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# Institutional Effectiveness Report

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2014

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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 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 important roles in Danville Area Community College (DACC) Report on Institutional Effectiveness. Built on the premise that data-driven outcomes 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 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 completions
4. 150% Graduation rate
5. At Risk program completion
6. Reaching momentum points

### **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 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

## MISSION & CORE INDICATORS 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.

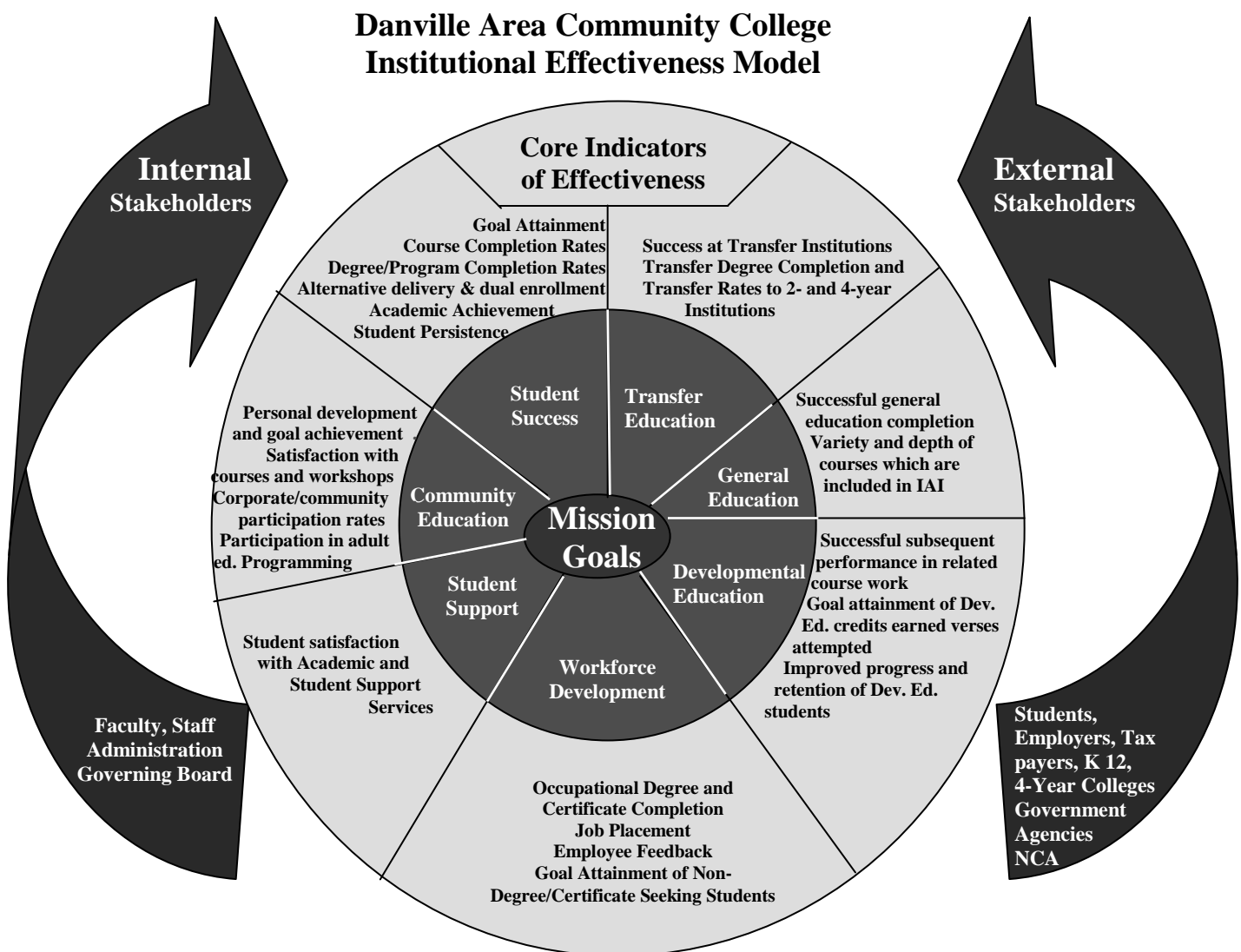
### **Core Indicators**

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 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.

