

Danville
Area
Community
College

2018
Institutional
Effectiveness
Report

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DASHBOARD INDICATORS

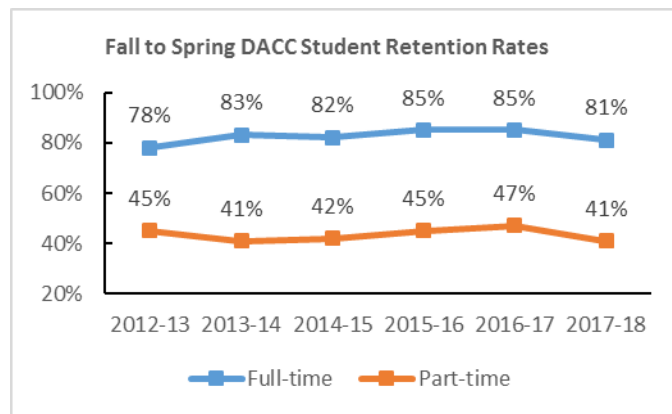
Enrollment

	Credit Students	Credit F.T.E.	Non-Credit Students
FY2012	9,963	2,431	824
FY2013	8,556	2,238	966
FY2014	9,195	2,211	1,919
FY2015	8,222	2,059	1,901
FY2016	7,224	1,947	1,521
FY2017	6,472	1,753	1,787
FY2018	6,124	1,717	2,057

Source: DACC Institutional Effectiveness Office

The total enrolled credits dropped by only 2% thanks to additional students attending DACC while completing their high school diploma.

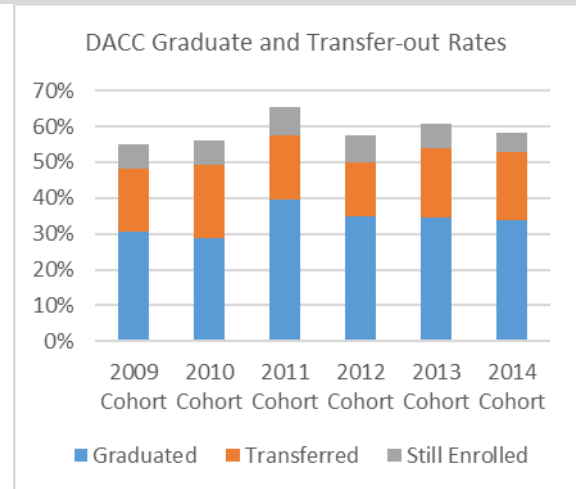
Fall-to-Spring Retention Rates



Source: DACC Institutional Effectiveness Office, Key Performance Indicator measure 3A

This past year there was a sharp decline in retention which is presumed to be due to a increased number of job opportunities attracting adults who otherwise would be attending the college.

Graduation and Transfer-out Rates



Source: IPEDS Data Center, Graduation Rates survey

The college continues to achieve 34% graduation rates with an additional 19% of students transferring before graduating.

Student Loan Default Rates

DACC's current three year student loan default rate of 14.3% is near an 8% drop from the 22.1% five years prior. This current rate places the college significantly below the ICCB average of 15.8%

DACC 3 Year Student Loan Default Rates, by Year of Student Exit

2009	17.1%
2010	22.1%
2011	18.2%
2012	16.6%
2013	17.9%
2014	15.1%
2015	14.3%

Source: Department of Education

INTRODUCTION

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

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

The Institutional Effectiveness Report accomplishes the following objectives:

- Provides important information on how key institutional processes are linked at DACC – 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.

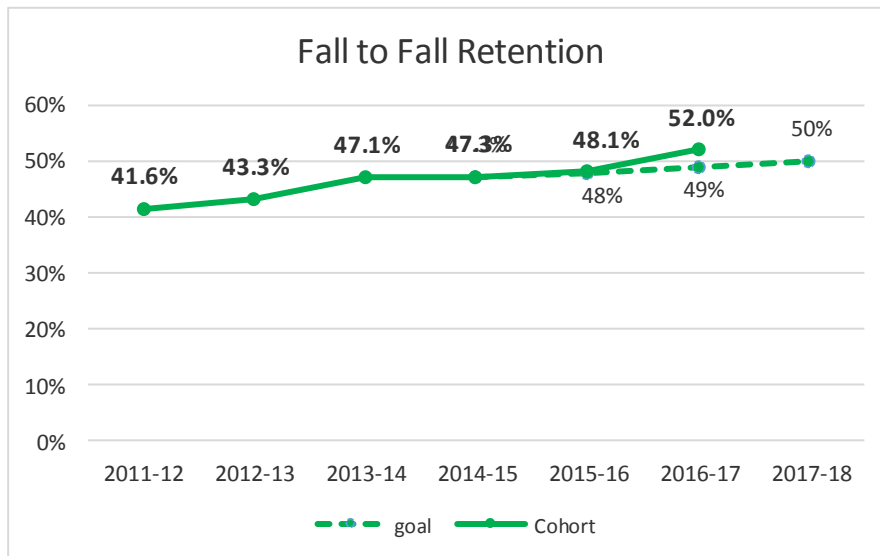
For over a decade, Danville Area Community College has been committed to a culture of assessment and accountability within all departments and divisions of the institution. What started as an infrastructure for student learning has evolved into a data-informed decision-making campus with a strong student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

UPDATE: STUDENT RETENTION, PERSISTENCE AND COMPLETION GOALS

During 2016 DACC set student success goals in retention, persistence and completion. These goals of increasing current levels 1% for each of the next three years were outlined and shared in a Data Brief distributed at both full-time and part-time August in-services. Now, just over one year later it can be shared that, although ambitious were attainable.

