

Assurance Argument
Danville Area Community College -
IL

Review date: 3/4/2024

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

1. The mission was developed through a process suited to the context of the institution.

Danville Area Community College opened in 1946 as an extension center of the University of Illinois. Its mission was to serve veterans returning from World War II who were eligible for the GI Bill. The College's mission expanded as it progressed from being just an extension site housed at Danville High School to being an independent, comprehensive, two-year college under the control of the Board of Trustees of Junior College District No. 507 in 1966 and an accredited institution of higher education with the North Central Association of Colleges and Schools (NCA) in 1967.

In its early years as an independent college the institution took direction from what it referred to as its Philosophy ([24-0001](#)). The Board adopted a "mission statement" on February 26, 1991 ([24-0002](#)). It was published in the 1992-93 DACC Catalog ([24-0003](#)). The mission statement was revised in 1998 ([24-0004](#)), approved by the Board of Trustees and published in the 1999-2000 DACC Catalog ([24-0005](#)). It was revised again in 2008 and approved by the Board of Trustees ([24-0006](#)). It was published in the 2008-2009 DACC Catalog ([24-0007](#)). The Mission Statement was reviewed in preparation for the 2019 reaccreditation visit. No changes were made.

2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application

of research, creative works, clinical service, public service, economic development and religious or cultural purpose.

DACC's mission documents as approved by the Board of Trustees consist of the Mission Statement ([24-0008](#)), Vision Statement ([24-0009](#); [24-0013](#)) Core Values ([24-0010](#)), Statement of Inclusion ([24-0011](#)), Statement of Purpose ([24-0012](#)), and General Education Outcomes ([24-0142](#)). The documents are current. The Equity Statement was approved by the Board of Trustees at its March 24, 2022 meeting ([24-0208](#)).

The mission documents ([24-0023](#)) reference the institution's emphasis on teaching and learning, workforce and economic development, community service, and lifelong learning. They also reference the institution's commitment to student success, diversity, equity and inclusion, and cultural awareness. The mission documents are reviewed in alignment with comprehensive visits and at times in between as needed.

3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.

DACC's Mission Statement, Vision Statement, Core Values, Statement of Inclusion, Statement of Purpose, Equity Statement, and General Education Outcomes ([24-0023](#)) identify the nature of the College's academic programs and services as focusing on student success, economic development and lifelong learning while valuing integrity, excellence, communication, adaptability, and diversity. The documents are substantive and purposeful and provide guidance for those who are employed with the College and those who govern the College as they plan for the future.

The intended constituents of the programs and services the College provides are the diverse communities the College serves. While it is understood that the majority of the College's constituents will be residents of its district, the mission documents clearly indicate the College is preparing students for participation in a global society.

4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.

As a comprehensive community college, DACC is committed to offering quality-learning experiences that meet the lifelong academic, cultural and economic needs of its constituents. The College offers general and transfer education, as well as career and technical education ([24-0020](#); [24-0021](#)). The College also offers Adult and Basic Education ([24-0019](#)), Corporate Education ([24-0015](#)), and Community Education ([24-0016](#); [24-0017](#)). The Illinois Community College Board (ICCB) program review process ([24-0026](#)) ensures they are current and of the highest quality.

The number of credit hours ([24-0018](#)) generated by the various programs are consistent with the mission of a comprehensive community college.

DACC's enrollment profile ([24-0203](#)) is consistent with its mission to serve the diverse communities within District #507.

5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities

The College's Mission Statement, Vision Statement, Core Values, Statement of Inclusion, Statement of Purpose, Equity Statement, and General Education Outcomes are readily available to internal and external constituents on a dedicated web page of the institution's website ([24-0023](#)). The strategic plan is also publicly located online ([24-0134](#)).

Sources

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- (24-0002) Minutes - DACC Board of Trustees Meeting - 26 February 1991.pdf
- (24-0003) Resource - DACC Catalog - 1992-1993.pdf
- (24-0004) Minutes - DACC Board of Trustees Meeting - 24 November 1998.pdf
- (24-0005) Resource - DACC Catalog - 1999-2000.pdf
- (24-0006) Minutes - DACC Board of Trustees Meeting - 22 January 2008.pdf
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- (24-0016) Resource - DACC Community Education - College for Kids Brochure - Summer 2023.pdf
- (24-0017) Resource - DACC Community Education - Course Offerings Brochure - Fall 2023.pdf
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1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

The institution's mission demonstrates commitment to the public good.

The College's mission documents ([24-0023](#)) make it clear that the institution understands its commitment to the public good. In the Mission Statement it refers to meeting the needs of its diverse communities and the world they share. In its Vision Statement it refers to building and maintaining the vitality of the communities it serves. In its Core Values the College refers repeatedly to "those we serve." In its Statement of Inclusion the College says it is responsible for creating opportunities for students from diverse backgrounds to learn how to work together in ways they can use in the world at large, ways that will promote social harmony. In its Statement of Purpose, the College endeavors to provide its services to the community. In its Equity Statement, the College acknowledges the barriers, disparities, and disadvantages students face as they embark on their higher education journey. The description under the General Education Outcome *Cultural Awareness and Social Skills* indicates the College expects students to leave the institution with the skills to be good citizens in a diverse, global world.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.