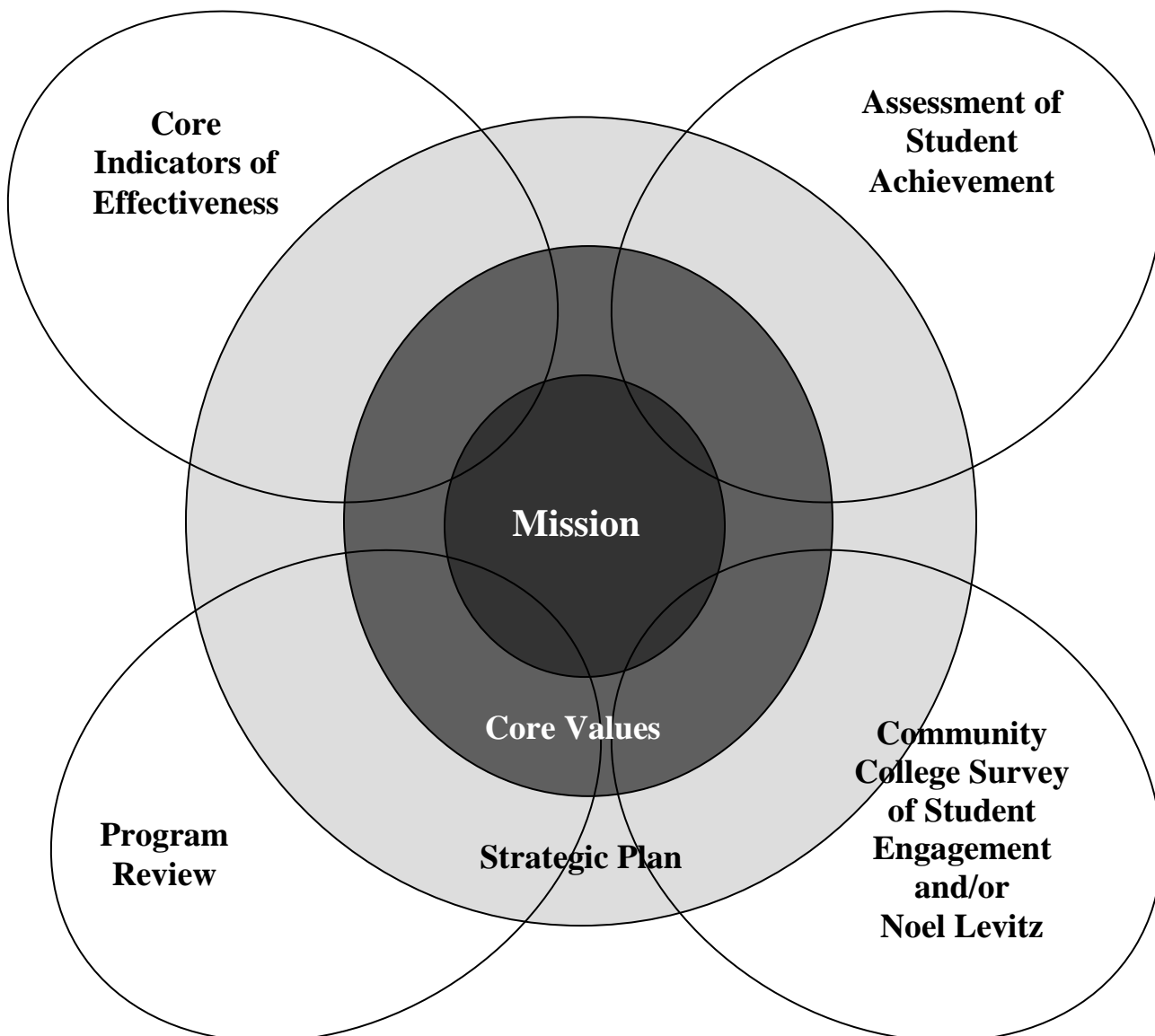
Student success is a topic discussed daily on campus by faculty, staff, and students, and it is our goal to increase the number of students successfully completing courses and programs and becoming a productive member of our community. The core indicators listed below serve as our foundation to improving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