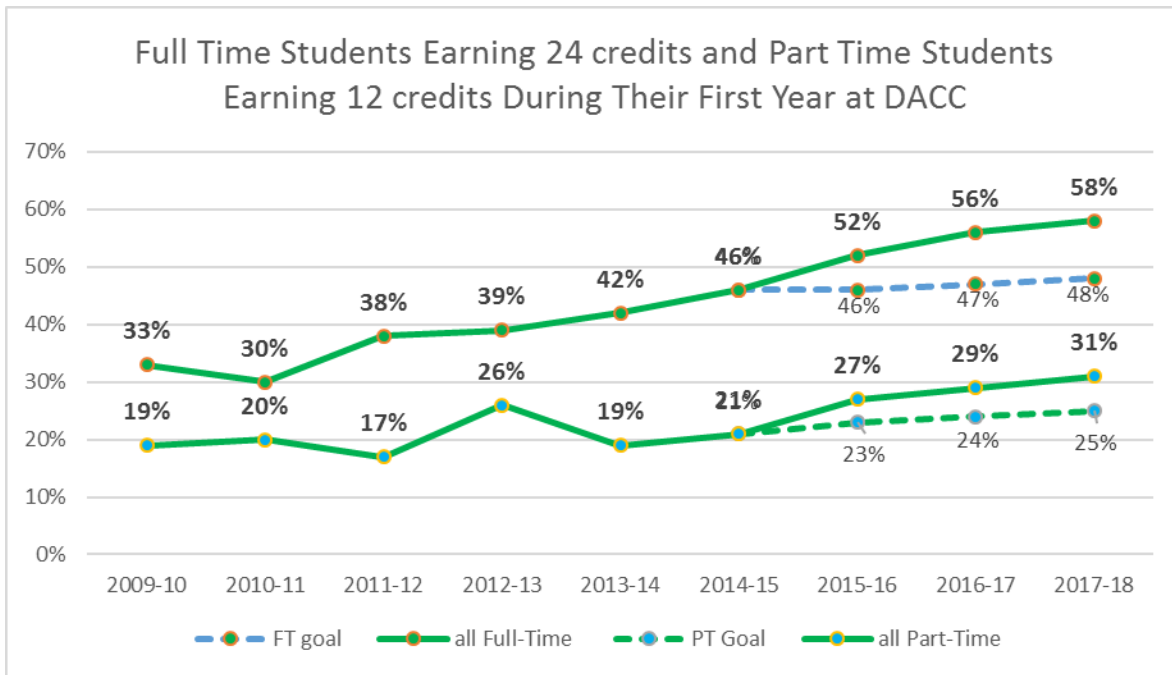
Retention

Fall-to-fall retention rates at the college have been growing steadily over the past years. 48.1% of 2014 Fall cohort of students returned in 2015 Fall, which is almost a 1% increase. But more impressive is the 52% rate for the Fall 2016 cohort returning this semester. This increase of 4% is well above the 1% goal.



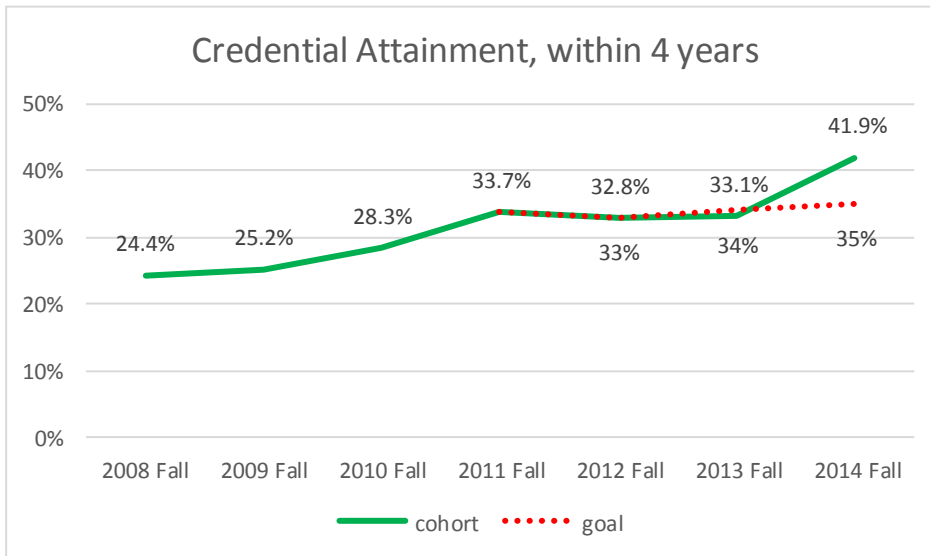
Persistence

As can be seen in the following chart, the percent of new full-time students earning 24 credits and part-time students earning 12 credits in their first year continues to rise dramatically. Both cohorts rose significantly, blowing the 1% increase goals out of the water, with the rise especially notable for the college's full-time new student population. This measure was originally suggested when performance funding was introduced for the Illinois community colleges.



Completion

The four year graduation rate did finally reach 41.9%, well above the target of 35%. As degree/certificate completion is the long range goal we hope for all students with this intent the results are especially satisfying, although efforts of the college continue to be on the shorter term goals of retention and persistence.



