

Danville Area Community College

Academic Services Master Plan



2016-2020

Academic Services Master Plan 2016-2020

Danville Area Community College

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I. Introduction to Academic Services Master Plan

Danville Area Community College's Academic Services Master Plan (ASMP) is designed to provide strategic and operational direction for credit and noncredit education over the years 2016 through 2020.

The plan represents a composite of the short-and-long-term plans from the division heads within the Department of Instruction and Student Services under Executive Vice President Dave Kietzmann. These divisions include eight of the following, which report directly to Mr. Kietzmann, as well as the American Job Center, which reports to President Stephen Nacco:

Business & Technology

Liberal Arts & Library Services

Math, Sciences, & Health Professions

Community Education

Corporate Education

American Job Center

Adult Education & Middle College

Small Business Development Center

Hoopeston Higher Learning Center

A nationally recognized Achieving the Dream "Leader College," DACC is committed to empowering students to achieve their goals. To that end, the ASMP is concomitant to DACC's Student Success Master Plan in striving to improve student completion, retention, and persistence for all students, and with a special emphasis on those who are "at risk" or from underrepresented groups.

Format of the ASMP

The ASMP identifies strategic and operational priorities for the Department of Instruction and Student Services. Each of the divisions has developed strategic goals that support the College mission within the framework of the academic services they provide.

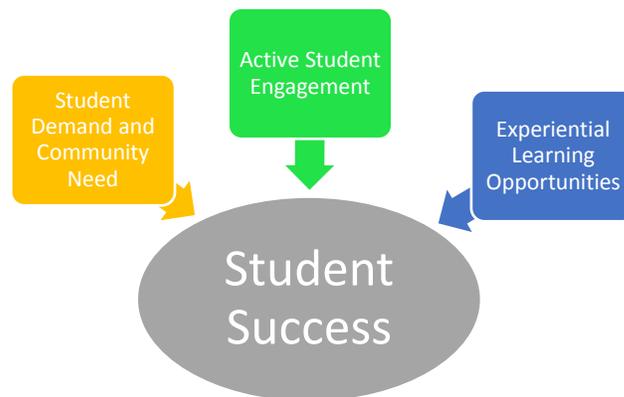
While the ASMP outlines the College's vision over multiple years, the College's Strategic Planning Matrix is a snapshot of a single year of DACC's key priorities, many of which are derived from the ASMP as well of the Student Success Master Plan. In the Appendix of this ASMP are two of these annual Matrices that the College's Office of Institutional Effectiveness develops each year over the course of several months. Besides ensuring that each Matrix draws from the ASMP and the Student Success Master Plan, the Institutional Effectiveness team

ensures that all of the College’s key stakeholders—from employees to Board Members to students—are afforded an opportunity to review the annual Matrix and provide input.

Also in the Appendix are excerpts from three other key planning documents that address how the College will allocate resources to support the priorities identified in the ASMP. These plans are the Facilities Master Plan, the Information Technology Strategic Plan, and the Grants Dashboard.

Within the context of the division plans, the overarching theme is to build on the College’s current strengths and embrace new opportunities.

Regardless of whether the course is credit or noncredit, classroom or online, the ASMP identifies three core principles concerning the pedagogical and academic strategies that advance student success:



Student Demand and Community Need

The ASMP supports the DACC vision of student success by ensuring that curricula, programs, and individual courses are both current and relevant. Courses that attract students’ interests and function as a viable pipeline to transfer or careers tend to retain students through to completion.

The College makes abundant use of data through environmental scanning and interaction with local, regional, and national trends, community needs, consumer demand, and industry needs as a basis for the development and expansion of academic and noncredit programs.

Moreover, the College adopts a fiscally sound approach to managing credit enrollment by increasing course sections for high-demand programs while curtailing or reducing those in low demand. As for noncredit courses, they are market-demand driven and far more nimble than credit courses in that they allow for flexible scheduling and variable pricing. That is, the noncredit division lends itself to entrepreneurial thinking and execution far more than credit programs and supports the College by necessarily generating a profit.

Active Student Engagement

Engaging students means providing a broad range of educational experiences both in and out of the classroom. Our programs and services must ensure excellence in teaching and learning. This

requires having a structured curriculum, a culture of assessment, encouraging faculty to engage students through dynamic pedagogy, and offering students a broad range of academic milestones, such as certificates, on their way to completion.

DACC has identified national best practices in pedagogy to advance active and collaborative learning. These include the Faculty facilitating discussions either in class or through learning-management-system (online) threads; student presentations before a class or via the LMS; collaborative assignments among classmates that require interaction outside of the classroom or LMS; the use of students' personal smart phones and other technology to foster learning; peer tutoring or teaching; and community-based projects as part of a regular course.

Experiential Learning Opportunities

One way to better align curricula with professional practices is by increasing opportunities for students to learn in a milieu that extends beyond the traditional classroom or online LMS. This type of learning engages and retains students while keeping DACC connected to the needs of local residents, businesses, and the community at large.

Fieldtrips, observing people in professional settings, or interviewing professionals or people in the “real world” are all experiential activities that the ASMP will seek to build into many classes. Also experiential are any assignments that require students to build, create, produce, or teach something. In the classroom, guest speakers, lab work, scavenger hunts, debates, role-playing are all forms of experiential learning.

Both the ASMP and the Student Services Master Plan will promote Service Learning, which occurs when students are given the opportunity to do volunteer work in the community which is connected to course content and objectives in meaningful reflective activities.

Fundamental Planning Strategies

Each division's initiatives appear in the ASMP in a roughly chronological order to indicate the span of time required for planning, implementation, and assessment. Each goal will identify its context as one of the three core principles. The plan also identifies the underlying strategy that the division will employ to achieve the stated goal as well as the assessment tool for measuring whether the initiative was successful and for determining what follow-up tasks are required.

In projecting a five-year vision for the mission-critical educational services that each of the credit and noncredit divisions provide, the ASMP is a fundamentally dynamic document. That is, the College's external and internal environment undergoes inevitable change over the course of five years, so too must the ASMP adjust its focus as appropriate. In addition, as objectives are achieved and as the “closing the loop” process through reassessment may necessitate change, the ASMP needs to be regularly updated, as represented by the “status” column.

II. Business & Technology

<i>Action Plan Year</i>	<i>Program</i>	<i>Core Principle</i>	<i>Goal</i>	<i>Strategic Approach</i>	<i>Assessment</i>	<i>Status</i>
2016-2020	All Academics	Ensure Quality	Develop a succession plan for replacing retiring Academic Admin. And Faculty	Team of academic administrators, with assistance from others, to evaluate the current and future needs of the college and how to best fill those needs, focusing on vacant positions		ongoing
2016-2017	Office Systems	Student Demand Community Need	Revise Office Systems Curriculum	Fast team forward to survey community and stake holders		Submit course name changes to ICCB. New BOFF courses submitted and approved by ICCB-Fall 2017.
2016-2017	Marketing	Student Demand Community Need	Review curriculum to update	Advisory committee action to change		Name changes submitted to ICCB.
2016-2017	Accounting	Student Demand Community Need	Change pre-requisite for CACC 101 Fall 2017	Improve student success	Evaluate end of Fall 2017	Results pending
2016-2017	Electronics	Student Demand Community Need	Update curriculum	Create new ELEC 175 to improve pass rate in ELEC 160	Evaluate end of Fall 2017	Results pending
2016-2017	Horticulture	Student Demand Community Need	Revise curriculum Improve enrollment	Advisory committee recommendations	Evaluate end of Spring 2018	Pending evaluation
2016-2017	Welding	Student Demand Community Need	Improve enrollment and curriculum	Advisory committee met Spring 2017 Curriculum changes	Pending	Pending

2016-2017	Manufacturing	Student Demand Community Need	Improve CNC equipment	Develop bid specs for new CNC mills	Evaluate bids and award contract for purchase	New equipment received
2016-2017	Wind	Enrollment management	Improve enrollment	Recruit in local schools—promote Wind	Slight increase. More work to do.	Ongoing
2016-2017	Automotive	Student Demand Community Need	Improve curriculum and enrollment	Encourage high school college express students to return to DACC after high school.		Pending evaluation
2017-2018	Office Systems	Student Demand	Implement new curriculum	One semester at a time		New BOFF course submitted approved by ICCB Fall 2017
2017-2018	Electronics	Student Demand Community Need	Implement new robotics class	Manufacturing, electronics, and computer instructors develop course.		Submitted to ICCB
2017-2018	Welding	Student Demand	Revise curriculum	Develop short term classes		Pending
2017-2018	Manufacturing	Student Demand Community Need	Curriculum update	New CNC Mills		Pending
2017-2018	Automotive	Student Demand Community Need	Revise current curriculum. New faculty hires	Recruit new automotive faculty		Pending
2017-2018	Computer Program & Networking	Student Demand Community Need	Review Curriculum	Subject matter	Survey grads and placement info	Pending
2018-2019	Sustainability	Student demand Community Need	Reestablish a sustainable position	Merge sustainability position with environmental horticulture and DACC Land Lab		Pending
2018-2019	Horticulture	Student demand	Increase land lab production			
2018-2019	Manufacturing	Student demand	Become NIMS certified for CNC	Instructors trained and certified	Pass rate of NIMS test	Pending
2018-2019	Automotive	Student demand	Implement new curriculum	Advisory committee input		Pending