DACC does not just say it is committed to the public good. It demonstrates with its actions and decisions that it understands it doesn't serve just the institution. The College works with the local community in many ways. Examples include the Access, Equity and Diversity Committee ([24-0049](#)), the American Job Center ([24-0030](#); [24-0031](#)), College Express ([24-0033](#); [24-0034](#)), Danville Area Labor Management Council ([24-0035](#)), Dual Credit ([24-0036](#)), Hoopston Higher Learning Center ([24-0039](#)), Middle College ([24-0197](#)), NJCAA Basketball Tournament ([24-0068](#)), Small Business Development Center ([24-0037](#); [24-0086](#)), Step Up ([24-0032](#)), Vermilion County Basketball Tournament ([24-0061](#)), and Vermilion County Works ([24-0038](#)).

2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

The College is considered to be a unit of local government per the Illinois Public Community College Act (IPCCA), ([24-0040](#)). DACC's resource allocation process ensures that its educational purposes take primacy over other purposes and they are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. A summary of expenditures of the 2024 budget ([24-0041](#)) is evidence that the College's resource allocation supports its educational purposes and not a superordinate entity.

3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

In addition to working closely with local constituencies, DACC also works closely with external constituencies to address needs that have been identified at the local, state and federal level. While some of these collaborations include monetary resources, those resources do not begin to cover the costs the College bears providing the personnel and other resources to move these initiatives forward. Examples of these collaborations include Early Childhood Access Consortium for Equity ([24-0047](#); [24-0060](#)), Illinois Green Economy Network ([24-0042](#)), Illinois Works Pre-Apprenticeship Program ([24-0043](#)), Innovative Bridge and Transitions ([24-0048](#)), Pipeline for the Advancement of the Healthcare Workforce ([24-0045](#)), and the Vermilion County Community Health Collaborative Project ([24-0044](#)).

Sources

- (24-0023) Website - DACC Website - dacc.edu - Mission-Vision-Core Values-Statement of Inclusion-Statement of Purpose-Equity Statement-General Education Outcomes.pdf
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- (24-0041) Resource - DACC Approved Budget FY24 - 26 October 2023.pdf

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- (24-0197) Resource - DACC Middle College - 08 January 2024

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Danville Area Community College understands the relationship between its mission and the diversity of society. This is articulated in the institution's mission documents ([24-0023](#)).

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.

Danville Area Community College places a high priority on preparing students for citizenship and the workplace. The College provides opportunities for students to prepare for workplace success in its career and technical programs ([24-0204](#)). These include clinicals, employment seminars, internships, practicums, professional development courses, and supervised occupational experiences. The College also provides opportunities for students in transfer programs to prepare for workplace success in the AFA degrees ([24-0205](#)), and the AA, AS degrees ([24-0206](#)). The College provides opportunities for students to prepare for citizenship through a variety of clubs and organizations ([24-0254](#)).

2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.

The Board of Trustees has adopted policies and procedures that support its commitment to honor the dignity and worth of each individual. Board policies that specifically address this are the

Affirmative Action Policy ([24-0050](#) p. 61), the Anti-Harassment in Employment Policy ([24-0050](#) p. 61), and Student Conduct Code ([24-0022](#) p. 94).

Two related Board policies - Anti-Harassment in Education and Title IX – Prohibiting Discrimination on the Basis of Gender were eliminated 10-22-20 ([24-0050](#) p. 63).

All College employees must complete Diversity, Equity and Inclusion training, as well as Title IX Sexual Harassment training annually ([24-0054](#)).

In addition to having policies that show the College understands the relationship between its mission and the diversity of society, DACC also has practices and procedures related to the recruitment of employees and students that give evidence of that ([24-0063](#)). For example, in addition to the places DACC generally advertises for open positions, for faculty and administrative positions, the College also pursues minority recruitment publications ([24-0069](#)).

Human Resources compiles all EEO information for applicants, promotions, transfers, and resignations. Significant among this compilation is applicant tracking, which is used as a means to determine the success of DACC's diversity recruitment efforts. Human Resources produces a New Hires report that provides data on the gender and ethnicity of individuals who applied for positions at the College ([24-0062](#)).

The College's non-discrimination statement is on the application for employment ([24-0064](#)) and the electronic application portal ([24-0051](#)). Search committees for all positions are gender balanced and have diversity representation. The College's non-discrimination statement is on the application for admission ([24-0052](#)). DACC is an open-access institution meaning any student who has the ability to benefit is eligible to register for classes. All non-discrimination notices used by the College use the format approved by the Office of Civil Rights ([24-0053](#)).