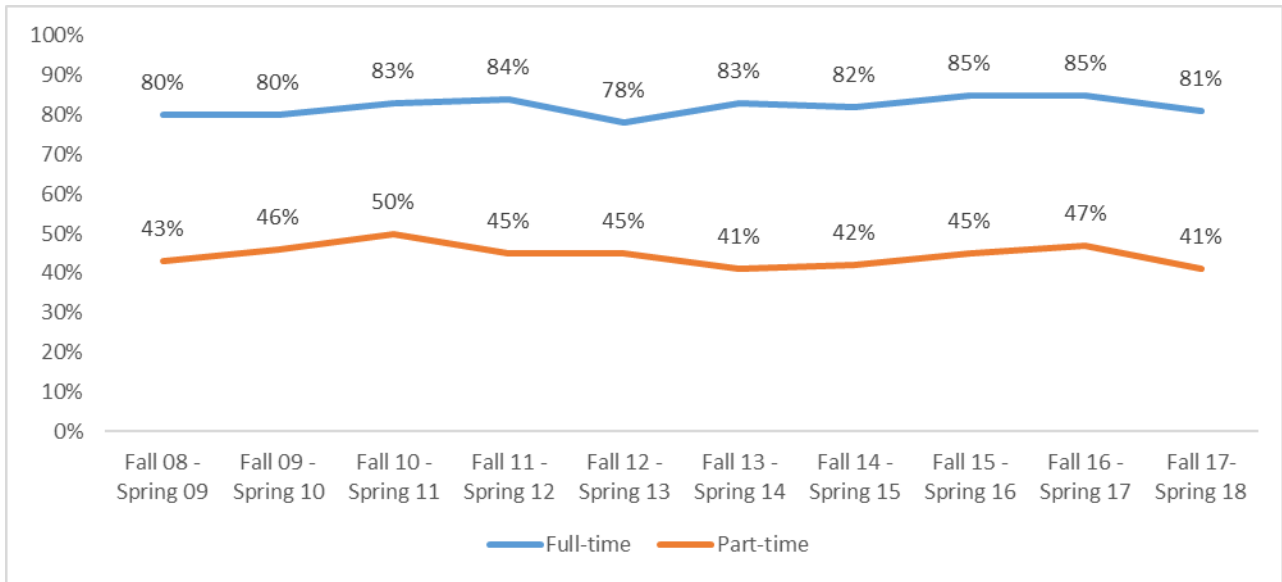
In addition to the three aforementioned goals, the college is conducting a focused emphasis on first-time full-time students in a push internally called Operation Graduation. Because one of the most often cited measures of college performance is the three year graduation rate of first-time full-time students, additional outreach is occurring with this student group, tracking their progress every semester in hopes of improving this publically shared graduation rate.

OUTCOMES

Student Progression: Term to Term Retention

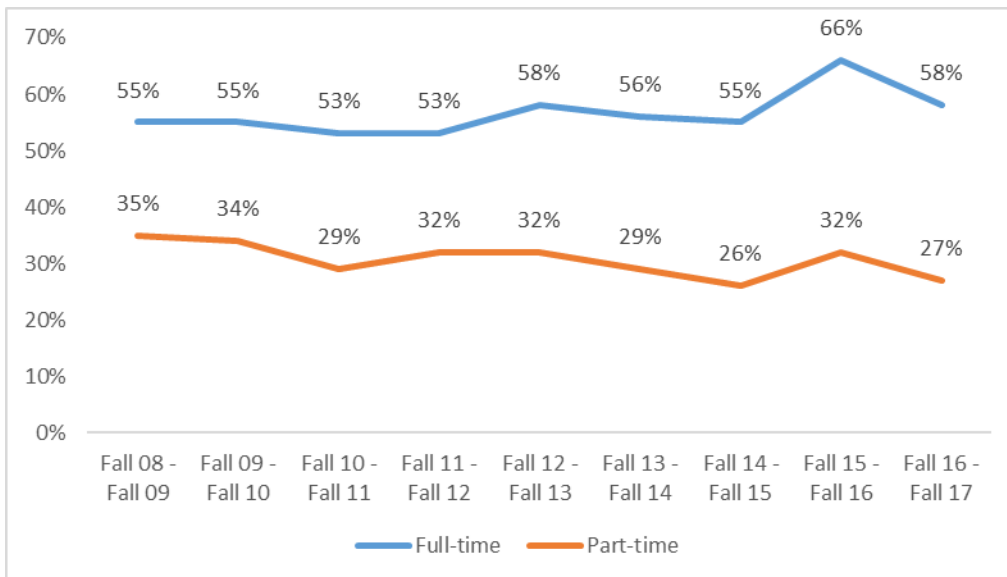
Measure: Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to spring tenth day.

Data Source: DACC Institutional Effectiveness



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

Data Source: DACC Institutional Effectiveness

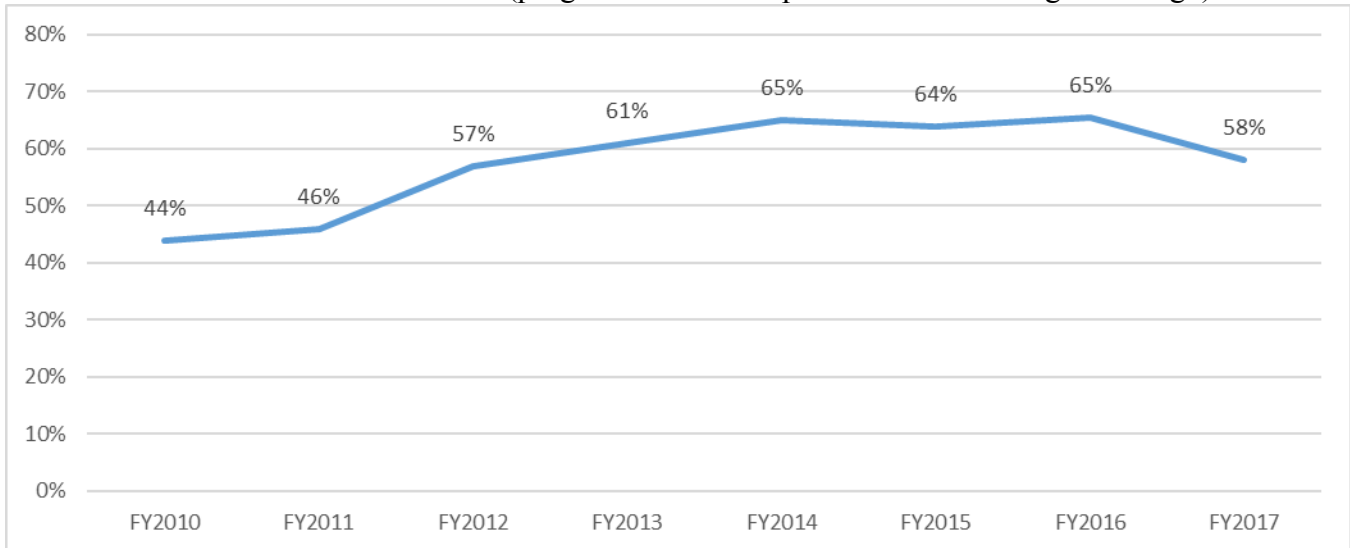


Note: The recent decline in the two graphs is mainly due to additional employment opportunities available drawing students away from schooling.