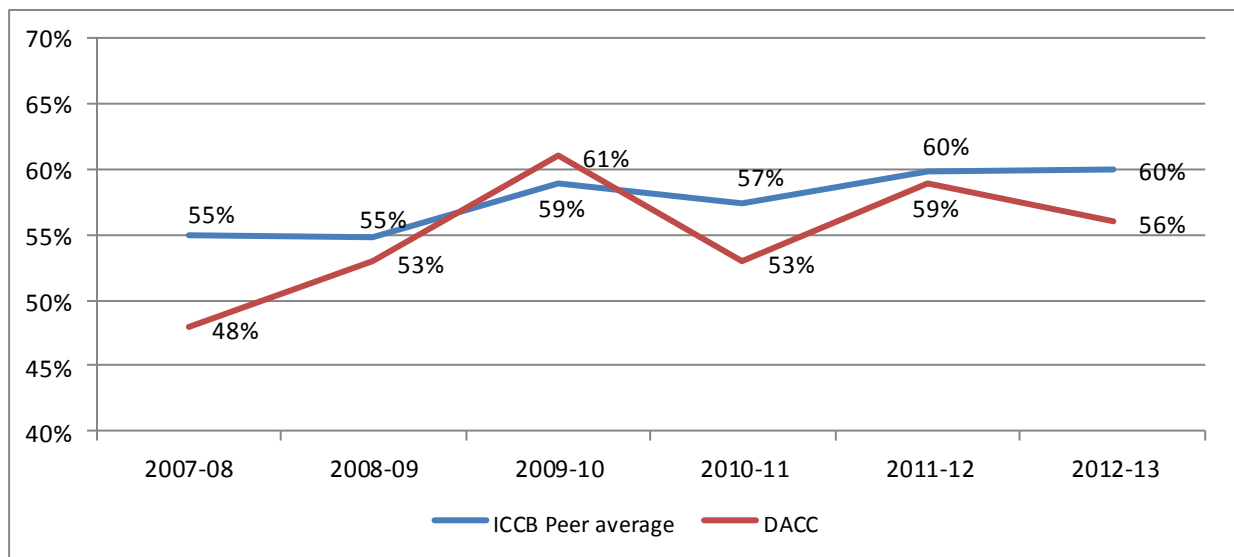
#### Mission Goal Statement

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

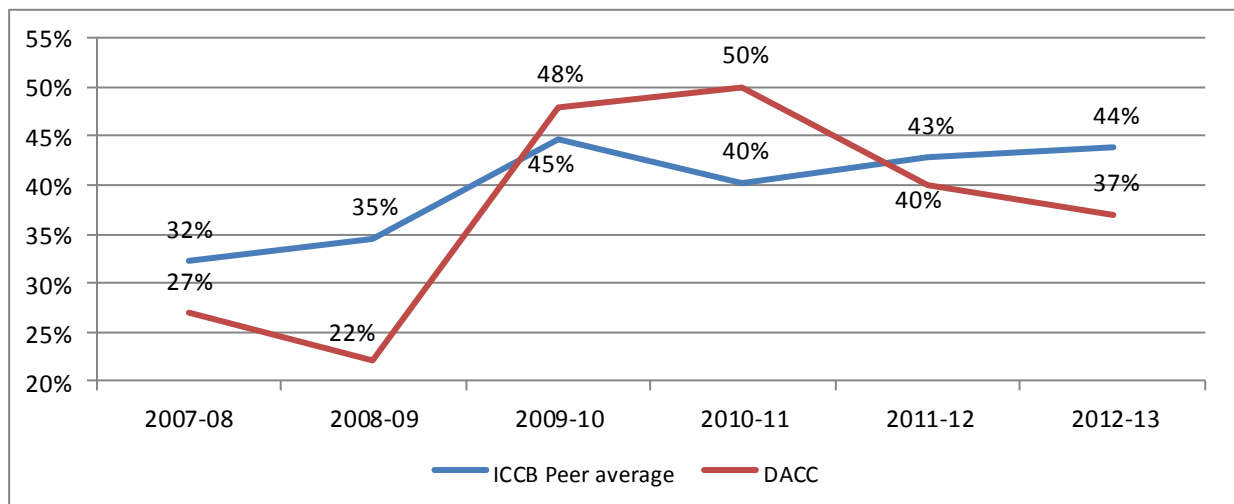
Student Persistence

**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.



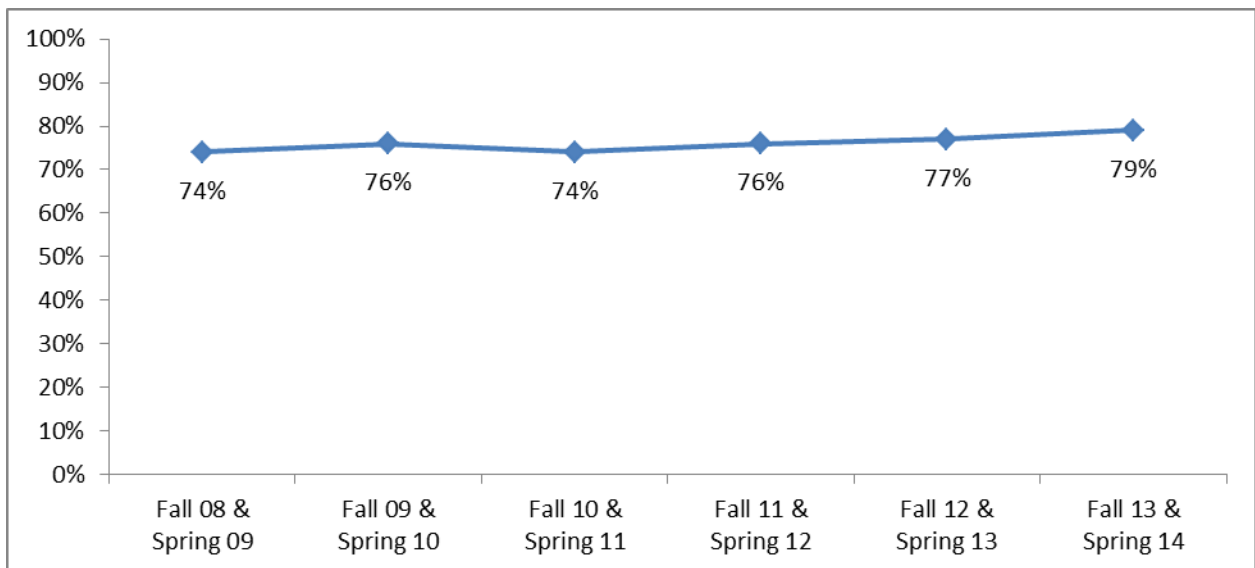
SOURCE OF DATA: IPEDS Fall Enrollment



## 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.

*Student course success rates started steady during the initial implementation of Achieving the Dream, with steady student success improvements in recent years.*

**Measure B:** The percent of underprepared students who transition from remedial/developmental to college-level courses.

