III – Annual Enrollment and Completion Data Tables 10, 17, 18 & 19

Adult Secondary Education Program Completions								
	2009		2010		2011		2012	
	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed
DACC	137	24	151	48	124	122	137	178
GED Completions*		83		75		65		75
Peer Colleges								
Highland	170	16	191	25	110	50	139	51
GED Completions*		106		109		86		N/A
Kaskaskia	6	39	3	50	3	81	3	82
GED Completions*		125		138		161		N/A
Kishwaukee	184	11	204	14	167	71	181	67
GED Completions*		100		87		105		N/A
Rend Lake	328	15	340	21	318	42	157	45
GED Completions*		74		57		53		N/A
Sauk Valley	141	6	129	16	117	36	90	32
GED Completions*		70		74		75		N/A

SOURCE OF DATA: ICCB 2009, 2010, 2011 and 2012 databooks Section III – Annual Enrollment and Completion Data Tables 10 and 11

English as a Second Language Program Completions								
	2009		2010		2011		2012	
	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed
DACC	41	21	45	10	25	11	26	12
Peer Colleges								
Highland	103	30	61	32	40	6	31	9
Kaskaskia	71	24	54	36	30	11	27	7
Kishwaukee	560	160	464	144	312	56	354	76
Rend Lake	7	6	7	11	1	0	1	0
Sauk Valley	101	22	87	20	82	11	59	20

SOURCE OF DATA: ICCB 2009, 2010, 2011 and 2012 databooks Section III – Annual Enrollment and Completion Data Tables 10, 17, 18 & 19

Educational Levels: Multiple levels can be completed during one fiscal year.

ABE (4 levels)

ESL (6 levels)

ASE (2levels)

\*GED completers may or may not have taken classes during the current year.

## Mission Category: Workforce Development

### Mission Goal Statement

Provide specialized training, courses and services that meet the needs of businesses and individuals.

### Core Indicator 1

The number of occupational degree and certificate completers

**Measure:** The number of students who complete an occupational degree (AAS) or certificate at the end of each academic year.

	Occupational Degrees and Certificates Awarded							
	FY 09		FY 10		FY 11		FY 12	
	AAS	Certificates	AAS	Certificates	AAS	Certificates	AAS	Certificates
DACC	122	413	137	413	142	491	166	439
State Average	213	123	220	120	236	136	255	140
Peer Colleges								
Highland	81	74	113	76	139	126	149	134
Kaskaskia	244	571	252	610	267	699	297	737
Kishwaukee	127	359	142	366	163	389	180	403
Rend Lake	349	487	277	481	339	640	370	566
Sauk valley	100	610	89	640	111	548	114	506

SOURCE OF DATA: ICCB 2010, 2011, 2012 & 2013 databook/Section III Annual Enrollment and Completion Data table III-8

*The number of Associate of Applied Science degrees awarded at DACC continually increased from FY09 (122) to FY12 (166).*

## Core Indicator 2

Identify the percentage of occupational degree and certificate completers who were employed or enrolled in further education within one year of graduation.

Percent Employed or Enrolled in Further Education					FY09-FY12
	FY09	FY10	FY11	FY12	4YR Avg
DACC	92.9%	96.4%	64.7%	72.0%	81.5%
State Average	92.7%	89.4%	84.2%	89.9%	89.1%
Peer Colleges					
Highland	100.0%	93.8%	77.8%	83.3%	88.7%
Kaskaskia	96.2%	88.6%	81.1%	93.2%	89.8%
Kishwaukee	92.5%	100.0%	84.6%	84.0%	90.3%
Rend Lake	100.0%	91.3%	70.8%	88.9%	87.8%
Sauk valley	92.5%	85.7%	88.2%	91.3%	89.4%

SOURCE OF DATA: ICCB Publications and Reports/Studies and Reports/Student/Follow-up Study of Career and Technical Education Program Graduates/Table A-1/Percent Employed or Cont Ed