Student Progression: Momentum Points

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

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



Note: An Educational Functioning Level gain could be thought of as a one to two year grade level increase.

Student Progression: Developmental Course Success

Measure: The number and percentage of students who successfully complete developmental courses

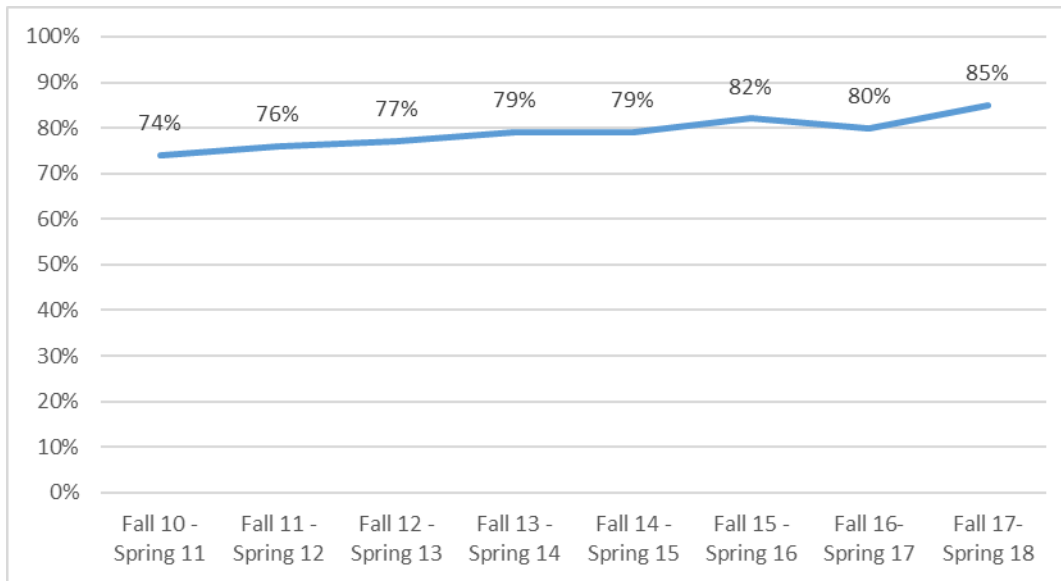
Data Source: DACC Institutional Effectiveness

	Developmental Course Success Rates (DEVE, DEVM, DEVR)							
	Fall 10 - Spring 11	Fall 11 - Spring 12	Fall 12 - Spring 13	Fall 13 - Spring 14	Fall 14 - Spring 15	Fall 15 - Spring 16	Fall 16 - Spring 17	Fall 17 - Spring 18
English	62%	56%	60%	64%	76%	66%	74%	67%
Math	57%	54%	58%	59%	61%	64%	65%	67%
Reading	46%	48%	49%	49%	54%	54%	51%	74%
Total	57%	54%	57%	60%	66%	63%	64%	68%

Student Progression: Course Success

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

Data Source: DACC Institutional Effectiveness



Measure: The percentage of all students who complete gatekeeper courses with a C grade or better (BIOL-102, CBUS-150, ENGL-121, ENGL-101, ENGL-102, MATH-105, MATH-115, PSYC 100)

Data Source: DACC Institutional Effectiveness

	Gatekeeper Course Success Rates							
	Fall 10 - Spring 11	Fall 11 - Spring 12	Fall 12 - Spring 13	Fall 13 - Spring 14	Fall 14 - Spring 15	Fall 15 - Spring 16	Fall 16 - Spring 17	Fall 17 - Spring 18
BIOL-102	49%	52%	50%	60%	40%	50%	39%	60%
CBUS-150	51%	53%	70%	72%	69%	72%	67%	77%
ENGL-121	59%	66%	57%	64%	61%	69%	71%	72%
ENGL-101	67%	78%	79%	79%	77%	78%	80%	80%
ENGL-102	67%	67%	74%	76%	78%	74%	78%	76%
MATH-105	49%	49%	51%	46%	44%	52%	59%	50%
MATH-115	58%	53%	59%	64%	62%	67%	72%	74%
<u>PSYC-100</u>	<u>68%</u>	<u>67%</u>	<u>64%</u>	<u>70%</u>	<u>68%</u>	<u>72%</u>	<u>46%</u>	<u>74%</u>
combined	63%	66%	68%	66%	65%	70%	73%	74%

Completion: Degree/Certificates Awarded

Measure: The number of degrees and certificates awarded

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

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
DACC	743	669	686	616	683	650
Peer Ave.	713	736	732	779	839	698
Carl Sandburg	446	457	537	535	470	480
Highland	495	431	396	505	767	625
John Wood	591	548	473	537	503	506
Kaskaskia	1351	1627	1584	1711	1494	992
Kishwaukee	1002	869	929	783	734	981
Rend Lake	1304	1364	1252	1390	2218	1202
Sauk Valley	795	777	849	808	765	666
Shawnee	553	597	520	651	544	550
Southeastern	333	357	389	508	554	440
Spoon River	260	330	388	359	336	541

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

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

	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
DACC	1.23	1.17	1.25	1.23	1.50	1.54
Peer Ave.	1.17	1.27	1.30	1.48	1.77	1.64
Carl Sandburg	0.99	1.12	1.32	1.41	1.26	1.30
Highland	0.97	0.89	.085	1.20	2.05	1.70
John Wood	1.43	1.50	1.30	1.50	1.39	1.41
Kaskaskia	1.24	1.52	1.48	1.68	1.73	1.38
Kishwaukee	1.15	0.89	1.08	1.02	1.08	1.50
Rend Lake	1.47	1.63	1.56	1.81	3.80	2.13
Sauk Valley	1.56	1.60	1.82	1.77	2.02	1.84
Shawnee	1.24	1.49	1.30	1.72	1.57	1.74
Southeastern	0.83	0.96	1.05	1.48	1.66	1.48
Spoon River	0.77	1.08	1.28	1.20	1.14	1.88