	2007-08	2008-09	2009-10	2010-11	2011-12
DACC	33%	31%	37%	38%	34%
Highland	33%	31%	32%	33%	30%
Kaskaskia	41%	39%	41%	41%	38%
Kishwaukee	22%	23%	28%	27%	27%
Rend Lake	39%	39%	36%	34%	35%
Sauk Valley	29%	30%	30%	29%	30%
Peer ave.	33%	32%	33%	33%	32%
State ave.	33%	33%	34%	33%	33%

**Measure C:** 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		2012-2013		2013-2014	
	Cohort	Percent Success	Cohort	Percent Success	Cohort	Percent Success	Cohort	Percent Success	Cohort	Percent Success	Cohort	Percent Success
All	2,015	55.8%	1,653	59.5%	1,508	62.7%	1,466	66.3%	1,416	67.7%	1,363	66.0%
Asian	23	78.3%	10	80.0%	14	71.4%	18	88.9%	10	100.0%	11	100.0%
African American	227	39.6%	196	44.9%	190	55.8%	198	61.1%	233	61.4%	235	53.2%
Hispanic	53	52.8%	39	69.2%	63	57.1%	75	78.7%	82	65.9%	56	71.4%
Native American	2	0.0%	1	100.0%	11	72.7%	6	50.0%	5	100.0%	1	100.0%
White	1,589	59.3%	1,114	61.9%	969	67.1%	985	70.1%	995	69.7%	952	68.6%
Other	121	38.0%	292	58.2%	261	51.7%	168	35.7%	91	57.1%	108	64.8%
Male	793	50.6%	696	60.1%	685	60.1%	603	67.8%	612	72.9%	587	66.3%
Female	1,163	59.9%	946	59.5%	814	65.5%	852	66.1%	804	63.7%	776	65.9%
Other	59	45.8%	11	27.3%	9	0.0%	7	0.0%	0	NA	0	NA
Low-Income	1,090	52.0%	698	50.6%	717	55.5%	734	59.0%	585	59.5%	612	57.2%
Not Low-Income	925	60.3%	955	65.5%	791	69.2%	732	73.6%	831	73.4%	751	73.2%

SOURCE OF DATA: Achieving the Dream Data Brief

*Math and English gatekeeper success rates have shown steady growth in student success rates over the past six years. The largest increases can be seen in some of the student groups that have been traditionally disenfranchised in higher education (Hispanic, African American).*

### Core Indicator 3

#### Degree/Program Completions

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

	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
	Completions	Completions	Completions	Completions	Completions	1 year	4 year
DACC	656	662	769	743	669	-10%	2%
Highland	336	396	467	495	431	-13%	28%
Kaskaskia	1,014	1,137	1,222	1,351	1,627	20%	60%
Kishwaukee	781	860	890	1,002	869	-13%	11%
Rend Lake	1,265	1,235	1,342	1,304	1,364	5%	8%
Sauk Valley	884	893	814	795	777	-2%	-12%
Peer ave.	856	904	947	989	1,014	2%	18%
State ave.	1,105	1,185	1,282	1,338	1,438	7%	30%

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

**Measure B:** The number of community college occupational degree and certificates awarded.

	2008-09	2009-10	2010-11	2011-12	2012-13	Percent Change	
	Completions	Completions	Completions	Completions	Completions	1 year	4 year
DACC	535	550	633	605	475	-21%	-11%
Highland	155	189	265	283	226	-20%	46%
Kaskaskia	815	862	966	1,034	1,303	26%	60%
Kishwaukee	486	508	552	583	543	-7%	12%
Rend Lake	846	758	979	936	947	1%	12%
Sauk Valley	710	729	659	620	619	0%	-13%
Peer ave.	602	609	684	691	728	5%	21%
State ave.	336	340	372	395	396	0%	18%

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

**Core Indicator 4**

150% Graduation Rate

**Measure:** The percentage of first-time, full-time, degree seeking students who graduate within 150% of normal time. Cohort: First-time, full-time, degree-seeking undergraduate students in a particular year.

	2004	2005	2006	2007	2008	2009	2010
	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort	Cohort
DACC	20%	20%	23%	24%	26%	31%	29%
Highland	30%	32%	32%	31%	34%	28%	37%
Kaskaskia	39%	39%	40%	44%	42%	42%	46%
Kishwaukee	25%	22%	25%	22%	24%	19%	18%
Rend Lake	39%	44%	48%	50%	54%	47%	51%
Sauk Valley	33%	26%	33%	33%	29%	31%	29%
Peer ave.	34%	34%	38%	38%	42%	37%	40%

SOURCE OF DATA: IPEDS Data Center

**Core Indicator 5**

At Risk program completion

**Measure A:** Percent of degree and certificate graduates who are economically disadvantaged, as defined by Pell eligibility.