3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

DACC's original Core Values of Integrity, Excellence, Communication and Adaptability were adopted in fall 1998. In preparation for its 2008 re-accreditation visit, the Criterion One team proposed adding a fifth Core Value – Diversity- in light of the institution's ongoing commitment to diversity, equity, and inclusion. This proposal was approved by the Board of Trustees early in 2008. An inclusive process was then used to create the College's definition of Diversity and the statements to support it. The Board approved these changes later that year. The first supporting statement reads: *promoting and upholding our vision that all are treated with equality, fairness, dignity, and respect.*

The College's commitment to fostering a climate of respect among all students, faculty, staff and administrators diversity is demonstrated by its involvement since 2009 with *Achieving the Dream*, a national initiative to increase student success and reduce achievement gaps between various groups ([24-0056](#)).

The College continues to be active with Achieving the Dream as indicated by the latest annual report ([24-0059](#)), the most recent contract between DACC and ATD ([24-0057](#)), and the most recent letter from DACC's ATD coach ([24-0058](#)).

As a result of its participation in ATD, the College recognized the need to appoint a Chief Diversity Officer on campus to help foster a climate of respect among representatives from a range of diverse backgrounds, ideas and perspectives. The position description for the CDO outlines how the person in this role can do that ([24-0207](#)). The College also recognized the need to develop an Equity Plan.

The first CDO was appointed in July 2019. Her title was changed to Assistant Vice President Student Services and the CDO responsibilities were included in that position description ([24-0248](#)).

The second CDO was appointed in July 2021 ([24-0249](#)). A full-time tenured faculty member, he authored the College's first Equity Plan ([24-0066](#), pp. 33-38), which was approved by the Board March 24, 2022 ([24-0208](#)). The Equity Plan is discussed in detail in Criterion 4C3.

The third CDO was first appointed in June 2022 and then again in July 2023 ([24-0250](#); [24-0251](#)). She, along with the Chair and Vice-Chair of the Board of Trustees, presented on the College's Equity Plan at the ACCT 2022 Leadership Congress ([24-0067](#)).

The College will use its Equity Plan as the starting point for developing the equity plan it must submit to the state of Illinois by May 2024 ([24-0065](#)).

Other recent diversity initiatives include the Ally program, which DACC introduced to advance a culture that is inclusive for LGBTQ+ students and employees. As a follow up, DACC students hosted Coming Out Day with a panel discussion consisting of LGBTQ+ students. In addition, the Chief Diversity Officer and the Diversity Team led month-long events for Hispanic Heritage Month and African American History Month ([24-0028](#), p. 14).

Sources

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- (24-0050) Policy - DACC Board of Trustees Policies and Procedures Manual - 20 November 2023.pdf (page number 61)
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- (24-0205) Resource - AFA Degrees Professional Portfolio Requirement - 2023-2024
- (24-0206) Course Outline - SOCY-230 - Spring 2023
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- (24-0248) Packet - DACC Board of Trustees Meeting Packet - 18 July 2019
- (24-0249) Packet - DACC Board of Trustees Meeting Packet - 22 July 2021
- (24-0250) Packet - DACC Board of Trustees Meeting Packet - 06 June 2022
- (24-0251) Packet - DACC Board of Trustees Meeting Packet - 20 July 2023
- (24-0254) Website - DACC Clubs and Organizations - 19 January 2024

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Danville Area Community College's mission is clear and guides its operations. The College articulates its mission, which is current, through a variety of documents that identify the nature, scope, and intended constituents of its programs and services. The documents also make clear what the College values. The College's academic programs, student support services, and enrollment profile are consistent with its mission. The College's planning and budgeting priorities, as detailed in Criterion 5.C, align with and support its mission. DACC clearly understands the relationship between its mission and the diversity of society, as evidenced by its processes and activities. The College is committed to the public good and responds to the needs of the diverse communities it serves as its mission and resources allow.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

The College has policies and procedures in place to assure fair and ethical behavior on the part of its Board members, administrators, faculty and staff. Following these policies and procedures assures the institution operates with integrity in its financial, academic, human resources and auxiliary functions.

The Board of Trustees derives its authority from and is governed by the State of Illinois. The Board adheres to the requirements established by the State ([24-0092](#)). Board members may not be employees of the College nor have financial interest in College business. DACC has a Conflict of Interest Policy that applies to Board members specifically ([24-0050](#), p. 15; [24-0211](#)). The Board of Trustees has the authority to appoint the President and other administrative personnel, all faculty members, and staff, as well as members of the Board in the case of vacancies.

In compliance with the Illinois Open Meetings Act ([24-0087](#)) the Board established policies in regards to Special Meetings ([24-0050](#), p. 16), Meetings Open to the Public ([24-0050](#), p. 16), and Meetings Closed to the Public ([24-0050](#), p. 17). Every Trustee elected or appointed after January 2017 is required to complete a minimum of four (4) hours of professional development leadership training. The College has the names of the trustees on the website who have completed the training. The remaining trustees will complete training on the schedule prescribed by the legislation depending on what year they are in their term ([24-0085](#)).