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

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

	Degrees (A.A.S.)						Certificates					
	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
DACC	166	132	164	130	155	135	439	343	344	321	323	304
Peer Ave.	160	156	130	134	128	124	317	341	370	418	486	333
Carl Sandburg	140	162	138	135	134	108	176	142	232	222	129	141
Highland	149	141	110	86	90	73	134	84	92	230	503	327
John Wood	147	119	99	93	107	96	225	216	203	227	182	208
Kaskaskia	297	257	284	308	280	255	737	1046	977	1102	898	489
Kishwaukee	180	176	157	158	152	153	403	367	406	332	255	353
Rend Lake	370	363	204	251	226	257	566	584	694	732	1651	602
Sauk Valley	114	120	120	117	101	95	506	499	557	503	487	403
Shawnee	78	64	55	51	58	68	243	252	217	357	260	294
Southeastern	67	102	65	103	92	83	109	119	175	232	260	181
Spoon River	55	57	66	43	35	65	69	102	146	240	230	334

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

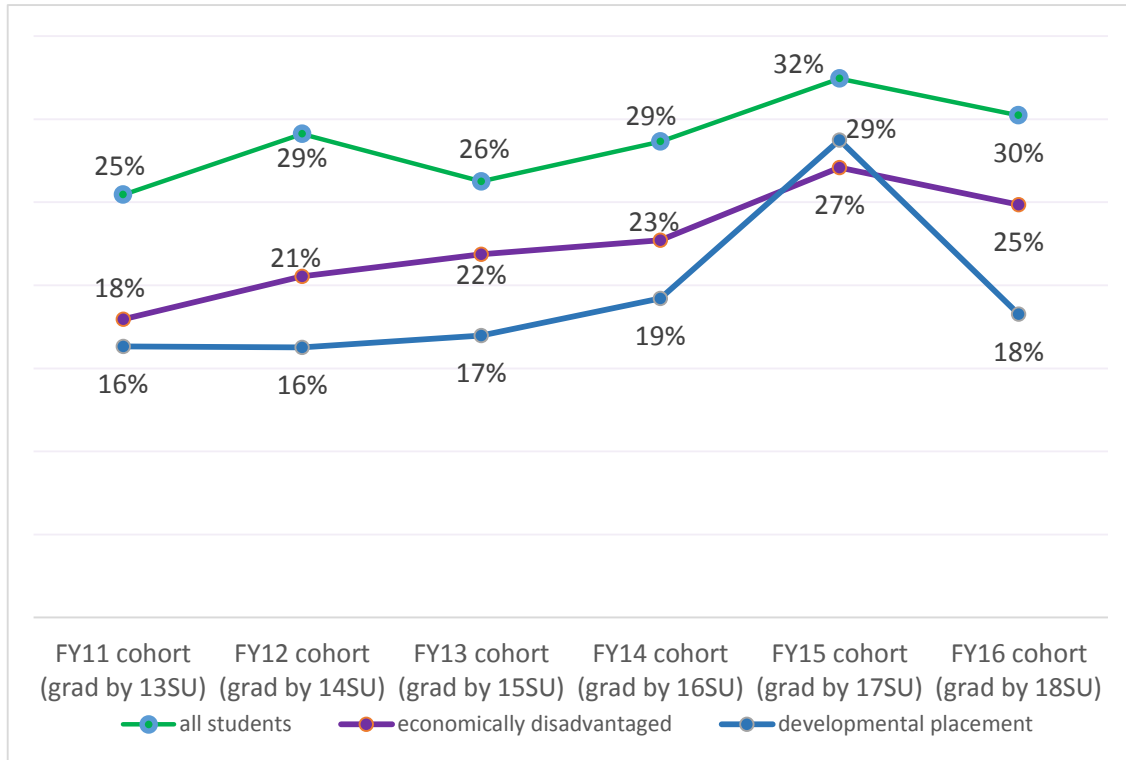
Source: IPEDS Data Center

	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort
DACC	31%	29%	39%	35%	34%	34%
Peer Ave.	32%	31%	34%	37%	39%	38%
Carl Sandburg	25%	26%	23%	27%	34%	31%
Highland	28%	37%	28%	33%	32%	33%
John Wood	31%	31%	35%	36%	42%	39%
Kaskaskia	42%	46%	49%	37%	38%	30%
Kishwaukee	19%	18%	28%	28%	29%	29%
Rend Lake	47%	51%	52%	51%	51%	58%
Sauk Valley	31%	29%	35%	38%	43%	41%
Shawnee	30%	28%	26%	36%	24%	33%
Southeastern	32%	24%	27%	35%	41%	40%
Spoon River	34%	22%	37%	44%	51%	41%

Completion: Degree/Certificates Awarded to At Risk Students

Measure: The percent of new students who are either economically disadvantaged or enrolled in pre-college developmental coursework who graduate with a degree or certificate within three years

Source: DACC Institutional Effectiveness



Completion: Industry Specific Licenses and Certifications

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

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

	2013	2014	2015	2016	2017
DACC	83%	78%	91%	64%	75%
ICCB Peer Ave.	82%	85%	88%	89%	88%
Carl Sandburg	60%	83%	76%	75%	81%
Highland	81%	65%	85%	97%	85%
John Wood	90%	89%	90%	89%	84%
Kaskaskia	88%	79%	81%	91%	96%
Kishwaukee	93%	92%	96%	94%	92%
Rend Lake	75%	85%	91%	80%	81%
Sauk Valley	90%	83%	90%	94%	81%
Shawnee	71%	89%	93%	86%	82%
Southeastern	97%	100%	92%	100%	97%
Spoon River	77%	88%	81%	83%	100%
Lakeview CoN	77%	73%	73%	64%	71%

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

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

	2013	2014	2015	2016	2017
DACC	94%	92%	93%	97%	97%
Peer Ave.	97%	94%	96%	99%	95%
Carl Sandburg	78%	69%	83%	100%	100%
Highland	100%				
John Wood	100%	100%	100%	100%	94%
Kaskaskia	92%	92%	93%	90%	88%
Kishwaukee	100%				
Rend Lake	97%	96%	100%	100%	94%
Sauk Valley	100%	100%	95%	100%	91%
Shawnee	100%	97%	100%	100%	95%
Southeastern	100%	98%	100%	100%	97%
Spoon River	100%	100%	100%	100%	100%