	2008-09	2009-10	2010-11	2011-12
DACC	29%	26%	37%	41%
Highland	37%	65%	29%	42%
Kaskaskia	36%	39%	49%	48%
Kishwaukee	27%	29%	33%	40%
Rend Lake	25%	27%	15%	37%
Sauk Valley	32%	29%	4%	39%
Peer Ave.	31%	33%	26%	41%

SOURCE OF DATA: ICCB Finance data, Table I-Degree and certificate completions of "at risk" students.

**Measure B:** Number of community college degree or certificate completers who were enrolled in pre-college developmental coursework.

	2007-08	2008-09	2009-10	2010-11
DACC	27	22	37	28
Highland	24	17	22	22
Kaskaskia	117	141	171	150
Kishwaukee	34	61	50	60
Rend Lake	36	24	30	49
Sauk Valley	57	66	88	82
Peer Ave.	54	62	72	73

SOURCE OF DATA: ICCB Finance data, Table I-Degree and certificate completions of “at risk” students.

### Core Indicator 6

#### Reaching Momentum Points

**Measure:** Percentage of first-time, full-time students completing 24 and part-time students completing 12 credit hours in their first academic year.

	Full-Time Completing 24 Credits				Part-Time Completing 12 Credits			
	2007-08	2008-09	2009-10	2010-11	2007-08	2008-09	2009-10	2010-11
DACC	40%	23%	40%	45%	15%	15%	34%	36%
Highland	43%	39%	28%	38%	17%	31%	13%	19%
Kaskaskia	50%	59%	32%	43%	22%	37%	32%	21%
Kishwaukee	51%	29%	15%	26%	28%	18%	15%	20%
Rend Lake	66%	57%	53%	61%	11%	27%	27%	30%
Sauk Valley	59%	28%	40%	32%	19%	27%	32%	17%
Peer Ave.	54%	42%	34%	40%	19%	28%	24%	21%

SOURCE OF DATA: IPEDS Data Center

## Mission Category: Transfer Education

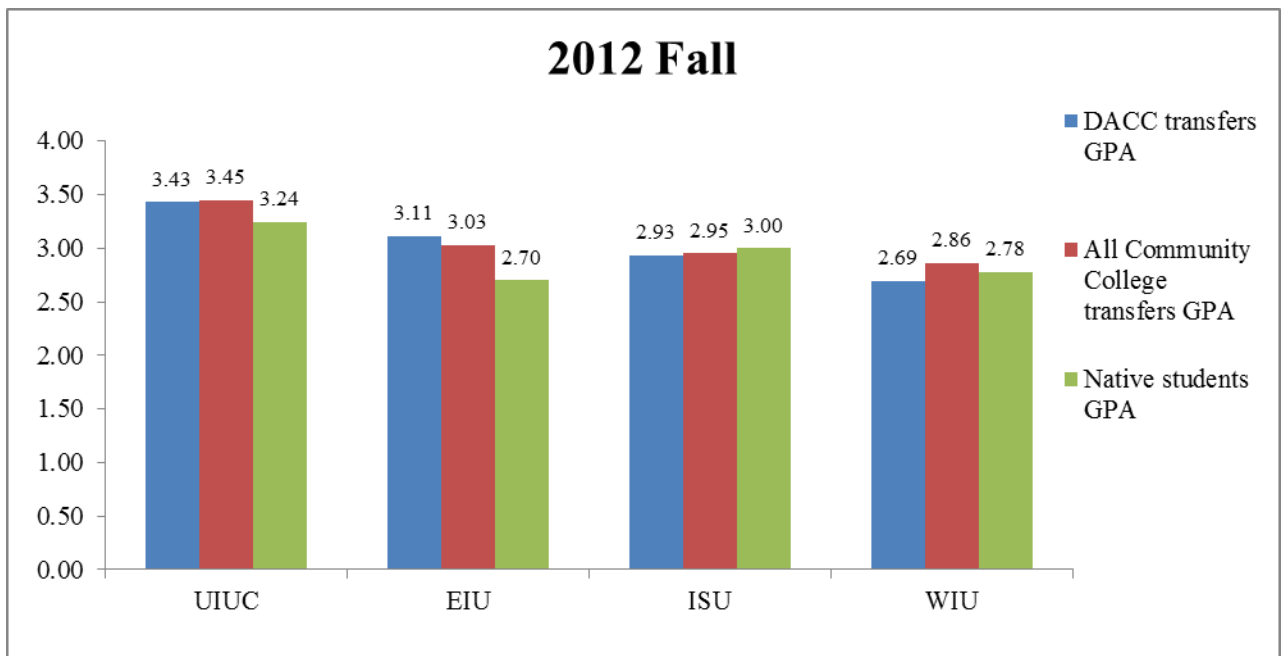
### Mission Goal Statement

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 A:** 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.