2019-2020	Manufacturing	Student demand	New CNC lathes	Develop specs Visit industry		Pending
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III. Liberal Arts & Library Services

Action Plan Year	Program	Core Principle	Goal	Strategic Approach	Assessment	Status
2016-17	Early Childhood Education	Student Demand and Community Need	Increase opportunities for professionals working in the field to complete their AAS degree	Schedule education classes so that over the course of a five year period every education class required for the degree or certificate is offered at least one semester at night, on a Friday afternoon when many working professionals have planning time and can leave their schools, or via an online/hybrid format.	The number of education classes available online will continue to increase.	Day Care Administration (EDUC 220) was moved to an online format fall 2013, Health and Nutrition for Young Children (EDUC 260) spring 2014. Children's Literature (EDUC 207) fall 2015, and Infant/Toddler Development (EDUC 230) fall 2016.
2016-17	Criminal Justice	Student Demand and Community Need	Increase the number of individuals enrolling in and completing the Criminal Justice Program at DACC	Develop ways to make students and prospective students aware of the many opportunities available in the criminal justice field.	Audit how the program is currently being marketed to students and prospective students in order to identify next steps.	College representatives talk to high school students when visiting the high schools and when the high school students come to the campus for Discover DACC days; to parents at an annual Career Services workshop known as "Data, Desserts and Decisions" and at Financial Aid Awareness workshops held several times during the year; and to military veterans who can receive some college credit for their service. The program has a presence at job fairs, career fairs, and other special events such as the AMBUCS expo. Faculty regularly appear on the DACC television and radio shows.
2016-17	Culinary Arts	Student Demand and Community Need	Increase occupational preparedness for individuals in the Culinary Arts program	Explore additional certification/degree opportunities for Culinary Arts students	Additional certification/degree opportunities will be identified	The advisory committee members indicated that there is a need for individuals with the AAS degree in Culinary Arts, particularly in senior living establishments, which are increasing in number annually.

2016-17	Culinary Arts	Ensure Quality	Ensure College Express Culinary Arts curriculum is meeting the needs of students	Verify Culinary Arts courses offered via College Express are part of a pathway leading to a degree or certificate	Review Culinary Arts course sequence	Dean reviewed course sequence and determined students in College Express Culinary Arts were earning 12 credit hours not applicable to any certificate or degree. Took this to the Advisory committee, VVEDS and lead instructor and made curriculum changes effective FY2017.
2016-17	LAS & LS	Ensure Quality	Faculty credential review and documentation	Dean will review transcripts for all faculty including full-time, part-time and dual enrollment. Data base will be developed for division use and document forms created by HR to be completed by Deans	HLC team reviewed and compared to samples provided. HLC Review	Complete--Process was developed after reviewing other community college's efforts.
2016-17	Arts & Humanities	Student Demand and Community Need Experiential Learning Opportunities	Increase opportunities for students in the visual and performing arts	Explore how Carnegie Library could be used in conjunction with ARTS classes and the DACC Players	Dean and appropriate faculty will collaborate	Dean and appropriate faculty in the Liberal Arts toured with Carnegie Library with then President Dr. Jacobs, Executive Director of the Foundation Tracy Wahlfeldt and potential donors to conceptualize how the facility could be used if assumed by DACC and renovated
2016-17	Social and Behavioral Sciences	Student Demand and Community Need	Explore opportunities in mental health (the health related field of the behavioral sciences)	Participate in panels, discussion groups, forums related to the field of mental health	Dean	As a member of the United Way Board participated in the Community day where local agencies make their case for why they need United Way funds. Mental health concerns in Vermilion County were primary to all of the larger agencies. Is an ongoing concern in the area?
2016-17	Communications	Student Demand and Community Development	Revitalize the journalism program to be more reflective of today's mass media	Review journalism programs and other two- and four-year institutions and with IAI to determine what a program should look like	Dean and appropriate faculty	JRNM 112 Mass Media was revised in spring 2016 and offered in an online format for the first time. Student interest doubled. The course was offered again in the fall 2016 and spring 2017 with high interest. The faculty member teaching the course attended a conference on media and literacy in spring

						2017 and will be developing a course on this topic.
2017-18	LAS	Ensure Quality	Review syllabi for all courses to ensure quality and requirements are being met.	Full-time faculty will submit syllabus for every course taught in format approved by Office of Instruction and Academic Affairs. Part-time faculty who are the only ones who teach a course will submit the syllabus for that course following the required format. Part-time faculty who teach courses taught by full-time faculty will be made aware of syllabus requirements	Dean Review	Syllabi are being reviewed and pending revisions will be uploaded to DACC website. Dean will update part-time faculty on new requirements at Part-time Faculty Academy January 2018
2017-18	LAS	Ensure Quality	Conduct credit hour review for all courses to verify requirements are met no matter where taught, how, or by whom	Every faculty member, full- and part-time, will complete a credit hour review sheet for each course taught in every format and every location.	Dean Review	Faculty worked on credit hour review sheets at October and January in-services. Part-time faculty will be informed of the new process at the Part-time Faculty Academy in January 2018. Many full-time faculty have already completed their credit hour review forms and have submitted them to the dean for review.
2017-18	Early Childhood Education	Student Demand and Community Need	Increase opportunities for professionals working in the field to complete their AAS degree.	Schedule education classes so that over the course of a five year period every education class required for the degree or certificate is offered at least one semester at night, on a Friday afternoon when many working professionals have	Review schedules from fall 2013 through spring 2018 to verify every education class required for the ECE degree or	Schedule review in progress

				planning time and can leave their schools, or via an online/hybrid format.	certificate was offered at night, on a Friday afternoon or online over the five-year period.	
2017-18	Education	Student Demand and Community Need	Increase opportunities for individuals to earn their bachelor degree in education and teaching credential locally and affordably.	Explore opportunities to develop 2+2 and/or 3+1 agreements in education with four-year institutions	At least one agreement will be articulated this academic year.	The Transfer Articulation Coordinator and Dean of Liberal Arts met with representatives from Greenville University and identified two courses DACC must develop before a final articulation agreement for elementary education can be put into place. The Dean of Liberal Arts is developing a Multicultural Education class and an instructor in Math is developing a second semester Math for teachers class. Once developed the classes will be articulated with a minimum of 3 four-year institutions and then submitted to ICCB for approval.
2017-18	Criminal Justice	Student Demand and Community Need	Increase the number of individuals enrolling in and completing the Criminal Justice Program at DACC	Develop new ways to make students and prospective students aware of the many opportunities available in the criminal justice field.	Review previous year's audit of how the program has been marketed in the past and identify additional strategies	Strategies identified include developing a webpage exclusively for the program; designing a brochure to hand out at all college recruitment events; posting information about the program to social media via the DACC Marketing Department; marketing the program more aggressively to veterans; hosting a panel of experts in the field to meet with students; holding a Careers in Public Service day; developing more 2+2 and/or 3+1 agreements with four-year institutions.
2017-18	Culinary Arts	Student Demand and Community Need	Increase occupational preparedness for individuals in the Culinary Arts program	Explore additional certification/degree opportunities for Culinary Arts students	Assess feasibility of offering an AAS in Culinary Arts	Dean reviewed AAS in Culinary Arts requirements and determined the addition of just 3 credit hours to the Culinary curriculum would be needed. Received

		<p>Experiential Learning Opportunities</p> <p>Active Student Engagement</p>				<p>approval from Academic Affairs and Office of Instruction to develop a 3 credit hour internship in Culinary Arts. Internship sites have been identified, including senior living establishment in Hoopeston/Milford and bakery in Danville. Based on input from Advisory Committee in April determined need to add Employment Seminar (1 credit hour). Course must be approved at DACC and then next step is to submit AAS to 4 years schools for articulation and to ICCB for approval.</p>
2017-18	Culinary Arts	Ensure Quality	Ensure College Express Culinary Arts curriculum is meeting the needs of students	Verify Culinary Arts courses offered via College Express are part of a pathway leading to a degree or certificate	Revise College Express Culinary Arts curriculum deleting CULA 305, 310, 315, and 320 and offering instead CULA 410, 415, and 420, and one other course to be determined	In Fall 2017 College Express Culinary Arts students took CULA 420 Bakeshop and in spring 2018 will take CULA 415 Cooking Methods and Principles. CULA 410 Cooking Essentials will be offered Fall 2018.
2017-18	Fire Science	<p>Student Demand and Community Need</p> <p>Experiential Learning Opportunities</p>	Determine if Fire Science AAS and certificate continue to meet the needs of students and the community	Complete ICCB program review for Fire Science program with input from Fire Science Advisory Committee, community and students	Dean Review	In progress -