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

Source: DACC Director of Medical Imaging

	2013	2014	2015	2016	2017	2018
DACC Rad Tech	90%	100%	36%	67%	92%	90%
National Rad Tech	90%	89%	88%	87%	89%	
DACC Echo - Adult Echo					100%	
National - Adult Echo					73%	
DACC Echo - Princ. & Instrum.					100%	
DACC Sono - Princ. & Instrum.					100%	
National - Princ. & Instrum.					75%	
DACC Sono - Abdomen					100%	
National - Abdomen					84%	
DACC Sono - OB/GYN					100%	
National - OB/GYN					79%	

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

Source: DACC Medical Assistant instructor

In 2016 DACC has an 83% pass rate, while in 2017 the pass rate was 69%. This compares to an approximate 80% national pass rate.

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

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

	CY2014	CY2015	CY2016	CY2017
DACC	78%	82%	79%	90%
Illinois	83%	85%	83%	78%

Transfer: Graduate Rate for Continuing Education

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

Source: Graduate and Leaver Tracker Report by DACC Institutional Effectiveness

	FY 2015	FY 2016	FY 2017	FY 2018
Transfer program graduates	69%	74%	64%	72%
General Studies graduates	45%	42%	36%	24%
Applied Associates graduates	44%	37%	34%	18%
Certificate graduates, not Nursing Asst.	44%	37%	34%	34%
Nursing Asst. graduates	48%	69%	26%	44%

Transfer: Graduate Tracking

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

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

Current Location of Graduates

	FY 2015	FY 2016	FY2017	FY2018
A 4-year institution	80%	64%	71%	78%
Different 2-year college	6%	11%	10%	7%
DACC	4%	11%	10%	7%
No further college	8%	8%	10%	4%
Some further college, not currently	2%	6%	0%	4%

Current Student Loan Debt

	FY 2015	FY 2016	FY2017	FY2018
No debt	43%	43%	59%	47%
Under \$5,000	18%	11%	15%	9%
\$5,000 to \$10,000	18%	19%	17%	27%
\$10,000 to \$20,000	16%	9%	7%	16%
Over \$20,000	6%	17%	2%	2%

How well did your courses transfer?

	FY 2015	FY 2016	FY2017	FY2018
As expected	93%	91%	91%	84%

Is it your goal to be living in Vermilion County ten years from now?

	FY 2015	FY 2016	FY2017	FY2018
Yes	22%	17%	32%	20%

Transfer: Articulation

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

Source: DACC Coordinator of Transfer Articulation

2013 Fall	2014 Fall	2015 Fall	2016 Fall	2018* Fall	
90	87	85	88	87	Illinois Articulation Initiative (IAI) general education courses
146	153	160	164	127	Major Specific courses transferring to four-year universities
236	240	245	252	214	Transfer course total

*2018 Fall ends a comprehensive review of articulated courses in which almost 40 courses were retired due to not being taught at DACC.

Employment

Measure: Percentage of occupational degree or certificate completers employed or enrolled in further education within one year of graduation

Source: ICCB Follow-up Study of Career and Technical Education Program Graduates table A-1

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
DACC	92.9%	96.4%	64.7%	72.0%	87.5%	86.7%	100.0%	66.7%
Peer Ave.	96.2%	91.9%	80.5%	88.1%	80.8%	91.6%	93.8%	85.0%
Highland	100.0%	93.8%	77.8%	83.3%	72.2%	94.3%	100.0%	90.9%
Kaskaskia	96.2%	88.6%	81.1%	93.2%	88.2%	91.4%	97.8%	72.4%
Kishwaukee	92.5%	100.0%	84.6%	84.0%	100.0%	90.5%	97.7%	87.5%
Rend Lake	100.0%	91.3%	70.8%	88.9%	57.9%	93.5%	86.2%	86.7%
Sauk Valley	92.5%	85.7%	88.2%	91.3%	85.5%	88.1%	87.5%	87.5%

Measure: Percentage of occupational degree or certificate completers employed within one year of graduation

Source: ICCB Follow-up Study of Career and Technical Education Program Graduates table A-1

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
DACC	89.3%	96.9%	64.7%	72.0%	68.8%	82.3%	84.6%	55.6%
Peer Ave.	89.0%	86.1%	69.1%	84.7%	75.0%	81.5%	93.4%	81.3%
Highland	100.0%	93.8%	77.8%	83.3%	63.2%	91.4%	100.0%	90.9%
Kaskaskia	79.1%	77.8%	67.6%	85.1%	88.2%	80.4%	97.8%	65.5%
Kishwaukee	88.1%	92.5%	76.9%	84.0%	100.0%	83.3%	97.7%	79.2%
Rend Lake	96.4%	87.0%	58.3%	80.0%	52.6%	75.0%	83.1%	83.3%
Sauk Valley	81.4%	79.6%	64.7%	91.3%	70.9%	77.3%	88.2%	87.5%

Community Resource: Business and Industry

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

Source: DACC Director of Corporate Education

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
DACC	828	889	890	997	1016	971	801	832

Community Resource: Small Business

Measure: Number of Small Business Development Clients and Trainees

Source: DACC Executive Director of Small Business Development

	CY2011	CY2012	CY2013	CY2014	CY2015	CY2016	CY2017
Training Units	24	14	21	20	18	20	20
Training Attendees	116	68	117	142	141	132	148
Clients	73	99	106	182	148	142	140
Client Hours	417	279	396	615	650	638	568
Hours per Client	5.7	2.8	3.7	3.4	4.4	4.5	4.1

Community Resource: Community Education

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

Source: DACC Director of Corporate and Community Education

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Programs	145	137	131	91	171	77	156
Participants	1416	1316	1207	956	1787	985	2018
Credit Hours	84	48	81	37	23.5	11	26.5