	FY 2009		FY 2010		FY 2011		FY 2012		FY 2013		5 Year Average	
	2003 Fall Cohort	Transfer Rate	2004 Fall Cohort	Transfer Rate	2005 Fall Cohort	Transfer Rate	2006 Fall Cohort	Transfer Rate	2007 Fall Cohort	Transfer Rate	Fall Cohort	Transfer Rate
DACC	404	30.7%	393	31.8%	444	32.9%	641	33.9%	285	26.0%	433	31.1%
Highland	392	35.7%	404	39.4%	405	41.2%	405	46.4%	318	43.4%	385	41.2%
Kaskaskia	935	31.2%	839	33.0%	813	28.3%	730	33.6%	1180	44.3%	899	34.1%
Kishwaukee	435	38.2%	488	41.4%	491	40.9%	533	36.8%	514	41.2%	492	39.7%
Rend Lake	587	27.3%	812	30.2%	981	30.0%	927	31.2%	926	31.6%	847	30.1%
Sauk Valley	325	36.3%	354	50.3%	379	39.3%	302	42.7%	391	39.9%	350	41.7%
Peer ave.		33.7%		38.9%		35.9%		38.1%		40.1%		37.4%
State ave.		36.5%		37.3%		39.3%		42.7%		37.8%		38.7%

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

**Measure B:** The number of students who laterally transferred to a two-year institution within four years of entry.

	FY 2009 (2005 Fall Cohort)	FY 2010 (2006 Fall Cohort)	FY 2011 (2007 Fall Cohort)	3 year average
DACC	128	161	52	114
Highland	66	71	50	62
Kaskaskia	148	125	84	119
Kishwaukee	184	144	154	161
Rend Lake	357	315	299	324
Sauk Valley	76	49	65	63
Peer ave.	166	141	130	146

SOURCE OF DATA: ICCB Finance Tables

## 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

2014 Outcome:

The total number of general education courses included in the Illinois Articulation Initiative is 87, down three from the previous fall. There are 153 major specific courses transferring to four-year universities, up seven from the previous fall, and 33 of those are included in IAI as of fall 2013. In total, DACC has 240 courses guaranteed to transfer to senior institutions in Illinois, up four from the previous fall.

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

The Institutional Effectiveness Committee has been taking a disciplined look at how the college has been measuring and should continue to measure the four outcomes. As a result college-wide rubrics will be developed and employed over the four year evaluation cycle at course level. Student results will then be evaluated at department and campus level.

## 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.

Students included are those taking coursework with a DEV prefix only. This does not include other developmental courses such as MATH 101.

	Enrollments				
	Fall 09 & Spring 10	Fall 10 & Spring 11	Fall 11 & Spring 12	Fall 12 & Spring 13	Fall 13 & Spring 14
English	282	285	236	203	192
Math	326	299	197	192	152
Reading	114	125	89	87	71
<b>TOTAL</b>	<b>722</b>	<b>709</b>	<b>522</b>	<b>482</b>	<b>415</b>

SOURCE OF DATA: Institutional Effectiveness Enrollment data

	Success Rates				
	Fall 09 & Spring 10	Fall 10 & Spring 11	Fall 11 & Spring 12	Fall 12 & Spring 13	Fall 13 & Spring 14
English	59%	62%	56%	60%	64%
Math	63%	57%	54%	58%	59%
Reading	59%	46%	48%	49%	49%
<b>TOTAL</b>	<b>61%</b>	<b>57%</b>	<b>54%</b>	<b>57%</b>	<b>60%</b>

SOURCE OF DATA: Institutional Effectiveness Enrollment data

	Course Drop Rate				
	Fall 09 & Spring 10	Fall 10 & Spring 11	Fall 11 & Spring 12	Fall 12 & Spring 13	Fall 13 & Spring 14
English	18%	18%	19%	22%	20%
Math	18%	21%	27%	32%	34%
Reading	21%	28%	19%	18%	14%
<b>TOTAL</b>	<b>18%</b>	<b>21%</b>	<b>22%</b>	<b>26%</b>	<b>24%</b>

SOURCE OF DATA: Institutional Effectiveness Enrollment data

*Although student success rates have remained steady, with slight recent improvement, the drop of students in need of such courses is evident.*

**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	2009		2010		2011		2012		2013	
	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	**Levels Completed
DACC	232	141	294	155	273	71	224	134	179	
Highland	248	121	283	152	203	58	150	48	161	
Kaskaskia	449	215	499	220	415	110	369	93	330	
Kishwaukee	230	83	181	73	167	31	164	26	172	
Rend Lake	138	101	108	99	130	63	117	60	79	
Sauk Valley	119	50	141	101	130	24	131	50	119	
Peer average	237	114	242	129	209	57	186	55	172	

Adult Secondary Education	2009		2010		2011		2012		2013	
	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	**Levels Completed
DACC	137	24	151	48	124	122	137	178	112	
Highland	170	16	191	25	110	50	139	51	97	
Kaskaskia	39	6	50	3	81	3	82	3	0	
Kishwaukee	184	11	204	14	167	71	181	67	199	
Rend Lake	328	15	340	21	318	42	157	45	104	
Sauk Valley	141	6	129	16	117	36	90	32	83	
Peer average	172	11	183	16	159	40	130	40	97	

English as a Second Language	2009		2010		2011		2012		2013	
	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	Levels Completed	Enrolled	**Levels Completed
DACC	41	21	45	10	25	11	26	12	20	
Highland	103	30	61	32	40	6	31	9	41	
Kaskaskia	71	24	54	36	30	11	27	7	21	
Kishwaukee	560	160	464	144	312	56	354	76	363	
Rend Lake	7	6	7	11	1	0	1	0	1	
Sauk Valley	101	22	87	20	82	11	59	20	81	
Peer average	168	48	135	49	93	17	94	22	101	

SOURCE OF DATA: ICCB 2009-2012 databooks Section III – Annual Enrollment and Completion Tables 10, 11, 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.