2017-18	Arts & Humanities	Student Demand and Community Need Experiential Learning Opportunities	Increase opportunities for students in the visual and performing arts	Explore how Carnegie Library can be used in conjunction with ARTS classes and the DACC Players	Determine what needs to be done to make Jacobs Hall useable, how much this would cost, and how it would be funded	In progress
2017-18	Social & Behavioral Sciences	Student Demand and Community Need	Explore opportunities in mental health (the health related field of the behavioral sciences)	Participate in panels, discussion groups, forums related to the field of mental health. Explore articulation opportunities with four-year institutions.	Dean	The dean participated in the Vermilion County Health Department 5-year strategic planning meeting. Mental Health was added to the top areas of concern. The dean also participated in the Global Summit where mental health was identified as a major area of concern. The Liberal Arts will participate in the Health Careers Day sponsored by the MSHP division in February 2018. The dean has met with individuals from Greenville University, Eastern Illinois University, and Western Illinois University to discuss how DACC programs can articulate with their programs related to mental health.
2017-18	Communications	Student Demand and Community Need	Revitalize the journalism program to be more reflective of today's mass media	Review DACC journalism curriculum and revise as indicated	Dean and appropriate faculty	The dean recruited a full-time faculty member to revise and team teach JRNM 110 Intro to Television Production with a local TV celebrity. The class is on the spring schedule and has 16 students (compared to 4 the last time it was offered). Academic Affairs and Office of Instruction have approved the development of a "new" journalism course based on media literacy.

2018-19	Fire Science	Student Demand and Community Need	Determine if Fire Science AAS and certificate continue to meet the needs of students and the community	Complete ICCB program review for Fire Science program with input from Fire Science Advisory Committee, community and students	Based on results of ICCB program review Dean will make recommendations for changes to the program	To be determined
2018-19	LAS	Ensure Quality	Review syllabi for all courses to ensure quality and requirements are being met	Full-time faculty will submit syllabus and/or outline as required for every course taught in the format approved by Office of Instruction and Academic Affairs. Part-time faculty will submit their course outlines following the required format.	Dean Review	In progress – Dean will verify that all syllabi on DACC website meet quality standards and requirements and that all course outlines meet the standards and requirements approved by the Office of Instruction and Academic Affairs.
2018-19	LAS	Ensure Quality	Conduct credit hour review for all courses to verify requirements are met no matter where taught, how, or by whom	Every faculty member, full- and part-time, will complete a credit hour review sheet for each course taught in every format and at every location.	Dean Review	In progress – Dean will verify that faculty members have completed the required credit hour review sheets and that the sheets assure courses meet the credit hour requirements established by ICCB
2018-19	Early Childhood Education	Student Demand and Community Need	Increase opportunities for professionals working in the field to complete their Bachelor degree	Explore opportunities to develop 2+2 and/or 3+1 agreements with four-year institutions.	The number of 2+2 and/or 3+1 agreements for Early Childhood Education will increase.	As of FY 2017/18 there were just two agreements (EIU and Kaplan).
2018-19	Education	Ensure Quality	Increase opportunities for individuals to earn their bachelor degree in education and teaching credential locally and affordably	Monitor the effectiveness of the agreement with Greenville.	Students will be participating in the program with Greenville and will be progressing towards their	As of FY2017/18 there was just one such agreement (Greenville). Began discussions with District 118 and EIU to bring cohort model back for elementary education.

					education degree.	
2018-19	Education	Student Demand and Community Need	Increase opportunities for individuals to earn their bachelor degree in education and teaching credential locally and affordably	Explore additional opportunities to develop 2+2 and/or 3+1 agreements in education with four-year institutions.	The number of agreements will increase.	As of FY2017/18 there was just one such agreement.
2018-19	Criminal Justice	Student Demand and Community Need	Increase the number of individuals enrolling in and completing the Criminal Justice Program at DACC and transferring to a 4-year institution	Develop 2+2 and 3+1 agreements in Criminal Justice with four-year institutions	The number of 2+2 and 3+1 agreements in Criminal Justice with four-year institutions will increase	As of FY 2017/18 there were ??? agreements in place Discussions have already begun with Western Illinois University and Eastern Illinois University
2018-19	Criminal Justice	Student Demand and Community Need	Increase the number of individuals enrolling in and completing the Criminal Justice Program at DACC	Develop and implement marketing strategies based on ideas generated FY2017-18	A minimum of three of the strategies identified in FY2017-18 will be developed and implemented	The Marketing department will assist in the development of a Criminal Justice brochure and will assist with marketing the program via social media. The website will be updated to reflect new program information.
2018-19	Culinary Arts	Student Demand and Community Need	Increase occupational certifications for individuals in the Culinary Arts program	Create additional certification/degree opportunities for Culinary Arts students	The new 12 hour certificate and an AAS degree that were developed FY 2018 will be formally approved.	The Dean finalized certificate and degree requirements and submitted to Advisory Committee, Academic Affairs, Office of Instruction in FY2018. Updated certificates and degrees will be articulated with four-year institutions and submitted to ICCB as needed. Information will be updated in College Catalog, on the website, and in brochures.

2018-19	Arts & Humanities	Student Demand and Community Need	Increase opportunities for students in the visual and performing arts	Determine new curriculum opportunities in the Arts & Humanities based on a renovated Jacobs Hall	Dean and appropriate faculty will review visual and performing arts programs at other institutions and consult with community leaders and students	In progress
2018-19	Communications	Student Demand and Community Need Experiential Learning Opportunities	Revitalize the journalism program to be more reflective of today's mass media	Develop Certificate and AAS in Media Studies based on job outlook data. Monitor enrollment in Media Studies classes to determine if there is justification for a full-time faculty position.	Dean and appropriate faculty	Develop and submit to ICCB for approval 9 new MDIA courses for inclusion in the Media Studies Certificate and Degree Program. Update the studio lab and classroom to accommodate Media Studies Program
2018-19	Social and Behavioral Sciences	Student Demand and Community Development	Explore opportunities in mental health (the health related field of the behavioral sciences)	Conduct a feasibility study to determine if there is a need/interest to revitalize the Human Services and Substance Abuse programs to help meet the mental health needs in the district	Dean will work with new Behavioral Sciences instructor and local mental health professionals and the American Job Center	In progress
2019-20	Education	Student Demand and Community Need	Increase opportunities for individuals to earn their bachelor degree in education and teaching credential locally and affordably	Monitor the effectiveness of the agreement with Greenville and any other agreements added in 2018/19	Students will be participating in the program with Greenville and any other programs added in 2018/19	How many students are participating in each program? How many students have completed/are on track to complete?

					and making progress	
2019-20	Criminal Justice	Ensure Quality	Increase the number of individuals enrolling in and completing the Criminal Justice Program at DACC and the number transferring to a four-year institution	Monitor the effectiveness of the marketing efforts and 2+2 or 3+1 agreements with four year institutions	The number of students enrolling in and completing the Criminal Justice degree at DACC will increase. Students will be participating in the 2+2 and 3+1 agreements in effect in 2018/19 and will be progressing towards their degree	To be determined – How many students are enrolled and completing or on track to complete compared to 2017? How many students are participating in one of the 2+2 or 3+1 agreements and making progress towards degree completion?
2019-20	Culinary Arts	Ensure Quality	Increase occupational certifications for individuals in the Culinary Arts program	Monitor impact creation of additional certificates and degrees have had on students in Culinary Arts program (College Express and traditional students)	The number of students enrolling in, persisting, and completing the Culinary Arts program will increase	To be determined – How many students are enrolled and completing or on track to complete compared to 2017?
2019-20	Communications	Student Demand and Community Need	Revitalize the journalism program to be more reflective of today's mass media	Monitor enrollment in Media Studies to determine if there is demand for full-time instructor	Dean and appropriate faculty	In progress

IV. Math, Sciences, & Health Professions

<i>Action Plan Year</i>	<i>Program</i>	<i>Core Principle</i>	<i>Goal</i>	<i>Strategic Approach</i>	<i>Assessment</i>	<i>Status</i>
2016-17	AGRI	Student Demand and Community Need	Review curriculum with the intent of modernizing the program curriculum	Review by subject matter faculty of syllabi, changing content to include modern technology and terminology Review food science curriculum from 4-year institution to determine if it is viable offering within Ag Program.		AGRI109 Ag Tech was submitted to ICCB. ICCB approval was granted and course was offered in 2017fa. Food Science curriculum from University of Illinois and Purdue were charted and reviewed by a 4-member committee for feasibility. Cost of the program and job outlook data suggested the curriculum was not a viable offering. Decision confirmed by OI.
2016-17	CHEM	Student Demand and Community Need	Review faculty and course offerings within DHS for possible dual enrollment chemistry	Faculty credentials and course syllabi to be reviewed by DACC subject faculty and Dean	Credentials were reviewed according the DACC policy Outcomes (lecture and lab) reviewed using IAI criteria	It was determined that DHS could offer dual enrollment with a few curriculum changes.
2016-17	HIT	Student Demand and Community Need	Create new Data Analyst Certificate	Director will research required curriculum and national level credentials/exam for data analyst and new HIT curriculum.	Increase graduation completion numbers with completion of associates, coding certificate, Data Analyst Certificate	New Data Analyst Certificate has been approved by ICCB and is currently offered as an additional certificate option in HIT program.
2016-17	HIT	Student Demand and Community Need Active Student Engagement	Complete a gap analysis for new HIT curriculum requirements	Director will research required curriculum and national level credentials/exam for data analyst and new HIT curriculum.	Maintain current accreditation level	Gap analysis of curriculum completed.