Community Resource: Student Participation

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

Source: DACC Office of Institutional Effectiveness, US Census Bureau

	Danville Area Community College				Vermilion Cty.	Illinois
	2014-15	2014-15	2015-16	2016-17	2017	2017
White, Non-Hispanic	79.5%	77.7%	77.3%	77.7%	78.1%	63.8%
Black, Non-Hispanic	13.7%	14.6%	15.5%	14.1%	13.2%	12.1%
American Indian/Alaskan Native	0.3%	0.3%	0.3%	0.3%	0.4%	0.5%
Asian	1.7%	1.5%	1.3%	1.3%	0.9%	4.7%
Native Hawaiian/Pacific Islander	0.2%	0.1%	0.1%	0.1%	0%	0.1%
Two or More Races	0.5%	0.6%	0.8%	0.9%	2.4%	1.7%
Hispanic or Latino	4.2%	5.2%	4.8%	5.3%	5.1%	17.3%

Student Support: Student Satisfaction and Engagement

During 2017 fall semester, students participated in the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI). This survey, along with the Community College Survey of Student Engagement (CCSSE), will be used in alternating years to give a better picture of student satisfaction and engagement two key factors to keeping students on the path towards degree and certificate completion. Questions from this thirty minute survey are broken into twelve categories each on a seven point scale. Student are primarily asked about the importance and their personal satisfaction for each item. In cases of an academic and student service they are also asked how frequently they use the service.

As can be seen in the chart below DACC student satisfaction has been rising since 2010. This is very much in line with overall satisfaction increases with colleges across the country. Just as important is that gaps between students' ratings on the importance of an item compared to their satisfaction of the same is generally decreasing.

	Satisfaction (7 point scale)			Importance-Satisfaction Gap		
	2010 Fall	2015 Fall	2017 Fall	2010 Fall	2015 Fall	2017 Fall
Student Centeredness	5.4	5.4	5.6	0.7	.06	0.5
Instructional Effectiveness	5.3	5.3	5.6	1.0	0.8	0.7
Responsiveness to Diverse Pops	5.6	5.5	5.8	n/a	n/a	n/a
Campus Support Services	5.1	5.1	5.4	0.6	0.5	0.4
Safety and Security	5.1	4.9	5.3	1.1	0.8	0.9
Academic Advising/Counseling	5.1	5.1	5.5	1.2	0.9	0.8
Admissions and Financial Aid	5.3	5.2	5.5	0.9	0.8	0.7
Academic Services	5.5	5.5	5.7	0.6	0.5	0.4
Registration Effectiveness	5.5	5.4	5.7	0.9	0.7	0.6
Service Excellence	5.3	5.3	5.5	0.7	0.6	0.6
Concern for the Individual	5.2	5.1	5.5	1.0	0.8	0.7
Campus Climate	5.3	5.3	5.6	0.8	0.6	0.5

When comparing the twelve category satisfaction average scores the results mimicked national scores, with students showing slightly higher satisfaction with Academic Services, Registration Effectiveness and Responsiveness to Diverse Populations and less satisfaction with Safety and Security and Campus Support Services.

At the conclusion of the survey three overarching questions are asked:

“So far, how has your college experience met your expectations?”

“Rate your overall satisfaction with your experience here thus far.”

“All in all, if you had to do it over, would you enroll here again?”

This year DACC students gave all three questions similar response averages to that of the national community colleges.

OUTCOME CONNECTIONS

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

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

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

So the college can be better connected to the outcomes results, particularly those which are changing quickly or leading to internal change, many have been shared during in-service opportunities. This sharing often has involved looking further into the outcomes so that a deeper understanding can be shared by all. For example, this fall both the Community College Survey of Student Engagement and student enrollment/retention figures were shared with faculty and staff. In separate presentations results were shared that were pertinent to members of each employee group.

ASSESSMENT INITIATIVES

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, Glenda Boling, Wendy Brown, and Viv Dudley, currently provide input and guidance to colleagues in their divisions on student learning outcomes and assessment. In addition, student and administrative service areas complete office/department assessment reports each year to ensure quality services are provided to meet the needs of students.

The Institutional Effectiveness Committee is at the hub of most college assessment activities and initiatives. The committee is comprised of the academic Deans, Assessment Champions, other instructors, the Vice President of Instruction and Student Services, the Director of Institutional Effectiveness, the Dean of Student Services and the Chief Financial Officer.

Higher Learning Commission: To stay abreast of the changes recently made in accreditation, several DACC college personnel attend the HLC annual conference in April of each year. DACC has 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, with the college visit scheduled for March 4-5, 2019. Prior to that date the college is working on the Quality Initiative Proposal centered on mandatory advising. The proposal was accepted by the HLC in March 2015 with work to ensue over the next three years.

Assessment Academy: Many of the enhancements made to recent assessment efforts were a result of information brought back by the academic Deans and Champions from an Assessment Academy sponsored by the Higher Learning Commission in 2014. These ideas squarely placed focus on program development, with general education and course goals as crucial parts of this development.

Program-Level and Departmental Assessments: Currently all departments report on improvement efforts each spring. Academic departments have their reports reviewed by Champions and Deans, while offices and other non-academic departments have their reports reviewed by their immediate supervisor. All reports are then sent to Institutional Effectiveness, with the non-academic department reports compiled and sent to parties working with the college budget and strategic planning.

During the most recent two years faculty have been focusing on outcomes. In-service and other time has been spent ensuring program outcomes and course outcomes are appropriate; that the College's general education outcomes are reflected in program outcomes; and that program outcomes are addressed in sufficient course outcomes.

General Education Assessments: Faculty members have also been involved in a four year effort to create ways of reporting the four college general education outcomes of Communication, Critical

Inquiry/Thinking, Technology and Cultural Awareness from information already being collected in classrooms across campus. At this point campus rubrics have been created for the first three outcomes listed, with a team in place working on creating a method to assess the Cultural Awareness general education outcome.

Faculty results from the assessment of Communication and Critical Inquiry were collected, analyzed, and shared at the following faculty inservices. This semester faculty are using the college Technology rubric with results of students' knowledge to be presented at the January 2018 inservice.