## Core Indicator 3

Occupational Graduate Retention in Employment

Percent Retained in Employment					FY09-FY12
	FY09	FY10	FY11	FY12	4YR Avg
DACC	89.3%	96.6%	64.7%	72.0%	80.7%
State Average	80.9%	75.3%	71.3%	76.5%	76.0%
Peer Colleges					
Highland	100.0%	93.8%	77.8%	83.3%	88.7%
Kaskaskia	79.1%	77.8%	67.6%	85.1%	77.4%
Kishwaukee	88.1%	92.5%	76.9%	84.0%	85.4%
Rend Lake	96.4%	87.0%	58.3%	80.0%	80.4%
Sauk valley	81.4%	79.6%	64.7%	91.3%	79.3%

SOURCE OF DATA: ICCB Publications and Reports/Studies and Reports/Student/Follow-up Study of Career and Technical Education Program Graduates/Table A-1/Percent Employed

**Core Indicator 4**

Pass rates on occupational certification tests and state licensure exams

**Measure:** DACC students will meet or exceed national pass rates for each industry-specific licensure or certification exam

Pass Rates for Nursing and Radiologic Technology Licensure Exams												
	2009			2010			2011			2012		
	Number of Students	Passed	%	Number of Students	Passed	%	Number of Students	Passed	%	Number of Students	Passed	%
DACC RN	35	33	94%	50	45	90%	29	27	93%	65	61	94%
National RN	134708	--	88%	140889	--	87%	144583	--	88%	150266	--	90%
DACC LPN	53	53	100%	20	20	100%	68	65	96%	23	23	100%
National LPN	63526	--	86%	66831	--	87%	65334	--	85%	63350	--	84%
DACC Rad Tech	16	15	93%	14	14	100%	16	15	93%	14	14	100%
National Rad Tech	--	--	91%	--	--	92%	--	--	92%	--	--	93%

SOURCE OF DATA: NCSBN website, DACC Director of Nursing Education and DACC Director of Medical Imaging

**Core Indicator 5**

Total number of Business and Industry Center courses/workshops conducted

	2008	2009	2010	2011	2012	2013
DACC	883	657	744	828	889	890

SOURCE OF DATA: DACC Director, Corporate & Community Education

## Mission Category: Student Support

### Mission Goal Statement

Provide exceptional services and resources that meet the dynamic needs of students and support learning.

### Core Indicator 1

Student satisfaction with Academic and Student Services

**Measure:** Danville Area Community College's mean student satisfaction scores on the Community College Survey of Student Engagement compared to peer community colleges and to national average scores for the following academic and student service categories:

- Academic Advising/Counseling
- Financial Aid
- Career Services
- Job Placement Services

		DACC				Illinois				CCSSE Cohort			
		2009		2012		2009		2012		2009		2012	
How satisfied are you with the following services at this college?		#	%	#	%	#	%	#	%	#	%	#	%
Academic advising/planning	N.A.	76	16.4%	58	11.9%	21,661	16.7%	3,867	18.0%	69,504	18.3%	69,334	16.4%
	Not at all	51	11.0%	41	8.4%	11,025	8.5%	2,276	10.6%	37,161	9.8%	44,820	10.6%
	Somewhat	232	49.8%	221	45.3%	55,173	42.6%	9,448	44.0%	165,135	43.5%	183,559	43.3%
	Very	107	22.9%	168	34.5%	41,638	32.2%	5,868	27.3%	107,628	28.4%	126,220	29.8%
	Total	466	100.0%	487	100.0%	129,497	100.0%	21,459	100.0%	379,428	100.0%	423,933	100.0%
Career counseling	N.A.	174	37.9%	181	37.6%	52,202	40.7%	8,696	41.0%	156,511	41.6%	172,835	41.2%
	Not at all	45	9.8%	64	13.3%	16,378	12.8%	2,754	13.0%	48,796	13.0%	57,111	13.6%
	Somewhat	176	38.3%	139	28.9%	37,761	29.4%	6,236	29.4%	109,706	29.2%	119,779	28.6%
	Very	64	14.0%	98	20.3%	21,994	17.1%	3,547	16.7%	60,929	16.2%	69,392	16.6%
	Total	460	100.0%	481	100.0%	128,334	100.0%	21,233	100.0%	375,941	100.0%	419,117	100.0%
Job placement assistance	N.A.	319	69.8%	290	61.8%	77,317	60.9%	13,469	64.1%	235,428	63.3%	259,463	62.7%
	Not at all	47	10.2%	67	14.4%	16,825	13.2%	2,916	13.9%	49,509	13.3%	58,410	14.1%
	Somewhat	67	14.7%	78	16.7%	22,257	17.5%	3,319	15.8%	60,232	16.2%	65,924	15.9%
	Very	24	5.3%	33	7.1%	10,631	8.4%	1,311	6.2%	26,495	7.1%	29,849	7.2%
	Total	457	100.0%	469	100.0%	127,030	100.0%	21,016	100.0%	371,665	100.0%	413,646	100.0%
Financial aid advising	N.A.	129	28.2%	113	23.9%	37,183	29.3%	7,516	35.9%	130,081	35.1%	121,799	29.4%
	Not at all	53	11.6%	57	11.9%	15,401	12.1%	2,757	13.2%	47,863	12.9%	53,164	12.8%
	Somewhat	104	22.6%	98	20.6%	35,161	27.7%	5,329	25.5%	96,402	26.0%	116,755	28.2%
	Very	173	37.6%	207	43.6%	39,109	30.8%	5,326	25.4%	96,452	26.0%	122,226	29.5%
	Total	459	100.0%	475	100.0%	126,853	100.0%	20,927	100.0%	370,798	100.0%	413,944	100.0%