Every year members of the Board and certain persons affiliated with the College must file a Statement of Economic Interest form with the Vermilion County Clerk. This is to be in compliance with the Governmental Ethics Act. The list of those who are required to sign is

compiled by and mailed to the Vermilion County Clerk's office by the Secretary to the Board of Trustees ([24-0100](#)).

The Board has established policies and procedures to govern the daily operations of the College that are in line with ICCB Administrative Rules. Policies established by the Board are published in the *DACC Board Policies and Procedures Manual* ([24-0050](#)) and are regularly updated. The Board has established several policies to assure that all employees' behavior is fair and ethical. These include the Ethics Policy ([24-0050](#), p. 74), the Student Loan Code of Conduct Policy ([24-0050](#), p. 82), the Employee Conflict of Interest Policy ([24-0050](#), p. 120), and the Fraud Awareness and Whistleblower Policy ([24-0050](#), pp. 120-121).

1. The institution develops and the governing board adopts the mission.

Danville Area Community College acts with integrity and operates ethically and responsibly in its financial, academic, human resources and auxiliary functions. This is consistent with its mission, vision and values ([24-0023](#)), which were all developed by the institution and adopted by the Board of Trustees ([24-0002](#); [24-0004](#); [24-0006](#); [24-0008](#); [24-0009](#); [24-0010](#); [24-0011](#); [24-0208](#)).

2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

The College is recognized by the Illinois Community College Board (ICCB) ([24-0070](#)). The ICCB sets guidelines for ethical conduct in instruction, student services/academic support, finances/facilities and accountability. ICCB audits colleges every 5 years to verify they are in compliance with these guidelines. This process is referred to as the Recognition Visit ([24-0071](#)). DACC's most recent ICCB Recognition Visit ([24-0072](#)) occurred in 2022. ICCB approved the report and the College received certification through 2028 ([24-0073](#)).

DACC has policies and procedures to assure integrity in its financial functions. The Vice-President of Finance and Chief Financial Officer is responsible for budget planning, yearly reports, audits, and the day-to-day operations of the College's finances. The office follows standard accounting principles as well as the policies and procedures established by the Board of Trustees. An independent firm audits the College's accounts annually. The ACFR are published on the College website ([24-0074](#)). The Vice-President of Finance and Chief Financial Officer is responsible for the procurement of all supplies, materials, equipment, and contracted services necessary for College operations. She is responsible for the issuance of the Purchase Order. The Vice-President of Finance and Chief Financial Officers assures that the board approved bidding process is adhered to and is transparent ([24-0210](#)). She is the only one authorized to sell surplus college equipment and must assure that all state and federal laws are followed ([24-0075](#); [24-0050](#), pp. 200-204).

The College has policies and procedures to assure integrity in academic affairs. The Provost/Vice President Academic Affairs and Student Services has oversight of the College's academic and student service functions. The College has policies in regards to academic freedom for faculty ([24-0025](#), p. 18). Faculty have control of the curriculum. All curricular decisions

must be approved by the Curriculum Committee ([24-0167](#)). The College has in place a process to ensure faculty meet the minimum qualifications established by the Higher Learning Commission and by the ICCB Administrative Rules to teach in their respective disciplines ([24-0083](#)). The Provost ensures the process is followed and that the Faculty Qualifications Review form is completed for each faculty member and sent to Human Resources. The faculty qualification review process has been included as part of the hiring process for all new instructors to confirm HLC and ICCB rules are met ([24-0084](#)).

The College has policies and procedures in place to assure integrity in Student Services. All required consumer/student information disclosures are listed on the College website for easy access to students and future students ([24-0076](#)).

The Financial Aid Office is in full compliance ([24-0077](#)) with all requirements established by the U.S. Department of Education. These include but are not limited to the awarding of federal and state aid, disbursement of federal and state aid, refund procedures, loan default management, standards of academic progress, retention efforts, and verification procedures. The College monitors reducing student debt and default rates. The Institutional Research Office reports student debt and default rates in its annual report ([24-0218](#), p.4).

The College has policies and procedures to assure integrity in its human resources functions. The Vice President of Human Resources also serves as the College's Labor Relations title IX Coordinator/Affirmative Action Officer. She oversees College-wide policies that assure fair and ethical treatment for the entire College. Examples of these policies include Affirmative Action ([24-0050](#), p. 61), Non-Discrimination and Harassment ([24-0050](#), p. 61), Drug Free Workplace ([24-0050](#), p. 72), Ethics Policy ([24-0050](#), p. 74), Employee/Employee Relationships ([24-0050](#), p. 85), Nepotism ([24-0050](#), p. 86), Formal complaint process for non-represented employees ([24-0050](#), p. 89) and a Grievance Policy ([24-0050](#), p. 90) for faculty and classified staff.

The College has in place hiring procedures that are consistent and fair ([24-0255](#)). Position descriptions are created for full-time positions in all classifications. Positions are advertised in places that will reach a diverse pool of candidates ([24-0069](#)). All postings include the Notice of Nondiscrimination ([24-0053](#)) approved by the OCR. An Employee Checklist form is completed upon hire of a new employee ([24-0256](#)).