With each new campus wide assessment tool, faculty receive training at in-service. This August Marcie Wright, Health Information Technology instructor and coordinator, led a presentation of the Technology rubric. She was one of six faculty members on a team that created the rubric. During the process of creating the rubric much time was spent on analyzing rubrics in use around the nation, as well as an analysis of how the rubric would fit student work from different disciplines across the DACC campus.

The general education outcome assessment schedule is outlined as follows:

Outcome	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Communications	Create Tool	Faculty Assess	Evaluate Results & Tool			Faculty Assess	
Critical Inquiry/Thinking		Create Tool	Faculty Assess	Evaluate Results & Tool			Faculty Assess
Technology			Create Tool	Faculty Assess	Evaluate Results & Tool		
Cultural Awareness				Create Tool	Faculty Assess	Evaluate Results & Tool	

Program/Department Assessments: Each year academic departments assess at least one program outcome, analyze their assessments, report on their analysis, and often make program improvements as a results of the assessment. Likewise offices, non-academic departments, go through a similar process with improvement tasks. They analyze the current condition of their department, plan for change, assess the change looking for office/department improvement, and report on the cycle.

New last year was that both assessments are tied to budget and prioritized by the college Strategic Matrix. These ties are hoped to ensure that college resources are going towards efforts higher on the college's priority list.

COLLEGE PLANNING

In the last two years, with the transition of college planning from the Grants and Planning to the Institutional Effectiveness office, a number of changes to the college's planning process have taken effect.

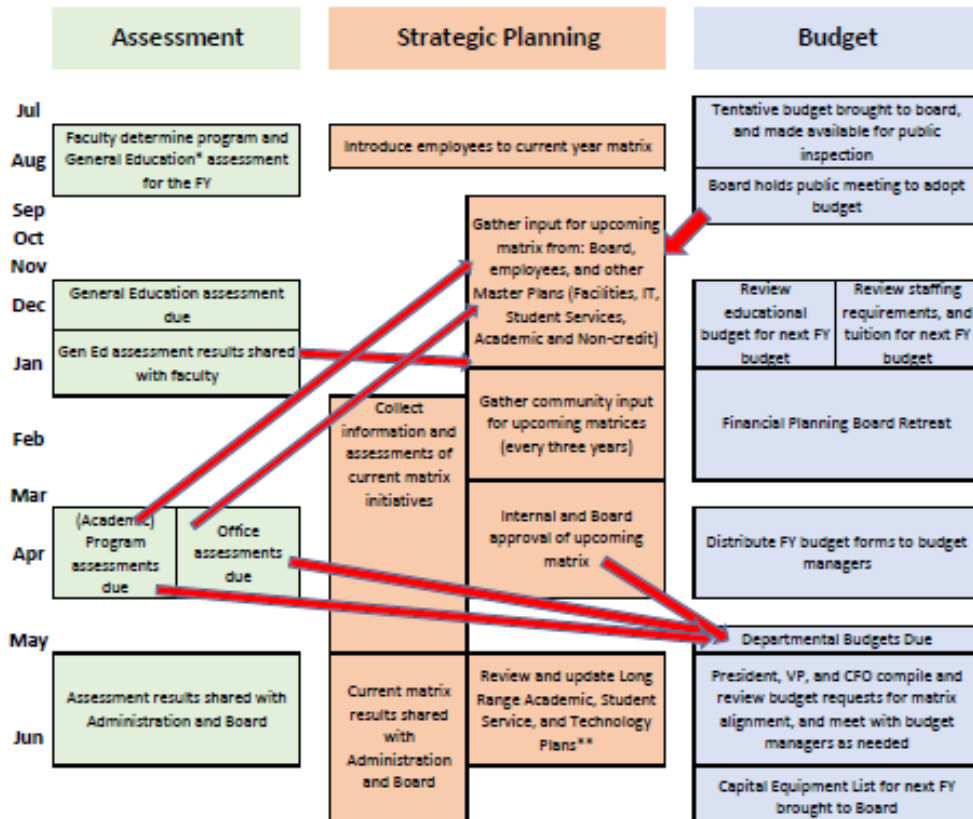
Long Range Planning. The college has traditionally created a multi-year Technology Plan. The current plan is available online for 2017-2020. In addition, the college has recently decided to create an Academic Master Plan and a Student Services Master Plan. Both are close to completion. These two new plans will feed into facility planning, the Technology Plan and budget forecasting.

Short Range Planning. Through FY2016 the college employed a three year planning cycle. Starting in FY2017 the college switched to focus on one year Strategic Matrices. Now in its second year the matrix is known throughout the college and understood to be a guiding tool for decision making and budgeting. To develop the Matrix, information from the long range planning tools, meetings with stakeholders, and internal assessments are incorporated and prioritized by the college administration. The structure and frequency of gathering input is still in flux and currently structured to include yearly input from faculty, from staff, from DACC Board members, and every third year from the public. A majority of input will be collected in winter, with prioritization occurring during spring. Results from each year's Matrix are intended to be shared for accountability each summer, as was done last summer and made available on the college's Strategic Planning web page.

Incorporating Planning. In the shift of planning duties to the Institutional Effectiveness office, changes made to processes were also driven by a want to have planning more incorporated with assessment efforts and the budget cycle. To that end, the timing of the three processes was diagrammed and later modified so supervisors and budget managers could more easily (1) assess their situations looking for areas of improvement, (2) plan for change in the areas deemed to need improvement, (3) budget for change, (4) incorporate what was learned from the internal assessment into employee evaluations, and then (4) incorporate change for improvement. The current planning, assessment, and budget cycles are shown on the following page.

As part of the budget cycle, requests from discretionary funding are checked to see if they align with department assessments and also checked to see if they appear as a college priority on the Strategic Matrix. These two factors are then considered as budget needs are prioritized.

DACC Planning Schedule



*2016FA Critical Thinking, 2017FA Technology, 2018FA Cultural Awareness, 2019FA Communications

**although review will begin in summer, updating may be a year round effort

October 2017