SOURCE OF DATA: CCSSE 2009 and 2012 Surveys

*In comparing Danville Area Community College's mean student satisfaction scores on the Community College Survey of Student Engagement (CCSSE) with student scores from other participating Illinois community colleges and the national CCSSE cohort, DACC students were more satisfied (somewhat and very) with all four areas indicated above.*

## Mission Category: Community Education

### Mission Goal Statement

Provide a wide variety of opportunities that meet the needs of life-long learners.

### Core Indicator 1

Participation rate in the community

**Measure A:** The percentage of ethnicity of the DACC student population compared to the population in the State of Illinois and Vermilion County.

Population Group Comparison						
	Illinois FY 12	Vermilion County FY 12	DACC			
			FY 12	FY 11	FY 10	FY 09
White, Non-Hispanic	63%	80%	57%	58%	71%	73%
Black	15%	13%	11%	12%	10%	10%
American Indian/Alaska Native	1%	--	--	--	--	--
Asian	1%	1%	1%	1%	1%	1%
Native Hawaiian and Other Pacific Islander	--	--	--	--	--	--
Two or more races	2%	2%	--	--	--	--
Hispanic or Latino	16%	4%	3%	3%	2%	2%
Nonresident Alien	--	--	--	--	--	--
Unknown	--	--	28%	26%	15%	13%

Data Source (Illinois and Vermilion County): <http://quickfacts.census.gov/qfd/states/17000.html>

Data Source (DACC): <http://nces.ed.gov/ipeds/datacenter/Enrollment/12-Month Enrollment: 2011>

**Measure B:** A summary of the number of participants who enroll in Community Education activities.

	Community Education			
	FY09	FY10	FY11	FY12
Programs	84	139	145	137
Participants	843	1356	1416	1316
Credit Hrs.	214.5	78.5	84	48

SOURCE OF DATA: DACC Director, Corporate & Community Education

**THE ASSESSMENT INITIATIVE  
FY2009 – FY12 Progress**

Since early 2000, Danville Area Community College has devoted a considerable amount of time and energy to the Assessment of Student Learning. Three Assessment Champions currently provide input and guidance to colleagues in their divisions on student learning outcomes and assessment. In addition, student and administrative service areas assess their areas to ensure quality services are provided to meet the needs of students.

**2012 Institutional Effectiveness and Assessment of Student Learning Timeline:**

See Appendix 1: Assessment Timeline

See Appendix 2: Assessment Reporting Templates

Twenty faculty and staff currently serve on the Institutional Effectiveness Committee, and a faculty member from Liberal Arts, as well as the director of Institutional Effectiveness serve as the co-facilitators. Course- and program-level assessments are submitted to the Assessment Champions who review them and then submit them to the Institutional Effectiveness office, and departmental-level assessments are submitted directly to that office.