When a vacancy occurs, that position is evaluated to determine if it should be filled as is or if it can be combined or eliminated. When a new position is requested, the individuals requesting must provide evidence that the position is needed and is in keeping with the mission and strategic priorities of the College.

The Board of Trustees and the Administration recognize two collective-bargaining units at the College. These are the DACC Education Association IEA/NEA ([24-0025](#)) for full-time faculty and the DACC Classified Staff Association IEA/NEA ([24-0078](#)). They are represented by delegates from their respective employee groups. Both are governed by their own contracts which employees can access on the College website. They are also provided print copies. Both contracts cover hiring and firing procedures, as well as grievance procedures, and prohibit unlawful strikes or lockouts.

College employees, full-time and part-time, are formally evaluated at least annually ([24-0050](#) p. 87). All members of the same group (faculty ([24-0252](#)), administration ([24-0080](#)), staff ([24-0081](#))) are evaluated using the same form. Employees have the opportunity to include personal goals in their evaluations.

The College has policies and procedures in place to assure fair and ethical behavior on the part of its Auxiliary service areas, which include Follett's Bookstore ([24-0089](#)), the DACC Child Development Center ([24-0093](#)), food service ([24-0096](#); [24-0097](#)), vending ([24-0098](#)), athletics ([24-0095](#)), and the DACC Foundation ([24-0094](#)). The audit report provides evidence of financially responsible support to the College ([24-0090](#)). The bylaws of the DACC Foundation provide evidence that the Foundation operates with integrity on behalf of the donors and the students ([24-0091](#)).

In its efforts to be transparent DACC makes a wealth of institutional information available to the public on its website. Examples include annual reports ([24-0082](#)), the *Board Policies and Procedures Manual* ([24-0050](#)), as well as Board meeting agendas, minutes and packets, strategic management documents, and employment contracts for the President, the Provost, and Vice-Presidents ([24-0102](#)).

The College allows public access to public records ([24-0050](#), p. 181) in accordance with the Illinois Freedom of Information Act (FOIA) and with Public Act 96-0542. The Secretary to the Board of Trustees serves as the institution's FOIA officer.

The College is committed to ensuring that records and confidential data related to students, employees, and other stakeholders is secure ([24-0050](#), p. 226; [24-0209](#)).

The College has clear transfer policies that are published on the website and in the online catalog. They are easily available to internal and external entities ([24-0214](#)).

DACC has processes in place to ensure that the student registering for a distance education course is the same student who participates in the course or receives course credit ([24-0101](#), p. 17). These processes are in compliance the Higher Education Opportunity Act.

The College has policies and procedures in place to assure ethical treatment of patrons using the library. These policies adhere to the patron's "right to privacy" and abide by the principles stated in the American Library Association's Library Bill of Rights and the Freedom to Read, the Freedom to View, and the Intellectual Freedom statements ([24-0050](#), p. 34).

The College has policies and procedures in place to assure ethical treatment of students. Every effort is made to insure the confidentiality of student records ([24-0050](#), p. 40). Faculty and staff are required to complete online training to fulfill requirements for Title IX and the Clery Act. They also have the opportunity throughout the year to participate in other training related to diversity, inclusion, and best practices ([24-0054](#)).

The College has a well-defined complaint process for students who have issues or concerns with grades or faculty members. ([24-0050](#), p. 31). Complaint procedures are outlined on the DACC

website ([24-0235](#)), in the catalog ([24-0014](#), p. 31), and in the student handbook ([24-0022](#), pp. 73-77).

Danville Area Community College participates in the NC-SARA State Authorization Reciprocity Agreement ([24-0257](#)). In compliance with the Federal Department of Education regulations, DACC provides a list of State Agencies with contact information for each state on its website.

The College has also established standards for student conduct ([24-0050](#), p. 39). The Student Conduct Code is published in the DACC Student Handbook ([24-0022](#), p. 94). There are specific board policies in regards to a drug-free learning environment ([24-0050](#), p. 72), sexual harassment ([24-0050](#), p. 61) and preventing sexual violence ([24-0050](#), p. 48). A student's right to protest on campus is also protected by board policy ([24-0050](#), p.41).

The College has established guidelines for the use of DACCnet ([24-0050](#), p.35), and peer-to-peer file sharing ([24-0050](#), p. 222). In 2023 the College added initial guidelines for the use of generative Artificial Intelligence to the Student Conduct Code ([24-0200](#)).

DACC's Chemical Hygiene Plan (CHP) complies with the Occupational Safety and Health Administration's (OSHA) Occupational Exposure to Hazardous Chemicals in Laboratories standard ([24-0088](#)).

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

The institution presents itself clearly and completely to its students and to the public.