\*\* information not made available through ICCB at time of document publication.

## 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.

	2008-09		2009-10		2010-11		2011-12		2012-13		Percent Change			
											One Year		Four Year	
	AAS	Cert.	AAS	Cert.	AAS	Cert.	AAS	Cert.	AAS	Cert.	AAS	Cert.	AAS	Cert.
DACC	112	413	137	413	142	491	166	439	132	343	-20%	-22%	18%	-17%
Highland	81	74	113	76	139	126	149	134	141	85	-5%	-37%	74%	15%
Kaskaskia	244	571	252	610	267	699	297	737	257	1046	-13%	42%	5%	83%
Kishwaukee	127	359	142	366	163	3889	180	403	176	367	-2%	-9%	39%	2%
Rend Lake	349	487	277	481	339	640	370	566	363	584	-2%	3%	4%	20%
Sauk Valley	100	610	89	640	111	548	114	506	120	499	5%	-1%	20%	-18%
Peer ave.	180	420	175	435	204	1180	222	469	211	516	-5%	10%	17%	23%

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

### 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.

	2008-09	2009-10	2010-11	2011-12	2012-13	5 year ave.
DACC	92.9%	96.4%	64.7%	72.0%	87.5%	82.7%
Highland	100.0%	93.8%	77.8%	83.3%	72.2%	85.4%
Kaskaskia	96.2%	88.6%	81.1%	93.2%	88.2%	89.5%
Kishwaukee	92.5%	100.0%	84.6%	84.0%	100.0%	92.2%
Rend Lake	100.0%	91.3%	70.8%	88.9%	57.9%	81.8%
Sauk Valley	92.5%	85.7%	88.2%	91.3%	85.5%	88.6%
Peer ave.	96.2%	91.9%	80.5%	88.1%	80.8%	87.5%
State ave.	92.7%	89.4%	84.2%	89.9%	84.4%	88.1%

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

	2008-09	2009-10	2010-11	2011-12	2012-13	5 year ave.
DACC	89.3%	96.9%	64.7%	72.0%	68.8%	78.3%
Highland	100.0%	93.8%	77.8%	83.3%	63.2%	83.6%
Kaskaskia	79.1%	77.8%	67.6%	85.1%	88.2%	79.6%
Kishwaukee	88.1%	92.5%	76.9%	84.0%	100.0%	88.3%
Rend Lake	96.4%	87.0%	58.3%	80.0%	52.6%	74.9%
Sauk Valley	81.4%	79.6%	64.7%	91.3%	70.9%	77.6%
Peer ave.	89.0%	86.1%	69.1%	84.7%	75.0%	80.8%
State ave.	80.9%	75.3%	71.3%	76.5%	70.6%	74.9%

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

	2009		2010		2011		2012		2013		5 Year ave.	
	Exam Count	Percent Passed	Exam Count	Percent Passed	Exam Count	Percent Passed	Exam Count	Percent Passed	Exam Count	Percent Passed	Exam Count	Percent Passed
DACC RN	35	94%	50	90%	29	93%	65	94%	36	86%	43	91%
National RN		88%		87%		88%		90%		83%		87%
DACC LPN	53	100%	20	100%	68	96%	23	100%	49	94%	43	98%
National LPN		86%		87%		85%		84%		85%		85%
DACC Rad Tech	16	93%	14	100%	16	93%	14	100%	11	91%	14	95%
National Rad Tech		91%		92%		92%		93%		90%		92%

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

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
DACC	883	657	744	828	889	890	997

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.

	Danville Area Community College				Vermilion County	Illinois
	2009-10	2010-11	2011-12	2012-13	2013	2013
White, Non-Hispanic	71%	58%	57%	59%	79%	63%
Black	10%	12%	12%	13%	13%	12%
American Indian/Alaskan Native	--	--	--	--	0%	1%
Asian	1%	1%	1%	1%	1%	5%
Native Hawaiian/Other Pacific Islander	--	--	--	--	0%	0%
Two or More Races	--	--	--	--	2%	2%
Hispanic or Latino	2%	3%	4%	3%	5%	17%
Non Resident Alien	--	--	--	--	--	--
Unknown	15%	26%	26%	23%	--	--

Data Source IPEDS Data Center, 12-Month Enrollment, and US Census Bureau Quick Facts

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

	2009-10	2010-11	2011-12	2012-13	2013-14
Programs	84	139	145	137	131
Participants	843	1,356	1,416	1,316	1,207
Credit Hours	214.5	78.5	84	48	81

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 Reporting Templates

Fifteen faculty and staff currently serve on the Institutional Effectiveness Committee. A faculty member from Liberal Arts and 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:**

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  
Bob Mattson, Director, Institutional Effectiveness and Co-facilitator  
Penny McConnell, Dean, Liberal Arts  
Bruce Rape, Dean, Business and Technology Division  
Eric Simonson, Instructor, Music  
Kathy R. Sturgeon, Dean, Math/Science/Health Professions

**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 college will be working on the Quality Initiative Proposal centered on mandatory advising. The proposal will be submitted shortly with work to ensue during the next three years.