**Institutional Effectiveness and Assessment of Student Learning Committee:**

Nancy Boesdorfer, Director, Institutional Effectiveness and Co-facilitator  
Glenda Boling, Instructor, Speech and Co-Facilitator  
Wendy Brown, Instructor, Sciences  
Tammy Clark-Betancourt, Chief Financial Officer  
Viv Dudley, Instructor, Marketing  
Stacy Ehmen, Director, Admissions & Records  
Brian Fink, Instructor, Business  
Abby Gaier, Instructor, Sciences  
Greg Holden, Instructor, Philosophy  
Dave Kietzmann, Vice President, Instruction and Student Services  
Stephanie Loveless, Instructor, Sciences  
Chris Martin, Instructor, Business and Technology  
Penny McConnell, Dean, Liberal Arts  
Maurice Miller, Instructor, Psychology  
Bruce Rape, Dean, Business and Technology Division  
Marilyn Shepherd, Instructor, Business and Technology  
Eric Simonson, Instructor, Music  
Ryan Stone, Instructor, English  
Kathy R. Sturgeon, Dean, Math/Science/Health Professions  
Laura Williams, Director, Adult Ed



**Higher Learning Commission Annual Meeting:** To stay abreast of the changes recently made in accreditation, several DACC college personnel attend the Annual Meeting of the HLC in Chicago in April each year. DACC has already committed to the comprehensive evaluation in the Open Pathway, which is a ten-year accreditation cycle. The Assurance Review and Comprehensive Evaluation will be conducted in 2018-2019. Prior to that date, the Quality Initiative Proposal will be due between 2013-2016, and the Quality Initiative Report will be due between 2015-2018.

**Program-Level and Departmental Assessments:** With the Higher Learning Commission's focus on assessment, DACC continues to conduct course-level assessments both fall and spring semesters each academic year, and program-level assessments annually in June. Departmental-level assessments are also completed each year in June. The Institutional Effectiveness Committee plans to review the forms used for these reports (see appendices) this year, and revise as needed. This past June, a separate form was developed for use by the Business and Technology Division, and is currently being tested by that division. Changes made due to assessment during 2009-2012 are bulleted below, and for the most part have been taken straight from actual assessment reports. Although not all program- and departmental-assessments are listed, it is a good representation of all.

### *Liberal Arts*

- **Fire Science (FY09):** The assessment activities pointed out to the Fire Science instructors that the students were able to read and apply specific material that they had learned and that the students involved with the practicum were able to use reasoning skills and accomplish the technology that was required of them. One change that faculty felt necessary was to be more specific with examples so students could better prepare themselves for the practicum. Faculty also felt that they should spend more time in the practical application of the program giving the students more time to develop the hand-on skills. Faculty are giving consideration to how they can arrange the classroom in order to not have to set up and tear down props all the time.
- **Criminal Justice (FY10):** The Criminal Justice faculty discovered that student writing improved due to utilizing an Essay Grading Criteria rubric. Students stated that they liked knowing how and what instructors were looking for when grading their papers. The students also found that using a rubric helped them become more studious in writing papers. The faculty also confirmed that critical thinking skills were illustrated by students analyzing information, role playing and working problem solving groups. The following changes were made in the program areas based on the assessment results: increased listening skills were involved by using the "Reid Method;" test material review was completed through small group sessions; and library workshops were incorporated. Changes being considered include breaking down the oral rubric skill assessment into more specific categories and adding a critical thinking curriculum or an element of critical thinking into each course.
- **Early Childhood (FY12):** Based on observation papers submitted and involvement in class discussions, faculty were able to assess that the early childhood students could articulate information and use critical thinking and written communication in their student learning, but felt that more observation and interaction at the Child Development Center (CDC) would be beneficial. Besides the additional time spent at the CDC, additional time will be allotted for more

writing and communication exercises. Faculty also felt that inviting more professionals into the classroom to speak on related topics to the course would be beneficial.