2016-17	MSHP	Ensure Quality	Faculty credential review and documentation	Dean will review transcripts for all faculty including full-time, part-time and dual enrollment. Data base will be developed for division use and document forms created by HR to be completed by Deans	HLC team reviewed and compared to samples provided. HLC Review	Complete--Process was developed after reviewing other community college's efforts.
2016-17	MSHP	Enrollment Management	Develop division wide marketing strategy	<p>A marketing strategy team will be hosted to review current marketing strategies and brainstorm new strategies.</p> <p>Team identify action items:</p> <p>Review events hosted for expansion of marketing within current events</p> <p>Develop career posters, career cards and division flyer resulting in a coordinated marketing effort</p> <p>Develop market table for each program</p> <p>Develop a Facebook culture</p> <p>Restructure webpage to align with recommendations from <i>Redesigning Community College</i></p>	<p>Data related to Facebook Ads</p> <p>Number of flyers distributed</p>	<p>Proposed the addition of Health Professions Day</p> <p>Attended DACC Discover Days and hosted a Boys & Girls Club Campus Tour workshop</p> <p>Added marketing placemats to Ag and division table to all events</p> <p>Designed and printed posters, career cards, and division flyer</p> <p>Designed marketing table banners and purchased appropriate materials</p> <p>Encouraged faculty to take pictures for use on Facebook and Facebook ads were purchased for low enrollment program</p> <p>Revamped webpage</p>
2016-17	NURS	Student Demand and Community Need	Conduct feasibility study for an additional LPN to RN cohort	Cost and revenue will be reviewed for various cohort sizes		Feasibility study completed and cohort of 16 was selected for a PT program. Program proposal was submitted to Academic Affairs, Office of Instruction and President. Cohort was offered in 2017fa.

<p>2016-17</p>	<p>NURS</p>	<p>Student Demand and Community Need</p>	<p>To establish a dedicated simulation education center by FY17</p>	<ol style="list-style-type: none"> 1. Inventory current equipment 2. Inventory faculty knowledge of simulation as a learning modality 3. Partner with vendors (Laerdal and Gaumard) to determine program needs. 4. Begin initial clinical simulation experiences with students. 	<ol style="list-style-type: none"> 1. Determine location, completeness, and level of fidelity of current simulation equipment inventory 2. Discussed simulation with faculty and assessed knowledge base 3. Met with Laerdal and Gaumard reps and discussed the functionality of the current manikins 4. DACC was not able to conduct clinical simulation on site during the 2016-2017 school year. Therefore the DACC Nursing Program partnered with VA Illiana Health Care System to use their Simulation Education Center for two days. 	<ol style="list-style-type: none"> 1. Existing equipment and its component parts were located and cohorted. They were checked for electronics and usability. 2. FT Faculty are acquainted with simulation but not proficient with it. One PT lab faculty has simulation experience. 3. The vendor reps each reviewed their equipment and software was updated, parts were identified, and level of fidelity was determined. 4. NURS 192 students were taken to the VA Illiana's Simulation Education Center and participated in the clinical simulation experience. Faculty was able to observe this process.
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2016-17	PEMW	Student Demand and Community Need	Develop a Personal Training Certificate	In 2015-16, a personal training certificate was determined to be feasible. Subject-matter faculty and Dean will review curriculum offering from other community colleges to develop curriculum plan. Dean will work with DACC articulation officer and EIU for 2 x 2 articulation plan.		Completed--Implementing in fall of 2017.
2016-17	MI	Student Demand and Community Need	Review curriculum of all three imaging programs considering I have 50% new faculty. Mentor new faculty members.	Review by subject/faculty strength ensuring all components are applicable with accrediting agencies.	Observations, student evaluations, and mentors review.	Continue to meet with faculty each semester to see where weakness and strengths are. Processes are in place for new faculty to ensure success for them and our students.
2017-18	AGRI	Ensure Quality	Review Dual Enrollment Syllabi to ensure quality and requirements are being met.	DACC subject matter faculty will visit high schools to review syllabi. Dean will require that revised syllabi are submitted by May 2018 for records.	Dean Review	February 2018 Ag instructor visit with each to ensure syllabi and credit forms were complete and in compliance.
2017-18	HIT	Student Demand and Community Need Experiential Learning Opportunities Active Student Engagement	New curriculum requirements as of fall 2017, required by CAHIIM.	Adjusting course content, textbooks, and created new assessment tools to continue to analyze new curriculum implementation.	Maintain current accreditation level	Tracking curriculum change success/failures.

2017-18	HIT	Student Demand and Community Need	Develop articulation agreements with Franklin University, St. Joseph's College, and Illinois State	New curriculum alignment comparison between DACC and universities.	Articulation Officer Review	Articulation with Franklin University is pending approval. St. Joseph's is being finalized. ISU is in the beginning stages.
2017-18	HIT	Student Demand and Community Need Experiential Learning Opportunities	Program director serve on national curriculum development committee for a new credential/program being offered by AHIMA	Curriculum committee completed curriculum/learning requirements, served on a test writing committee that created a national exam.	Feasibility study and curriculum comparison to determine if a new program can be feasibly developed	Program direction has served on the team. Have selected past graduates to beta-test the new credential exam. Waiting on beta to determine outcome of exam success.
2017-18	MSHP	Student Demand and Community Need	Health Professions Day	Dean will work with subject-matter faculty and VVEDs to develop the activity.	Webpage hits (need to work with Maggie)	WIP--February 23, 2018 is the proposed date.
2017-18	NURS	Student Demand and Community Need Experiential Learning Opportunities Active Student Engagement	To integrate clinical simulation into each course within the nursing curriculum	<ol style="list-style-type: none"> 1. Classroom space was obtained for a dedicated simulation education center. 2. High fidelity manikin was purchased. 3. Software was purchased to upgrade existing Gaumard manikin. 4. Audio-Visual equipment was reviewed for integration with DACC electronic infrastructure by the IT department. It was selected by the level of compatibility. 	<ol style="list-style-type: none"> 1. Room was set up to accommodate clinical simulation. 2. SimMan ALS installed. 3. All manikins are functioning. 4. A-V equipment purchased and installed with coordination with DACC IT Department. 	<ol style="list-style-type: none"> 1. Clinical simulation was used in NURS 195 and NURS 296 during Spring 17 in the Nursing Skills Lab. 2. Clinical simulation was used in NURS 192 and NURS 296 in the Simulation Education Center during Fall 17. 3. A-V equipment installed October 23-26, 2017

2017-18	PEMW	Student Demand and Community Need	Implement Personal Training Certificate	Subject-matter faculty will review the ACE exam and develop course outcomes, activities, and evaluation techniques.	Student evaluations and student performance on ACE exam	WIP
2017-18	MI	Student Demand and Community Need Experiential Learning Opportunities	Host an advisory meeting to discuss current needs of our community, curriculum, and our assessment. Attend national ACERT conference in January. Investigate accreditation for the Sono and Echo programs. Attend JRCERT meetings to become more familiar with accreditation process.	Input from former graduates, community leaders and our clinical instructors. Adjusting course content, textbooks, and created new assessment tools to continue to analyze new curriculum implementation.	Conference will assist with accreditation guidelines and help new faculty with curriculum design and to become more familiar with JRCERT. Benefit vs. costs to become accredited.	Pending
2018-19	HIT	Student Demand and Community Need	Preparing for on-site accreditation review in 2019 Assessing new curriculum in second year of program	Adjusting course content, textbooks, assessment tools, continue to analyze new curriculum implementation.	Pass on-site accreditation review, good for an additional 10 years.	Preparations in progress
2018-19	MATH	Ensure Quality	Review math sequence and placement criteria	Dean will host a review with math curriculum team to ensure math sequence and placement data is appropriate.	Success/With drawal data crossed with placement data	Pending sample size