Danville Area Community College presents itself clearly and completely to its students and to the public. DACC communicates with its stakeholders in many ways, both face-to-face and through print and digital media. The primary venues are the College Website ([24-0103](#)), the Catalog ([24-0014](#)), the Student Handbook ([24-0022](#)), social media ([24-0105](#)), the President's Annual Report ([24-0028](#)) to the Community and Alumni, and the Alumni Association ([24-0104](#)).

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

Danville Area Community College presents itself through its institutional website and social media pages. The website serves as the College's primary information portal. The website is maintained by the Online Learning and Services department. The Director of Online Learning has primary responsibility and authority to keep the website up to date. The Executive Director of College Relations oversees content as it relates to branding and marketing. To ensure accuracy and currency, policies, facts, figures, and reports are updated on an as needed basis and pages are reviewed annually. Individual departments are involved in drafting the text of departmental web pages to ensure that content is accurate and thorough. The Director of Online Learning and staff work closely with appropriate College personnel, which include department chairs and staff office directors, to ensure all information is accurate.

In 2023 the College contracted with *Surface 51* to give the public-facing web page a face lift and to renovate the site's functionality ([24-0319](#)). The goals of the redesign included refreshing the design; updating the content management system; eliminating redundancy; including DACC pictures, not stock photos; and making the pages flow more accurately and conveniently. The Office of College Relations and Marketing led the project, with the assistance of the Branding Team. They held several meetings to share ideas/concerns/revisions as the new website was created. The navigation maps of the website were reviewed in detail ([24-0380](#)). They conducted

Discovery meetings with the Branding Team, the College Outreach Committee, select faculty, and the All Stars, a student group.

In February 2023, a discovery survey was sent to both the DACC Board of Trustees and the DACC Foundation Board to solicit input on the website update ([24-0343](#)). In the email to the board members it was clarified that the MyDACC student portal, SharePoint employee intranet, and athletic pages would not be affected by this redesign of the public facing web page. Only the pages associated with dacc.edu would be under consideration.

In May 2023, the website “refresh” information, along with a sample of the site, was shared with the Presidents of both the Faculty Union and the Classified Union to solicit input. After sharing with the Executive Team, the Faculty President replied with feedback, which the Team took into consideration.

At the fall 2023 in-service the Marketing, Branding and Recruitment Strategy presentation provided a “sneak peek” at the new website design ([24-0333](#)).

A website revision review was facilitated by the Online Support & Web Technician at the spring 2024 inservice ([24-0334](#)). She provided an overview of the updates, demonstrated how to maneuver around the website, and detailed the menus.

While there is still work to be done on the website, it is clear many of the goals of the redesign have been met. On the homepage visitors and current students can access information about available degrees and certificates, transfer programs, adult education, high school dual credit, the American Job Center, and Corporate Training and Community Education. Visitors can click on any area of interest and from there can click on a *Learn More* or *Let's Get Started* tab to get more information or next steps ([24-0103](#); [24-0234](#)).

Visitors and current students can learn about admission requirements, credit transfer policies, and campus events. Visitors can submit a Request for Information or complete an online application. Current students or previous students can request a transcript.

Visitors and current students are provided information on how to pay for college. To ensure all can understand the cost of attendance, students and parents can use the Net Price Calculator to get a general estimate of what it might cost to attend Danville Area Community College ([24-0238](#)).

The academic calendar is displayed to provide important deadlines ([24-0240](#)). The accessible and searchable course schedule provides assorted options to allow students to filter by term, availability, subject, location, day/time, instructor, course level, course type, and instructional type ([24-0241](#)).

The Catalog from current and past years can be accessed online or in a pdf format ([24-0242](#)). Curriculum guides for all programs included in the Catalogs allow viewers to see a two-year layout of all offerings.

Interested parties can access the web page to see the College's mission, vision, and values statements, meet the College Cabinet, or learn about DACC's accreditation status and process. Viewers have access to a variety of DACC data on the web page. Information is provided in regards to the College's complaint process ([24-0235](#)).

All may access a faculty and staff directory and web pages for all campus offices. The website is designed to permit efficient and accurate access to resources such as Admissions and Records, Counseling, Financial Aid, and the DACC Foundation ([24-0237](#)).

Accreditation relationships are posted in multiple areas ([24-0236](#)).

The College has policies and procedures in place to ensure that federally required information for current and prospective students about institutional programs, fees, policies and related required information is accurate, timely, and appropriate.

The Board has designated a Public Information Officer. ([24-0050](#), p. 178; [24-0106](#)). The Marketing & College Relations Department is a member of and adheres to the National Council for Marketing & Public Relations (NCMPR) code of Ethics and Professional Conduct standards.

The College and State/Federal government agencies design policies and procedures to give each student an equitable and safe environment to learn. While it is the student's responsibility to be familiar with these, the College makes every effort to ensure that students have easy access to the required information. All policies and documents in their entirety can be found on the College website ([24-0076](#)). To be compliant with federal law, links to specific policies can be found on the Annual Notice page ([24-0239](#)).

2. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.