- **Humanities (FY12):** After the assessments were completed, the Music instructor found that the students' end-of-semester research papers were replete with faulty sentences and typographical errors, plus the students in the online course showed a lack of comprehension of assignment directions, as well as differences in the meaning of very basic terms. The instructor vowed to begin requiring students in the course to get help from the Writer's Room on research papers. He also will add things to the other course to make assignment directions more explicit, foster better participation in online discussions, as well as make certain terms more distinct in their meaning.
- The Philosophy instructor discovered that the students enhanced their ability to read difficult texts in Philosophy courses, improved their ability to justify a point of view in writing, indicated that the log project helped their ability to communicate, and indicated that lectures and notes helped them in their ability to understand and follow difficult arguments. Due to the results, the instructor revised the book.
- **Social Science (FY12):** The Social Science faculty repeated a course rubric project with good results. In fact, one faculty person reported, "Students are often shocked at how easy it is to grade essays when you have a rubric." The project has now been integrated into one of the classes. Another faculty member did a "Capstone exercise" which involved describing, analyzing and then solving a complex problem, and with this project "student grades improved an average of 15%." The instructors also emphasized the availability of the campus Writer's Room and encouraged more frequent student use of it.
- **Communications (FY13):** After the assessments were completed, and in conjunction with the Communications Program and the Writing Committee, the Writers Room started a pilot peer lead SI program to help assist students in writing intensive gatekeeper classes in the program. Currently it is also being considered to expand and tweak this activity for future courses. The speech classes will continue to use debates, and Ms. Jarmer will spend more time on showing the use of facts to support arguments. Students will be required to do more critical thinking throughout the semester, and possibly do a project that requires community service time. Faculty feel it is important to show students examples or give them problems/solutions in which it is going to take some critical thinking to work the situation out.

### *Business and Technology*

- **Marketing (FY12):** Assessment shows that student communication skills vary greatly. Faculty will continue to develop writing projects including a Promotional Plan and Sales Presentation for both of the following courses: Promotional Strategy and Principles of Selling. Students need continued practice in communication to increase their skills in this area. Faculty will also continue to have standards for online students so that they practice professional e-mail communication in the workplace. Discussion will continue with other Business faculty on ideas and methods to incorporate writing and interpersonal communications throughout division courses.

- **Accounting (FY12):** From assessment results, Accounting faculty learned that additional feedback on a more timely basis as well as additional information up front on certain complex assessments is needed by the students. They also plan to improve their group activities. Changes they have made include integrating ethics topics within the curriculum as well as additional team or group activities.
- **Electronics (FY09):** The Electronics faculty discovered that including relevant projects in some of the electronic courses sparked students' interest and made them apply many different electronic concepts simultaneously – integration of many different concepts occurred. Due to the results, class projects will be incorporated as part of course grade for relevant second year courses. The faculty is also considering contacting the community to seek internship opportunities, as well as working on creating a stronger emphasis on team-work in his ELEC 167 course.
- **Industrial Technology (FY09):** The assessment activities conducted in the Industrial Technology program indicate that computer skills are becoming more of a necessity for students in their program. Due to this, the faculty are now working more computer time into their coursework.
- **Office Systems (FY12):** The Office Systems faculty reported that many students lack both oral and written communication skills, have trouble working in teams (groups), and need to be encouraged to stop and think about ethical choices. As a result, the faculty decided that basic English and math skills need to be reviewed in more classes and ethical issues should be stressed in all classes within the Office Systems division. Although many of their classes require individual work, more teamwork activities may need to be encouraged, as well as more projects for "self-learners."
- **Ornamental Horticulture (FY12):** The Ornamental Horticulture instructor learned from her assessments that she needed to incorporate new methods of communication within the classroom curriculum. Besides incorporating new ideas and teaching methods, she also implemented more up-to-date intercommunication methods.
- **Welding (FY112):** The Welding instructors learned that although the students are better equipped to enter gainful employment, they still need to do more testing in the classroom.

### *Math and Science*

- **Math (FY12):** After review of the math assessments, faculty made several changes to improve the program. The changes included: 1) greater focus on presenting project instructions in a multimedia format; 2) greater emphasis on cumulative testing to pull topics together; 3) more uniformity in approaching concepts needed; 4) greater emphasis on teaching topics in an overlapping fashion; and 5) altering the order of topics to allow for a better flow of material. As a result of the changes, faculty noticed students' critical thinking skills in terms of problem solving ability were improved, as well as improved communication in terms of student's ability to demonstrate understanding of the process.