2018-19	MSHP	Student Demand and Community Need	Explore feasibility of med aid and/or homecare program	Nursing Director (with guidance from Dean) will explore the feasibility of offering and possible curriculum for certificate programs.		Pending
2018-19	NURS	Student Demand and Community Need	To implement the recommendations of the Laerdal consulting team	The Simulation Education Solutions for Nursing (SESN) Assessment team has been contracted to conduct a college wide assessment in order to determine the optimum ROI for the Simulation Education Center.	To be scheduled for Fall 17 with follow-up Spring 18	In progress
2018-19	PEMW	Ensure Quality	Review Personal Training Certificate	Dean will host a review with subject matter faculty to ensure sequencing and quality of program. Subject matter faculty & Dean will host an advisory committee.	Student success/with rawal data ACE pass rates	Pending sample size
2018-19	MI	Student Demand and Community Need	Curriculum Review	Adjusting course content, textbooks, assessment tools, continue to analyze new curriculum implementation.		To be determined
2018-19	MI	Community Need	Curriculum review and implement changes to the Rad Tech program by starting the cohort in summer rather than fall.	Adjusting course content, JRCERT & ICCB approval. Meets the needs of local clinical affiliations, allows students to be competitive for job opportunities		Approval from JRCERT and ICCB
2019-20	AGRI	Student Demand and Community Need	Review curriculum with the intent of modernizing the program curriculum	DACC subject matter faculty review syllabi, changing content to include modern technology and terminology.		Pending new faculty

2019-20	HIT	Student Demand and Community Need	Curriculum review	Continue to adjust course content, textbooks, and assessment tools	Comparison to national domains and maintain accreditation level	Pending
2019-20	HIT	Student Demand and Community Need	EIU HIM Articulation Agreement	Program director will work to EIU program director to develop a 2x2, or better, agreement	DACC Articulation Officer	Pending EIU program development
2019-20	NURS	Student Demand and Community Need	To extend the use of the Simulation Education Center to healthcare facilities with in the greater Danville community	Invite Nursing Advisory Board members to consider using the DACC SEC for staff development		Pending
2019-20	PEMW	Student Demand and Community Need	Explore alternative offerings of Fitness Center credit	Develop an advisory committee that includes fitness center/gym managers and owner to review possibility of “dual enrollment” offerings at external facilities	Feasibility study	Pending
2018-19	PHYS	Student Demand and Community Need	Investigate the feasibility of an industrial radiography program		Initial assessment report	Pending
2017-18	MI	Ensure Quality	Reorganize certificate	Better meets credit requirements and hour recommendations by accreditor	Dean and Director review	In Progress
2017-18	MSHP	Student Demand and Community Need	Explore the possibility of and industrial radiography program		Feasibility study	Pending

V. Community Education

Action Plan Year	Program	Core Principal	Goal	Strategic Approach	Assessment	Status
2016-2017	Community Education	Student Demand and Community Need	Increase Enrollments and Net Revenue	Provide greater focus in marketing materials to attract the public's awareness of programs.	Enrollment Data	New booklet resulted in an increase in 2017 enrollment
2016-2017	Boomers and Seniors	Experiential Learning Opportunities	Increase seniors citizens' engagement in Community Ed	Promote the Lunch and Learn programs and day trips.	Headcount of participants	Enrollments increase during Fall 2017
2016-2017	Training	Active Students Engagement	Improve existing syllabus for Custodial training	Use of DACC's in-house custodian to develop the syllabus and teach a pilot course to clients at WorkSource	Success rate of students in program; job placements upon completion	Program developed and approved by the ICCB, with first class held October 2017
2007-2018	Community Education Workshop	Students Demand and Community Need	Develop and run a marketing commodities class	Hold class at the Hoopston extension site and campus	Program implementation and enrollment	Class is scheduled at both locations for Spring 2018
2018-2019	Training	Student Demand and Community Need	Explore community market for a home-health aid class	Contact employers of HHA	Program implementation and enrollment	Research underway
2018-2019	College for Kids	Community Need	Increase the program offerings to include a Culinary Camp to be offered to anyone meeting age requirements	Director will meet with campus culinary instructor to develop the camp curriculum	Participants will fill out evaluation form of the camp upon completion	In progress
2018-2019	Boomers and Seniors	Experiential Learning Opportunities	Form a senior advisory committee	Put together a group of area seniors to get input on college offerings specific to their age group	Addition of new programs	Pending

2019-2021	Training	Student Demand and Community Need	Start an apprentice program	Research and work with Vermilion County Works to develop an apprenticeship program for an in-demand job		Pending
2018-2021	Community Education Non-credit schedule	Student Demand and Community Need	Continue to search for and develop new class ideas and concepts	Listen to suggestions from public, research what other colleges are offering, scan the Internet for ideas to continue to expand the list of offerings	Track enrollment data of new offerings	On-going

VI. American Job Center

Action Plan Years	Core Principle	Goal	Strategic Approach	Means of Assessment	Status
2016-17	Student Demand and Community Need	Become the One Stop Operator for Vermilion County American Job Center	Author proposal in response to federal guidelines	Compete and be evaluated by the WIB	Became the One Stop Operator of the American Job Center on July 1, 2017 – renegotiation in Spring 2018
2017-18	Student Demand and Community Need	Compile and manage a client database	BCI form provides a simple format for acquiring client information, needs, and interests	Placements into client-identified workforce development activities and addressing their needs	As of Jan. 2018, nearly 650 clients have provided BCI information
2017-18	Experiential Learning Opportunities	Support for apprenticeships in local business	Leveraging WIB relationships and VC Works	Outputs on placements into apprenticeships and jobs	Apprenticeship program established with thyssenkrupp and the development of other DOL approved programs
2017-18	Active Student Engagement	Support manufacturing industry in employee assessment and training	Pursue an ICP grant to fund the use of an assessment tool for mechatronics and mechanical aptitude	Building of client base among manufacturing industry	Awaiting award of grant
2017-18	Experiential Learning Opportunities	Create employment and training pipelines for individuals with limited experience in the classroom and/or work	Utilize the business service programs offered through the AJC Partners	Track student completion rates in identified training programs in addition to the work experience and unsubsidized work placements	Developed the Custodial Tech program in late 2017 and additional short term training opportunities will be developed in 2018
2017-18	Active Student Engagement	Support for DACC teaching and learning	Integrating services with College Career Services, TRiO and Registrar	Level of “wrap around” support rendered for First-time, Full-time students	In development
2017-18	Student Demand and Community Need	Creation of a common referral process in the AJC to assist with student success and retention	Through AJC partner feedback and discussion.	Track all system wide referrals through a common database that holds partners accountable	As of Jan 2018, 92 AJC referrals have been created by our partners and will be tracked by the OWD

2017-18	Experiential Learning Opportunities/ Student Demand and Community Need	Create a steady flow of On-the-Job training and work experience opportunities in High Demand fields for certificate or degree completers	Utilize the business service programs offered through the AJC Partners	Employer driven data collected through our partners at Vermilion Advantage	In development
2017-18	Student Demand and Community Need	Maintain high level of coordination with Corporate Ed to train our incumbent workers	Utilize the 20% authorized by WIOA and other partner money to keep folks employed	Track spending in Incumbent Worker funds and monitor retention	On going
2017-18	Student Demand and Community Need	Ensure access to all AJC services to all populations without restrictions	Open AJC affiliate sites in Vermilion County for all AJC partners to bring services to those in need of workforce development services	Traffic numbers in affiliate sites and partner engagement	Opened the AJC @DACC in December 2017 and will continue to roll services out through Spring 2018 semester. Additional affiliate sites will be discussed

VII. Corporate Education

Action Plan Year	Program	Core Principle	Goal	Strategic Approach	Assessment	Status
2017-20	Corporate Education	Industry Demand: Identify training opportunities that will meet the needs of local business and industry	Maintain communication with industry to gauge interest in topics that can be offered at DACC that would minimize travel expenses for their business, and generate revenue and credit hours for DACC.	<ol style="list-style-type: none"> 1. Involvement with Vermilion Advantage through monthly roundtable meetings and HR/Safety Council to stay in front of corporate contacts. 2. Engagement with WeTrain Network to assess programs that other community colleges are offering that have been well received. 3. “Quick Poll” email surveys to contacts to gather their interest in new topics that can be added to our course offering. 4. Keep topics fresh and current in the eyes of the consumer by education on changes in OSHA and other regulatory standards. 	<p>Training feedback is collected at the end of each session to identify training topics they would be interested in.</p> <p>Follow up with clients post training and document feedback.</p>	Ongoing – 2017 began utilizing “Quick Poll” surveys to assess training needs and training timing to ensure that our classes are aligned with what companies’ need, when they need it.
2017-20	Corporate Education	Identify and Implement effective means of marketing	Expand CCE branding with highly visual email marketing.	<ol style="list-style-type: none"> 1. Utilization of Constant Contact to notify businesses of upcoming training offerings. 2. Distribution of fliers and email promotions through Vermilion Advantage mailings. 3. Promotion of CCE programs through social media outlets. 4. Promote services through DACC radio, DACC TV show and DACC sponsored events. 	<p>Track in CCE database to assess increase in registration numbers.</p> <p>Track promotion attempts by event and measure results.</p>	Ongoing – In 2017, Constant Contact database was streamlined to group contacts into very specific categories based on occupation. This will allow for more direct target marketing.
2016-20	Corporate Education	Bring new companies to DACC campus to learn about programs	Short workshops on relevant industry or “headline topics” are convenient and affordable with potential to	<ol style="list-style-type: none"> 1. In 2016, this short term training model on topics of general interest generated 40% more participation than 	<p>Track participation in short programs in CCE tracker.</p> <p>Analyze data to identify interest</p>	In 2016, several programs were run that have appeal to a general audience. i.e.