DACC's Vision Statement describes a College that wants to continue to be a "nationally recognized leader in student success", and an "active partner" in "building and maintaining academic excellence and economic vitality." A strong indicator that DACC is a leader in student success is the passage rate on licensure exams ([24-0218](#), pp. 13-14). The leadership DACC provides to the Advisory Committees for its career/technical programs and to the Labor Management Council ([24-0035](#)) is evidence the College is committed to being an active partner in building and maintaining academic excellence and economic vitality in the community ([24-0109](#)). Through the American Job Center and Corporate Education, DACC supports more than 34 regional manufacturing, transportation, and logistics businesses by training and placing career-and-technical students in local jobs. One example of DACC's engagement with business and industry is the production of the annual *Great Careers in the Danville Area*, a guide that the College produces in collaboration with the manufacturers and a regional economic development organization called Vermilion Advantage ([24-0110](#)).

DACC is accredited by the Higher Learning Commission ([24-0236](#)), a regional accreditation agency recognized by the U.S. Department of Education and is approved as a Class I Community

College by: Illinois Community College Board, Illinois Board of Higher Education, Illinois State Approving Agency for Veterans Education, and the U.S. Department of Education. Several academic programs of study are also accredited by industry-related associations. Accreditation relationships are posted in multiple places.

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2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

The DACC Board of Trustees operates under the authority of the State of Illinois. The Illinois Public Community College Act (IPCCA) gives Board members not only the power to exercise their duties and specific powers but also the responsibility to do so ([24-0040](#)). The Board of Trustees is a political body and no member has authority ([24-0050](#), p. 12) except when the board is legally in session. It is expected that Board members operate ethically with external constituents ([24-0050](#), p. 15). It is also expected that they operate ethically with respect to the College President ([24-0050](#), p. 19). The *Board Policies and Procedures Manual* ([24-0050](#)) identifies the scope and duties of the Board, including oversight of the development of policy, education, finance and business, personnel and students.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.

Board members are required to complete ethics training ([24-0085](#)), *Open Meetings Act* training and a minimum of four hours of professional development leadership training. Board Policy 1021 requires trustees to review on an annual basis the opportunities for trustee professional development ([24-0050](#), p. 22). Typically the Secretary to the Board asks Trustees to fill out a form which includes such opportunities at the financial retreat in January/February and return it to her ([24-0116](#)).

2. The governing board's deliberations reflect priorities to preserve and enhance the institution.

The Board meets publicly each month to hear reports from various areas of the College and to conduct official College business. The agenda for each meeting and the minutes from each meeting are published on the DACC website. The Secretary records all matters considered by the Board and actions taken by it and enters these in the Minutes of the Board. The Minutes include each motion, the name of the Trustee making the motion, the name of the seconder, and the vote. A member voting against a motion may, upon request at the time of voting, state his reasons and have them recorded in the Minutes. When confidential matters are discussed, the Board meets in closed session and minutes of these meetings are public record. The Board Minutes are approved at the next regular meeting of the Board and signed by the Chairman and Secretary or duly authorized representatives. Special meetings of the Board may be called by the Chairman or by any three (3) members of the Board.

In addition to regularly scheduled meetings, special meetings may be called by the Chairman or by any three members of the Board. The Board of Trustees, the President, and the Administrative Council participate annually in a one-day retreat which is open to the public. The retreat allows the Board to discuss long range planning, goals, and other matters that they may take more time than allowed at a regular monthly meeting.

Minutes of regular, adjourned, and special meetings are distributed to members of the Board and such other persons as the Board designates. The official Minutes of meetings of the Board are public record and are open to inspection by any citizen of Community College District No. 507. They are kept on file by the Board Secretary at the College as a permanent record of the official actions of the Board of Trustees. Minutes are loaded on the College website after approval.

Minutes of meetings closed to the public are reviewed by the Board in May and November each year to determine which minutes are to remain confidential. Those minutes determined no longer confidential are made public. The Board Chairman announces which Closed Session minutes, if any, are being open to public view.

Board approval is required for all faculty and staff employment contracts, master plans, strategic plans, capital expenses, tuition rates, budgets, and employee dismissals. The Board is responsible for hiring and evaluating annually the President of the College. The Board also sets goals for the President.

Minutes from Board meetings clearly reflect that the Board deliberates on issues and considers the impacts their decision will make on internal and external constituents. Topics include deliberating on tuition increases (both discussions and approval); financial planning retreats, lower cost to health insurance, and budget discussions and approvals.

3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.

The Board meets publicly each month to hear reports from various areas of the College and to conduct official College business. In addition to regularly scheduled meetings, special meetings may be called by the Chairman or by any three members of the Board. The official minutes of meetings of the Board are public record and are open to inspection by any citizen of Community College District No. 507 ([24-0112](#)).

The Board of Trustees, the President, and the Executive Council participate annually in a one-day retreat which is open to the public. The retreat allows the Board to discuss long range planning, goals, and other matters that they may take more time than allowed at a regular monthly meeting ([24-0114](#)).

4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.