- **Engineering (FY11):** In assessing the cultural awareness and social skills outcome to the Engineering Program, surveys indicated that instructors valued and implemented social skills, but that the program was not as effective at instituting human relations in a diverse setting. Most felt this was a result of the lack of diversity in the student body within the program. In addition, ethical principles were considered of value but are not introduced primarily due to the large amount of curriculum that needs to be covered. Very little time is available for non-academic material. As a result of the assessments, it was decided to enhance team projects within both the class and lab assignments for mathematics and physics, continue to encourage study groups, develop labs that require long-term partnerships, and adopt a “campus project” to ensure that students worked with “personality types” that were not scientific. The faculty are also considering introducing “ethical principles” case studies based on alumni experiences within the work force, and adopting a “campus project” that would require the engineering students to work with students from other majors.
  
- **Biology (FY11):** The biology faculty discovered that although students do not always like group work, they do see the benefit in working in groups. They also found that students enjoy the historical side of science, and in some ways it helps them to understand the ideas. Due to the assessment results, the faculty are considering how they can increase the amount of group work currently done in their classes to make students better team players. Additionally they want to learn how to deal with dysfunctional groups.
  
- **Nursing (FY12):** The Nursing Faculty learned three things from the assessment results, and because of that have made the following changes:
  - Genograms will be used consistently in the NURS 298 curriculum. Genograms do work ... students can “see” much more about the client and have a broader view of appropriate plans of care.
  - Instant reward measures and attempts to integrate other rewards that enhance student learning and integration of nursing theory into clinical practice will be used. Recent research has indicated that 20 something-year-old students require frequent positive feedback in order to effectively learn new material. The student’s consistently voiced pleasure when they received stickers on their care plans and frequently asked questions or commented on the faculty comments that were adjacent to the sticker.
  - Study group participation will be encouraged by faculty and the effectiveness of study groups will be elaborated on to all students. Students that did not participate in study groups previously had an overall grade improvement once they became part of an established, well-functioning group.

### *Other Academic Areas*

- **Developmental Education (FY10):** One of the ideas identified by the Developmental Education instructors is that each group of students is dynamic. Some respond better to certain methods of teaching; there is no absolute one way of doing things. A good instructor must be as equally dynamic as the student that he or she teaches in order to be the most effective. By using different types of assessment, more students are likely to be served by the learning process, thus making the teacher more effective. After completing all assessments, the instructors made changes to the following: online test banks were thoroughly checked for accuracy, tutors were recommended from day one, student progress in math is checked out at the beginning of the class and at the conclusion of class to ensure that no one is falling through the cracks, and computer

materials will be used more often. In addition, future classes will be evaluated on specific needs so that the course materials can be changed to fit the needs of the individual classes and students.

### *Departments:*

- **Bookstore (FY09):** Assessment activities in the Bookstore have resulted in the following changes:
  - Financial Aid verification table was set outside the bookstore during rush in August and January. Traffic flow is evaluated on a daily basis for the need to keep the table staffed.
  - CNA textbook rental program.
  - Textbook reservation began SP09.
  - Textbook section closed from start of selling period through the first week of class.
  - Clothing and novelty items were removed from the sales floor the first week of class.
  
- **Career Services (FY12):** The assessment activities helped Career Services realize that the office needed to increase hours; it now has extended hours based on need to accommodate student schedules. Additionally, each student in Success in College is given a career assessment to start the career exploration process, while confirming or providing career options for the student.
  
- **Business Department (FY10):** As a result of assessment activities, the Business Department learned that communication is an integral part of successful financial activities not only among the members of the department but reaching out to other DACC departments. They also learned that “going green” is change and takes people time to adjust. “Going Green” with online student statements is requiring an enhancement to the data that is available for viewing in WebAdvisor. Data was not detailed enough to provide students with all the information, so improvements were implemented. Additional review is required with Excel formulas used in preparation of audit schedules.
  
- **Financial Aid (FY12):** Due to the changes in the 2011-12 FAFSA elements, Financial Aid included more scheduled training events in their staff meetings to increase understanding and to apply correctly regulations and rules in all aspects of student aid administration. Staff was also encouraged to pursue more opportunities to apply their knowledge to better service students and ensure compliance in all programs to minimize any adverse audits or liabilities for the College.
  