**Higher Learning Commission Assessment Academy:** During the Fall semester DACC college sent the academic Deans and Champions to an Assessment Academy sponsored by the Higher Learning Commission. Ideas brought back will take the work that has been developed over the past years and shift the focus to program development. In the process of enhancing this focus current procedures of General Education Outcome and course assessment will be modified during the Spring 2015 semester.

**Program-Level and Departmental Assessments:** Currently course instructors and departments report on improvement efforts, often resulting from their assessment of student learning and engagement. At the end of each term, or at the end of spring term for departments, data is forwarded to Champions and Institutional Effectiveness for review. The submission forms have been recently modified, and will be updated once again so more focus can be placed on program development. Select reported changes are bulleted below.

### *Liberal Arts*

- **Communications:** As a result from poor student abilities in determination of online source credibility, students in the department will receive more intensive instruction on usage of sites such as Noodletools and the DACC Library One-Search option. Additionally the department hopes to develop a tool for students to demonstrate that they understand source assessment prior to final writing or speeches.

### *Business and Technology*

- **Wind Technology:** Assessment shows that using a 65% hands on and 35% theory is working well. By spending more time hands on, students are developing confidence by being able to make and then appropriately correct mistakes. As part of the process, students are developing a healthy competitiveness giving them an internal drive for understanding and command over their education.

### *Math and Science*

- **Health Information Technology:** After reviewing the schools Registered Health Information Technician exams, from a report generated by the American Health Information management Association, it was determined that students were not retaining what was learned in the Current Trends course. As a result the virtual electronic health record software, NEEHR Perfect, was



adopted for the course. Through use of the software, the students had the added dimension of walking through real electronic health record scenarios within a virtual record. As a result of greater understanding the NEEHR Perfect software is being planned for use in multiple courses.

- **Agribusiness:** The program courses are increasing their reliance on cooperative learning. Additionally students are being asked to use greater amounts of technology and foundational skills in math, biological sciences and physics which they bring to the classroom. By making everyone in the group accountable for their contributions, students accountable for using their previous learning and use of current technology, the intent is to make the courses have more workplace applicability.

### *Other Academic Areas*

- **Culinary:** Recent improvements have resulted in shared syllabi for different instructors to create a more uniform program for students.

### *Departments:*

- **Library:** After a July 2012 implementation of a Google-like search engine, One-Search, for library resources, it was seen that many of the library resources were not available through the product. At the same time the state launched e-Read to make hundreds of titles available to Illinois libraries in e-format. So even though the library has two options, they currently are evaluating which will be worth the staff time invested to load current materials for students.
- **Academic Advising and Counseling:** As a result of assessment activities including student comments, some needs that were identified include: “casework” style advising, additional need for non-traditional student advising, consistency of information provided by advisors, and a possible need for mandatory advisement. To that end multiple smaller initiatives are being planned, as well as a Mandatory Advising initiative which will serve as the college’s HLC initiative.
- **Administrative Data Systems:** The department has focused on open requests (projects) defined primarily by the Colleague Core Team. This focus in on project length and count of projects. Recently the number of open projects has decreased so more time is available for tackling longer and more immediate projects.

## APPENDIX 1: ASSESSMENT REPORTS

### 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) <span style="float: right;">(Check all that apply this semester)</span>	
___ 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) : _____		
<p>Which General Education Outcome (GEO) is DACC assessing this semester: <b>(select one)</b></p> <p>Critical Thinking _____ Communications _____ Technology _____ Social Awareness _____</p>			
		Number of students with success rate:	
Skills assessed: (Please list)	Excellent completion	Average completion	Poor completion

<p>How was assessment done? (check all that apply)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><td>Written test</td><td> </td></tr> <tr><td>Skills test</td><td> </td></tr> <tr><td>Verbal test</td><td> </td></tr> <tr><td>Portfolio</td><td> </td></tr> <tr><td>Homework / assignments</td><td> </td></tr> <tr><td>Project</td><td> </td></tr> <tr><td>Other</td><td> </td></tr> </table>		Written test		Skills test		Verbal test		Portfolio		Homework / assignments		Project		Other	
Written test															
Skills test															
Verbal test															
Portfolio															
Homework / assignments															
Project															
Other															
<p>Based on your assessment results, would you make any changes in the future?</p>   															
<p>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?</p>   															

## 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 \_\_\_\_\_