		and services offered.	bring new clients to DACC from different sectors of industry.	<p>standard half day training sessions.</p> <ol style="list-style-type: none"> Email marketing allows for reaching a wider audience. Short training sessions in conjunction with lunch or breakfast draws employees to campus where they can learn about additional DACC program offerings or inquire about contract training for their business. 	<p>in contract training for participating companies.</p> <p>Measure increase in new clients compared to previous years data.</p>	<p>Millennials in the Workplace. Businesses (banks, hotels, small agencies, etc.) sent employees providing exposure to Corporate Education and the DACC campus.</p>
2017-20	Corporate Education	Implement training curriculum focused on mechanical aptitude skills needed by industry	Corporate Education is working with American Job Center on ICP grant. CCE provided specs on a company (SMT) that provides a tool that measures mechanical aptitude.	<ol style="list-style-type: none"> If grant funding is procured, Standard Timing Model assessment tool would be available for CCE use. Pre-testing measures employee's current mechanical aptitude skills. They are then trained on a curriculum aligned to industry needs (math, blueprint reading, hand tools, troubleshooting, etc.). Post-testing is performed to measure change. Program could be offered through open enrollment at DACC or delivered at company worksite. 	Based on availability of grant funding, the Industrial Career Pathways will be introduced to local businesses at DACC. Will assess through CCE additional technical training that may result.	In 2017, CCE contacted a company called Strategic Management Techniques (SMT) about their programs. In discussions with Director of Vermilion County Works, CCE learned that there was a grant through WIOA that could bring this program and technology to the DACC campus, students and industry partners. 2018, Presently awaiting availability of grant funding for this program, Industrial Career Pathways.

2017-20	Corporate Education	Increase short term online career training options	Partner with Ed-2-Go to offer short training and career training options through DACC website for immediate training needs of industry.	<ol style="list-style-type: none"> 1. Online options are necessary when contract training is not cost effective, the need is immediate or attending offsite is a barrier. 2. Offer 6-week, online courses to learn professional skills and obtain CEUs. 3. Incorporate online career training courses, 6 to 18-month programs that are self-paced instruction to prepare individuals for industry certification or a new career. 	Activity can be measured through Ed-2-Go Learning Management System and also is recorded in CCE tracker.	In 2017, CCE became a training partner with Ed-2-Go to offer 6-week online courses through the DACC website. In 2018, 6-18 month online career training courses will be added.
2016-20	Corporate Education	IDOC CPR Training	Continued administration of IDOC and State of Illinois CPR program; presently serving four state correctional centers with goal of adding additional locations.	<ol style="list-style-type: none"> 1. DACC is preparing to upgrade AHA equipment at the 4 correctional centers – Danville, Lincoln, Logan and Pontiac. 2. DACC is in process of hiring new instructor for Lincoln and Logan CC. 3. DACC will be administrators for training, including all AHA documentation and issuance of certification cards. 	Track registrations through Colleague and departmental filling system. IDOC is moving to every other year certification from annual. This change is effective January 2018. AHA certifications will be tracked through AHA website.	Contract between IDOC and DACC was signed January 2018 renewing the training partnership through 2020
2018-20	Corporate Education	Apprenticeships	Identify short term training programs that can be incorporated into apprenticeship opportunities for individuals seeking employment.	<ol style="list-style-type: none"> 1. Apprenticeship consideration for Pharmacy Tech, Phlebotomy, Paraprofessional and other programs 2. Identification of new programs. ICP program, upon approval of grant funding, would lend itself to apprenticeship opportunities for manufacturing. 	Partner with American Job Center and industry partners on development. Contact pharmacies, school superintendents, etc. to determine feasibility of students obtaining on-the-job experience.	Program development and feasibility will be a focus in 2018.

2017-20	Corporate Education	Lean Network	Development of Continuous Improvement Network for Local Businesses	<ol style="list-style-type: none"> 1. DACC CCE is partnering with many local manufacturers, IMEC and Vermilion Advantage 2. Surveyed companies to assess interest on Continuous Improvement topics. 3. Developed Steering Committee 4. DACC and IMEC promoting events. 5. Establish meeting schedule, monthly at DACC 6. Incorporate ideas from industry from the Network that can translate into training opportunities for DACC 	Information will be recorded in CCE tracker and Lean Network website.	First Lean Network meeting held 1/16/18 with strong attendance. Meetings are scheduled for the remainder of the year.
2017-20	Corporate Education	Enhance offering of pre-assessment tools	Presently CCE utilizes ACT WorkKeys for corporate pre-employment testing. With ICP grant funding availability, the SMT mechanical aptitude assessment technology will become another screening tool that can be available to industry	<ol style="list-style-type: none"> 1. Procure grant funding for SMT Standard Timing Model mechanical aptitude assessment tool. 2. Purchase of curriculum and STM tool. 3. Job applicants will be assessed on their mechanical aptitude skills and a detailed report provided to hiring company. 4. This can be used alone or in addition to ACT WorkKeys assessments. 	Assessment through pre-testing and post-testing using the Standard Timing Model assessment tool. Detailed reporting will be available for DACC and industry partners.	2018 – Presently in holding pattern pending availability of grant funding. Grant submitted December 2016 by Vermilion County Works.

VIII. Adult Education & Middle College

Action Plan Years	Core Principle	Goal	Strategic Approach	Means of Assessment	Status
2017-18	Student Demand and Community Need	<ol style="list-style-type: none"> 1. Develop CNA site in Chrisman. 2. Reopen HSE site at downtown AJC. 3. Develop CNA Skills Refresher Course. 4. Open HSE site at HACD. 	<ol style="list-style-type: none"> 1. Partner with Pleasant Meadows. 2. Hire Instructor; Market program. 3. Lead CNA Instructor will review guidelines, develop, submit to ICCB. 4. Hire Instructor; Market program. 	<ol style="list-style-type: none"> 1. Site opens. 2. Site opens. 3. Class is added to DACC Catalog. 4. Site opens. 	<ol style="list-style-type: none"> 1. First class Spring 2018. 2. First class Spring 2018. 3. First class Fall 2017. 4. First Class Spring 2017.
2018-19	Student Demand and Community Need and Experiential Learning Opportunities	<ol style="list-style-type: none"> 1. Develop peer-to-peer tutoring at DCC. 2. Develop fast-track manufacturing HSE/AO Path 3. Two teachers will become Proficient Certified per ICCB Adult Education. 4. Increase E2020 class offerings for Middle College. 	<ol style="list-style-type: none"> 1. Partner with DCC and IL SOS. 2. Partner with DACC Corporate Education and AJC. 3. Enroll teachers in training. 4. Seek grant funding to add classes. 	<ol style="list-style-type: none"> 1. Measure number of tutors/learners and obtain clearance with DOC to teach. 2. Class offered and measure number of enrollees. 3. Certification obtainment. 4. Measure course offerings. 	<ol style="list-style-type: none"> 1. Feb 2018 will graduate first class of tutors.
2019-20	Student Demand and Community Need and Experiential Learning Opportunities	<ol style="list-style-type: none"> 1. Reopen HSE site at Hoopeston. 2. Offer CNA Skills refresher at Hoopeston site. 3. Add Teacher's Aide path to HSE/AO. 	<ol style="list-style-type: none"> 1. Hire Instructor, market program. 2. Hire Instructor, market program. 3. Work with Corporate Education and AJC. 	<ol style="list-style-type: none"> 1. Site opens 2. Class offered. 3. Class offered and measure number of enrollees. 	
2020-21	Student Demand and Community Need and Experiential Learning Opportunities	<ol style="list-style-type: none"> 1. Add two more teachers to Proficient Certified status with ICCB. 2. Add Healthcare path to HSE/AO. 	<ol style="list-style-type: none"> 1. Enroll teachers in training. 2. Work with Corporate Education and AJC. 	<ol style="list-style-type: none"> 1. Certification obtainment. 2. Class offered and measure number of enrollees. 	