- **Institutional Effectiveness (FY12):** The Institutional Effectiveness office discovered that reporting to ICCB needs to be monitored more closely. In order to meet deadlines, the IE office as well as MIS and Student Services will meet weekly to review and edit ICCB reports.
  
- **Instructional Media (FY10):** The assessments conducted in the Instructional Media area identified a need for additional technology in Prairie and Cannon Halls. Prairie Hall concerns were addressed by installing 3 new LCD projectors in rooms that did not have them before. Cannon Hall needs will be addressed by the upcoming Technology bonds. Desires that were mentioned for improving classrooms were as follows: faster capabilities, more effective lighting for projection, better cable management, improved sound, more Smartboards, classroom printers, and more iClickers. Instructional Media will continue upgrades of equipment as budgeted. A major thrust to improve sound quality in the classrooms in Clock Tower is being implemented

with that task accomplished in over half of the classrooms in that building. Future improvements will be made with funds budgeted from the Technology Bonds.

- **Library (FY11):** Survey responses from a survey conducted in April 2010 indicated a lack of student awareness of the library's expanded computer labs and growing video collection. Additionally, no responses referenced any activities other than research or computer usage taking place in the library. Continued study of foot traffic took place throughout FY11 and will inform future decisions on library hours and staff scheduling. Due to the results of the survey, several changes were made:
  - A college-wide student comic art contest was conducted in Spring 2011 in conjunction with Dr. Lindemann's graphic novel initiative.
  - The library also developed a plan to remodel an unused office space into a collaborative study room for students to reserve while completing collaborative learning assignments.
  - The installation of electronic signage at the library's circulation desk brought a unique opportunity to increase student awareness of library resources.
  - In an effort to enhance student awareness of library services and to increase student participation in library activities, staff pursued a continuing education and training grant through the Institute of Museum and Library Services and began work in March of 2011 on a collaborative project integrating existing library event calendars with dedicated mobile interfaces.
  
- **Enrollment Services, Retention, and Recruitment (FY11):** After conducting a departmental-assessment in 2010-2011, the Enrollment Services, Retention, and Recruitment offices discovered that they need to do the following:
  - Establish and communicate a clear "first-year experience" path,
  - Move students and staff/faculty to utilize their DACC e-mail account,
  - Reorganize the New Student Orientation curriculum and processes,
  - Format a New Student Orientation,
  - Investigate a campus-wide, Early Warning/Alert system for at-risk student,
  - Review and inspect International Student admissions and verification procedures,
  - Work with Junior High students.

As a result, these offices completed the following:

- Defined, trained, and communicated the first-year experience pathway for students to front-line staff.
- Revised NSO curriculum and restructured the NSO policies,
- Reinforced International Student Admission policies,
- Utilized Presidential Scholars as needed for recruitment and retention efforts,
- Purchased Comevo program to build online New Student Orientation; started developing orientation.

**APPENDIX**  
**APPENDIX 1: ASSESSMENT TIMELINES FY 2012**

Assessment of  
Student Learning Timeline  
2011 - 2012

**ASSESSMENT**

MAKING SURE STUDENTS  
KNOW WHAT THEY NEED  
TO KNOW

Activity	Responsible	Due Date
General Education Assessment: Communication	Compass-CAAP Assessment; Faculty; Academic Divisions	Begins Fall 2011
Faculty identify one course to assess during Fall semester	Faculty; Academic Divisions	September
Faculty design assessment instruments	Faculty; Academic Divisions	September - October
Collection of course level assessment	Faculty; Academic Divisions	September - November
Course level assessments conclude and results forwarded to Assessment Champions	Faculty; Academic Divisions	<b>December 1</b>
Faculty identify one course to assess during Spring semester	Faculty; Academic Divisions	February
Faculty design assessment instruments	Faculty; Academic Divisions	February - March
Collection of course level assessment	Faculty; Academic Divisions	February - April
Course level assessments conclude and results forwarded to Assessment Champions	Faculty; Academic Divisions	<b>May 1</b>
All-Campus Program/Department –Level Assessment reports due	Every Department of the College	<b>June 1</b>
Institutional Effectiveness Report	Director, Institutional Effectiveness	<b>October</b>

## Course-Level Assessment Report

(To be completed by Liberal Arts and Math/Science/Health Professions faculty member)

<b>NAME:</b>	<b>SEMESTER:</b>
I am: Full time ___ Adjunct ___	Program: _____
Number of students assessed: _____	Course (prefix and number) : _____
Which course objective did you assess?	
To which Program Outcome does this assessment apply?	
Identify which General Education Outcome (GEO) you assessed (Check all that apply):	
Critical Thinking ___ Communications ___ Technology ___ Social Awareness _____	
Classroom Assessment Type (s) (Check all that apply this semester)	
___ CAT (Classroom Assessment Techniques)	___ Simulation
___ Capstone Experience	___ Assignments
___ Oral Reports	___ Skills Test
___ Test Quiz	___ Group Work
___ Interviews	___ Lab Work
	___ Portfolio
	___ Other
Provide a short description of your classroom assessment instruments and procedures:	
Why did you select this particular assessment? What were you trying to measure? What aspects of the instruction/learning were you concerned about or interested in?	
Describe what you learned about student learning after using this classroom assessment?	
Based on your findings using this assessment and discussions you've had with your colleagues, what changes will you make during this semester? What changes will you make next semester?	
If you could have institutional support and/or resources, such as funds, personnel or other resources, to improve student learning and teaching, based on your assessment results, what would you ask for? And WHY?	

Course-Level Assessment Report prepared by: \_\_\_\_\_ Date \_\_\_\_\_



## Course-Level Assessment Report

(To be completed by Business & Technology faculty member)

<b>NAME:</b>	<b>SEMESTER:</b>	<b>DATE:</b>	
I am: Full time ___ Adjunct ___	Program: _____		
Number of students assessed: _____	Course (prefix and number) : _____		
Which General Education Outcome (GEO) is DACC assessing this semester: <b>(select one)</b>			
Critical Thinking ___ Communications ___ Technology ___ Social Awareness _____			
		Number of students with success rate:	
Skills assessed: (Please list)	Excellent completion	Average completion	Poor completion

How was assessment done? (check all that apply)	
Written test	
Skills test	
Verbal test	
Portfolio	
Homework / assignments	
Project	
Other	
Based on your assessment results, would you make any changes in the future?	
If you could have institutional support and/or resources, such as funds, personnel or other resources, to improve student learning and teaching, based on your assessment results, what would you ask for? And WHY?	

Developed June 2013

## Program -Level Assessment Report

**To be completed by Faculty Program Designee**

Semester:	
Total Participants (faculty): Full time _____ Part time _____	Program: _____ Total number of students assessed in dept./program _____
What are your Program Outcomes?	
Describe what faculty learned from their assessment activities.	
After all assessments were completed, what changes <u>were made</u> in the program areas based on the assessment results?	
After all assessments were completed, what changes <u>are being considered</u> in the program area based on the assessment results	
Based on the assessment activities, identify the Program-Level Outcomes that were impacted? What was the result?	
Identify which General Education Outcome (GEO), the assessment related to: Critical Thinking _____ Communications _____ Technology _____ Social Awareness _____	
Based on the assessment activities, how did the program-level assessment impact General Education Outcomes (GEO)?	
If the faculty in this program or department area could have institutional support, such as funds, personnel, other resources, to improve learning and teaching, based on your assessment results, what would they ask for? Why?	
Faculty members who comprise this program area:	

Program Assessment Report prepared by: \_\_\_\_\_ Date \_\_\_\_\_

# Department/Office-Level Assessment Report

(To be completed by service areas that support student learning)

Timeframe: Semester ____ FY ____ Program Year ____
Staff members who comprise this department/office area:
Describe what the department or office learned from their assessment activities:
After all assessments were completed, what changes were made based on the assessment results?
Identify which Student Learning Outcome, the assessment related to:  ____ Diversity/Access                      ____ Functional ____ Student Persistence                      ____ Structural ____ Communication                      ____ Integrity
Based on the assessment results, what Student Learning Support Outcomes were impacted?
If the department area could have institutional support, such as funds, personnel, other resources, to improve student learning, based on your assessment results, what would they ask for? Why?

Program Assessment Report prepared by: \_\_\_\_\_ Date \_\_\_\_\_