IX. Small Business Development Center

Action Plan Year	Program	Core Principle	Goal	Strategic Approach	Assessment	Status
2016-20	SBDC	Student demand and community need	Provide one-on-one consulting services to new and existing entrepreneurs resulting in economic impact.	Promote services through traditional and online media. Make contact with community stakeholders to generate referrals. Maintain an ongoing follow-up program with existing clients to track impact.	Track utilization of services and impact through Neoserra: Clients Hours New Businesses Expanded Businesses Jobs created Jobs retained Debt financing Non-debt financing Track and report monthly on stakeholder meetings Track response to promotion through Request for Counseling Forms	
2016-20	SBDC	Student demand and community need	Provide training opportunities that address the needs of small business owners and potential entrepreneurs.	Identify needed training topics through online surveys, attendee feedback forms and client sessions. Utilize engaging presenters. Offer training in geographical locations easily accessible to clients. Promote services through targeted traditional and online media.	Track and promote through Neoserra: Training events Training attendees Feedback surveys Track promotion dollars by event and measure results.	
2017-20	SBDC	Student demand and community need	Identify supplemental funding sources for small businesses.	Work with city to identify CDBG funds for use by small business. Work with the City of Danville and area towns to reinstitute revolving loan fund and maximize TIF usage.	Track availability of funding and dollars utilized.	

				Maximize usage of SBA micro-loan funds such as ACCION and Justine Petersen.		
2016-20	SBDC	Student demand and community need	Educate students regarding entrepreneurial possibilities of their career path.	Work with faculty to provide Starting Your Business workshops for on-campus classes in relevant courses.	Track number of SYB workshops offered to DACC students	
2016-20	SBDC	Student demand and community need	Develop shared work spaces as demand indicates.	<p>Research existing shared work spaces in other communities</p> <p>Identify potential institutional stakeholders and client users.</p> <p>Evaluate need for concept and types of users.</p> <p>Identify location conducive to need</p> <p>Identify funding sources for improvements needed</p> <p>Promote usage of the facility.</p> <p>Provide support services through development of business plans, one-on-one counseling and on-site training.</p>	Report activity in monthly report.	Visited
2017-20	SBDC	Active student engagement	Educate students in real world entrepreneurship	Work with students and faculty to create a stand-alone student campus news organization run as a business enterprise.	Track student involvement and financial performance	<p>Business plan and financial analysis approved by the administration. (2/17)</p> <p>Recruit students to work on the news staff (Initiated 3/17)</p> <p>Create an online presence (3/17)</p> <p>Print product 2x/semester. (1x each -</p>

						SP2017/FA 2017) Train staff in news gathering, writing, editing, page design, ad sales and bookkeeping. (ongoing)
2017-20	SBDC	Diversity	Assure our SBDC client-base reflects the multi-cultural nature of our community.	In an effort to assure that our SBDC client-base mirrors the diversity of our community, the center will: <ol style="list-style-type: none"> 1. Market our services in media with high readership or listenership in the minority communities we serve. 2. Reach out to stakeholders in the minority community for referrals. 3. Offer one-on-one consulting sessions and training events at Fair Oaks Housing. 	Track in Neoserra	

X. Hoopeston Higher Learning Center

Action Plan Years	Core Principle	Goal	Strategic Approach	Means of Assessment	Status
2016-20	Student Demand and Community Need	Increase enrollment in Center's College for Kids	Survey parents and students to determine likes, dislikes, and future interests	Survey and interviews, student evaluation forms, attendance numbers	Ongoing
2017-20	Student Demand and Community Need	Increase success in Hoopeston Area schools through all grades	Develop tutoring program	Students utilize the program and see improved academic performance	First year (2017) deemed successful with 5 students using the service and seeing improvements. Continuing with program in 2018/19. Working with schools for referrals
2016-20	Student Demand and Community Need	Increase enrollment in Community Ed courses	Survey and create new list of courses tailored to area needs	Track enrollment numbers and number of courses held	Ongoing
2017-20	Active Student Engagement	Improve completion rate for Certified Nursing Assistant students	Personalized tutoring	Successful course completion and pass rate of the state exam.	Ongoing
2016-17	Experiential Learning Opportunities	Provide students with a better understanding of available careers	Tours of local industries	Student persistence	Unknown
2018-20	Experiential Learning Opportunities	Provide students with a better understanding of available health care careers in Hoopeston	Arrange for guest speakers for high school Health Occupation classes.	Survey students' plans for after completing course.	Will implement spring 2018
2016-20	Active Student Engagement	Explore enhancement to services, usage and purpose of the Center.	Continue to identify needs of students coming into the Center and connect them with appropriate service resources on campus	TRIO enrollment for Hoopeston area students; enrollment and completion of certificates or degrees, utilization of the Center for testing, advising, career counseling and financial aid.	Ongoing

				Track activity logs kept.	
2018-19	Student Demand and Community Need	Grow dual credit at the Center without financial loss	Add general education classes (History, Social Science, Humanities) for daytime classes; work to enroll more HS students in online courses that build on learning from high school classes.	Track enrollment for classes added	Working to implement for 2018/19 academic year.
2018-20	Student Demand and Community Need	Increase enrollment and encourage certificate completion in HS	Develop second year course plan for Health Occ students	Track enrollment and CMA certificate completion and entrance to DACC nursing program	Implement in 2018/19 academic year
2018-19	Student Demand and Community Need	Increase high school graduation rates	Partner with the school and Middle College to offer credit recovery classes in Hoopeston.	Revenue generated for the college @\$150/class and successful graduation of students doing the credit recovery. Also track the post-secondary enrollment among these students to see if they have developed loyalty to DACC through the program.	Implement Spring 2018; five students enrolled in Fall, four more in January. Eight of the students are seniors.
2018-20	Student Demand and Community Need	Increase college readiness in high school students.	Partner with school to do Accuplacer testing for 10 th and 11 th grade students.	Placement scores on retests for seniors after they have received additional focused instruction in the schools.	Began in spring 2018

XI. Athletics

<i>Action Plan Year</i>	<i>Core Principle</i>	<i>Goal</i>	<i>Strategic Approach</i>	<i>Assessment</i>	<i>Status</i>
2017-2018	Student Demand Community Need	Establish a Fund Account with the Foundation for the Athletic Department and each individual team	Athletics, EVP of Instruction and Student Services, and Foundation working for establishment	Establishment of the accounts	Established
2018-2019	Student Demand Community Need	Update the scorer's table and the graphics in the MM Gym			
2019-2020	Student Demand Community Need	Investigate adding both Men's and Women's Golf to compete beginning Fall 2019.	Use the current athletic advisory committee to evaluate the feasibility and initiate the team.	By Fall 2019 either having teams or reasoning to reject the addition.	Studying in process
2019-2020	Student Demand Community Need	Implement a process to provide fees and textbooks for all second year athletic participants with a minimum 3.0 GPS in the Fall of 2019	Use the current athletic advisory committee to consider and evaluate options.	Establishment of the process	Studying in process
2019-2020	Active Student Engagement	Improve and expand the weight room and equipment			
2019-2020	Student Demand Community Need	Investigate additional staffing for Athletic office assistance and program promotion			
2020-2021	Active Student Engagement	Investigate expanded athletic facilities			

XII. Appendix

Strategic Planning Matrix 2016-17

DANVILLE AREA COLLEGE 2016-17 ANNUAL STRATEGIC PLANNING MATRIX
 "Danville Area Community College is committed to providing quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share." FINAL

	<i>I. Student Learning</i>	<i>II. Student Success</i>	<i>III. Institutional Excellence</i>	<i>IV. Organizational Advancement</i>
2016-17 Priorities	<p>A. Curriculum</p> <ol style="list-style-type: none"> 1. Implement change in outcomes/course assessment for gateway courses. 2. Expand linkages between certifications and career programs. 3. Develop a program to encourage innovative pedagogy. <p>B. Transfer Programs</p> <ol style="list-style-type: none"> 1. Explore opportunities for 3 + 1 bachelor's articulation programs. 2. Expand pathway programs with senior institutions. 3. Complete program reviews for all transfer programs. <p>C. Basic Skills</p> <ol style="list-style-type: none"> 1. Implement Accuplacer to replace Compass placement testing. 2. Assess student success in the STEM and Non-STEM math tracks. 3. Meet with high-school teachers to discuss college preparedness <p>D. Career and Technical</p> <ol style="list-style-type: none"> 1. Evaluate accelerated options for career programs. 2. Conduct and complete program reviews for all continuing and technical education. 	<p>A. Student Engagement</p> <ol style="list-style-type: none"> 1. Redeploy personnel to emphasize enhanced student support. 2. Expand faculty use of Retention Alert to support student completion. 3. Evaluate and enhance programs to recruit and retain students from underrepresented groups. 4. Assess participation in extracurricular activities. 5. Explore athletics/clubs for new markets of students. <p>B. Access and Affordability</p> <ol style="list-style-type: none"> 1. Develop plan for "One Stop" student service. 2. Investigate feasibility of local Danville access to affordable bachelor's degrees. 3. Study the Master Course Schedule and offerings for purpose and effectiveness. 4. Expand relationships with K-12 guidance counselors and teachers. 5. Implement plan to reduce the high cost of textbooks. 6. Investigate "flat rate" to increase full-time credits and pathways to graduation. <p>C. Guided Pathways</p> <ol style="list-style-type: none"> 1. Implement intensive-intervention strategies for underperforming students. 2. Track, monitor, and provide assistance to keep the 2014, 2015, and incoming 2016 first-time, full-time, fall cohorts on target for graduation in under three years. 3. Assess student-success initiatives for effectiveness. 4. Review mentoring program for underserving students. 5. Evaluate support programs for at-risk students. 6. Assess effectiveness of multiple-measures strategies. <p>D. Career Development</p> <ol style="list-style-type: none"> 1. Assess outcomes for career-counseling program. 2. Evaluate experiential learning component in credit programs. 	<p>A. Budget 2017</p> <ol style="list-style-type: none"> 1. Implement Essential Spending Guidelines to reduce deficit from State funding shortfall. 2. Identify 2017 grant opportunities that fund equipment and facilities that support teaching and learning. 3. Implement enhanced "Second Chance" to recapture students with account balances. <p>B. Infrastructure Renewal and Expansion</p> <ol style="list-style-type: none"> 1. Evaluate College effectiveness in sustainability initiatives. 2. Explore and implement programs to improve energy efficiency and reduce costs. 3. Evaluate future expansion of the technology center. 4. Investigate feasibility and possible markets for residence halls. <p>C. Technological Enhancements</p> <ol style="list-style-type: none"> 1. Evaluate and enhance the use of the College Web site. 2. Investigate current Web site and Web Services capabilities in grading. 3. Explore improved methods for online test-taking. 4. Support enhanced use of technology in classrooms. 5. Introduce online tutorials. 6. Evaluate effectiveness of Help Desk support for faculty, staff, and students. <p>D. 2019 Accreditation</p> <ol style="list-style-type: none"> 1. Enlist co-chairs, core committee, and standards-based committees for 2019 report. 2. Develop a self-study road map. 3. Provide "Closing the Loop" examples of program assessment for all academic and administrative departments. 4. Coordinate I.E. and master plans for academics, facilities, noncredit, student service, and IT in Matrix development. 5. Evaluate HLC Mandatory Advisement Quality Project strategies and outcomes. <p>E. Professional Development</p> <ol style="list-style-type: none"> 1. Develop succession plans. 2. Train staff and faculty on intrusive advisement strategies. 3. Evaluate the effectiveness of the faculty mentors' program. 4. Recruit and retain a diverse workforce. 5. Assess and enhance emergency plan by holding regular "table top" drills. 	<p>A. New Revenue Streams</p> <ol style="list-style-type: none"> 1. Market credit and noncredit to new niches of nontraditional students 2. Promote BSN in Three program with Eastern Illinois. 3. Support Foundation by exploring strategies to build a revitalized Alumni Association. 4. Develop and implement a strategic plan to increase endowments and legacy gifts. 5. Develop a facilities-rental plan. 6. Develop at Revenue Enhancement Action Plan. <p>B. Brand Marketing</p> <ol style="list-style-type: none"> 1. Develop a "brand" that evinces inclusion and "fun." 2. Market to the Millennials. 3. Implement "student testimonial" campaign. <p>C. Community Relations</p> <ol style="list-style-type: none"> 1. Promote the successes of Middle College 2. Target marketing dual enrollment to K-12 students. 3. Expand use of high-achieving students as advocates. 4. Enhance relationships with public officials. 5. Increase College participation in Danville's East/Main corridor development. 6. Promote sustainability programs. 7. Enhance support and services provided at the Hoopston Center. <p>D. Workforce Development</p> <ol style="list-style-type: none"> 1. Provide expanded services at the Workforce Development Center. 2. Build linkages between College workforce development and community initiatives, including Vermilion Advantage.

Strategic Planning Matrix 2017-18

Danville Area Community College 2017-18 Strategic Planning Matrix
 "Danville Area Community College is committed to providing quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share."

<i>I. Student Learning</i>	<i>II. Student Success</i>	<i>III. Institutional Excellence</i>	<i>IV. Organizational Advancement</i>
<p>A. Curriculum</p> <ol style="list-style-type: none"> 1. Explore ideas to encourage innovative pedagogy 2. Implement curricular changes to increase student retention and persistence 3. Evaluate recent assessment and outcome update to programs and courses 4. Evaluate Danville Dept. of Corrections course schedule and faculty staffing 5. Investigate the use of more 8 week courses <p>B. Transfer Programs</p> <ol style="list-style-type: none"> 1. Expand 3+1 bachelor's articulation programs 2. Explore additional ideas for pathway programs with senior institutions 3. Develop and implement a plan to grow dual credit with no financial loss 4. Investigate an Honors program for current DACC and county high school students <p>C. Developmental Skills</p> <ol style="list-style-type: none"> 1. Assess the implementation of Accuplacer 2. Meet with high schools to discuss testing and college preparedness <p>D. Career and Technical</p> <ol style="list-style-type: none"> 1. Explore new and review current curriculum offerings for alignment with community needs 2. Explore innovative ways to increase enrollment through stackable credentials and short term certificates 3. Research reopening the CDC toddler classroom for changing education requirements 4. Infuse drone technology into existing or new courses 	<p>A. Student Engagement</p> <ol style="list-style-type: none"> 1. Promote the use of reporting systems for timely student interventions 2. Assess and expand student activities to improve retention 3. Investigate the expansion of campus tutoring services and infrastructure 4. Research recruiting and retention methods focused on students from underrepresented groups <p>B. Access and Affordability</p> <ol style="list-style-type: none"> 1. Review the Master Course Schedule for effectiveness 2. Study the inclusion of textbooks into the student payment plan 3. Assess the Bonus Course strategy for additional course taking 4. Implement strategies to reduce textbook costs 5. Assess the success of the "Second Chance" scholarship 6. Review the tuition and fee structure for improved transparency <p>C. Guided Pathways/Career Development</p> <ol style="list-style-type: none"> 1. Research "Goals" program for degree/certificate seeking students 2. Track, monitor and provide assistance to keep students on track for graduation within three years 3. Assess effectiveness of multiple-measure strategies for initial course placement 4. Review mentoring program 	<p>A. Budget</p> <ol style="list-style-type: none"> 1. Maintain essential spending guidelines 2. Identify and apply for grant opportunities in support of teaching and learning that fund equipment and facilities 3. Explore strategies to increase Assessment Center staffing, service, and space to meet student and community demand 4. Investigate more cost effective health insurance <p>B. Infrastructure Renewal and Expansion</p> <ol style="list-style-type: none"> 1. Assess recent changes to improve energy efficiency 2. Investigate future expansion of campus facilities 3. Assess the SBDC and Community Ed location moves 4. Establish continuation of operation plans to prepare for short and long term calamities 5. Investigate upgrades to campus building HVAC units <p>C. Technological Enhancements</p> <ol style="list-style-type: none"> 1. Assess improved methods for student test-taking in Assessment Center 2. Investigate scanning software and electronic form capabilities 3. Evaluate online tutorials 4. Investigate improvements to television production and studio 5. Investigate online Financial Aid accessibility for students <p>D. 2019 Accreditation</p> <ol style="list-style-type: none"> 1. Produce previously missing evidence for the Assurance Argument 2. Provide "closing the loop" examples of assessment for departments 3. Assess the coordination of the planning processes (budget, strategic, assessment and other plans) 4. Evaluate HLC Mandatory Advisement Quality Project <p>E. Professional Development</p> <ol style="list-style-type: none"> 1. Develop succession plans 2. Train and implement staff and faculty on intrusive advisement strategies and embedded advisement 3. Assess and enhance emergency planning by holding "table top" drills 4. Evaluate faculty training on the development of a culture of learning and awareness of DACC student services 5. Continue to recruit and retain a diverse workforce 6. Evaluate the summer work schedule 	<p>A. New Revenue Streams</p> <ol style="list-style-type: none"> 1. Evaluate and revise a facility rental plan 2. Identify grants or alternative funding opportunities with existing business partners 3. Plan for a Foundation Fundraising campaign 4. Implement strategies to build a revitalized Alumni Association 5. Implement an entrepreneurial approach to Community Education 6. Research a CDC partnership 7. Research expanded class offerings at Danville Housing <p>B. Brand Marketing</p> <ol style="list-style-type: none"> 1. Institutionalize the "Power of 3" branding 2. Evaluate marketing to millennials 3. Evaluate the use of student and alumni testimonials in recent marketing 4. Market 3 + 1 bachelor programs <p>C. Community Relations</p> <ol style="list-style-type: none"> 1. Market degree completion to dual credit students 2. Update marketing dual enrollment to K-12 families 3. Enhance relationships with public officials 4. Continue College participation in Danville's East/Main corridor development 5. Continue sustainability initiatives 6. Explore enhancement to services, usage and purpose of the Hoopston Learning Center <p>D. Corporate Education/Workforce</p> <ol style="list-style-type: none"> 1. Implement a regionalized workforce development system through AUC and WIDA 2. Continue to increase community linkages with Corporate Education