The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution. The Oath of Office is administered to Board members ([24-0113](#)). They state that they will faithfully discharge the duties of the Office of Member of the Board of Trustees according to the best of their ability. Each year Board members must file a Statement of Economic Interest form ([24-0100](#)) with the local County Clerk's office to be in compliance with the Governmental Ethics Act. The Open Meetings Act training and professional development opportunities discussed previously reinforce requirements that Board members maintain their independence.

5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

The Board does not interfere with the day-to-day operation of the institution. The Board hires the President and thereby authorizes the President to represent the Board's decisions and carry out activities as mandated by legislation and by the *Board Policies and Procedures Manual*. The President subsequently passes this authority to administrators, faculty, and staff, as indicated by the organizational chart ([24-0111](#)). Board approval is required for all faculty and staff employment contracts, master plans, strategic plans, capital expenses, tuition rates, budgets, and employee dismissals. The Board is responsible for hiring and evaluating annually the President of the College. The Board also sets goals for the President.

The President, administration, faculty and staff work together on important topics through shared governance. The Executive Team, Cabinet, and Governance Forum oversee the day-to-day workings of the College. The Executive Team is made up of the President, Provost/Vice President Academic Affairs and Student Services, Vice Presidents of Finance, Human Resources, and Operations, and the Assistant Vice President of Academic Affairs. It meets weekly in the President's Conference Room. The Cabinet meets three times a month throughout the year ([24-0201](#)). The Governance Forum meets once a month throughout the academic year ([24-0216](#)).

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

The College has developed and approved policies and procedures that protect freedom of expression and the pursuit of truth.

Academic Freedom

As per Board Policy 2001 ([24-0050](#), p. 28), a statement outlining academic freedom is included in the faculty contract ([24-0025](#), p. 18). In the most recent faculty contract, it states that the Board, administration and bargaining unit members recognize the responsibility to search for knowledge and its dissemination. While faculty must adhere to the master course syllabus and the stated learning outcomes for a course, IAI standards, and ICCB requirements, they have the right and the obligation to investigate and present to their students, based upon their professional judgment, available information related to the subject being taught.

As per Board Policy 3014 ([24-0050](#), p. 41), a student's freedom to protest by lawful means is protected by all the authority available to the College. However, when actions of individuals interfere with the legitimate rights of others and are directed at the disruption of the normal processes of college life, appropriate disciplinary action shall be taken.

As per Board Policy 2011 ([24-0050](#), p. 34), the Learning Resources Center developed a "collection development policy" using criteria that will foster continued support for the DACC curriculum, will meet the community aims of the College, and will meet the changing needs of our diverse student clientele. This policy includes the above aspects unique to the District 507 community as well as the principles stated in the American Library Association's *Library Bill of Rights*, the *Freedom to Read*, the *Freedom to View*, and the *Intellectual Freedom* statements.

Library Bill of Rights

The Learning Resources Center supports and practices the principles as stated in the American Library Association's *Library Bill of Rights* adopted June 18, 1948, amended February 2, 1961, and June 27, 1967.

Freedom to Read Statement

The Learning Resources Center supports and practices the principles as stated in the *Freedom to Read* statement issued in May, 1953, by the Westchester Conference of the American Library Association and the American Book Publishers Council. This statement was revised January 28, 1972.

The 2019 Visiting Team noted that meetings with students and those including faculty indicated that the rights regarding Academic Freedom are preserved and respected within the institution ([*HLC Reaffirmation Review Open-Team Report*](#), p. 28).

Sources

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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.

DACC provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

The DACCnet Acceptable Use Policy ([24-0050](#), pp. 35-36) applies to all faculty, staff, students, and community members. DACCnet is the entire DACC computer system, including all DACC-owned and DACC-leased computer hardware and software, the campus network, the campus Internet circuit(s), and all dial-up and other remote-access hardware and software. The policy defines what is acceptable and not acceptable and includes e-mail guidelines. Violations of this policy may be met with a reduction of access to DACCnet, or with complete denial or access to DACCnet. Violators may be brought to the attention of DACC officials, who may take further action. Action taken by DACC does not eliminate the possibility of legal action taken by others.

The Copyright & Peer-To-Peer File Sharing Policy ([24-0050](#), pp. 222-223) complies with the requirements of all copyright laws. The faculty, staff, and students are required to comply with *The Copyright Act of 1976* and its amendments, the *Digital Millennium Copyright Act (DMCA)*. Illegal copies or sharing of copyrighted software, movies, or music may not be made or used on equipment owned by the College. This includes materials that are created by DACC faculty, staff and students. The policy outlines disciplinary actions when parties are in non-compliance.

As per Board Policy 3007 ([24-0050](#), p. 39), the Student Conduct Code is found in the Student Handbook. The Student Conduct Code specifically references acts of dishonesty, cheating and other forms of academic dishonesty. The code outlines disciplinary procedures. The Student Conduct Code is referenced on Course Syllabus and Course Outline Templates.

2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.

For decades the College has maintained a license for the anti-plagiarism software service *Turnitin.com*. This tool is used to help students understand what constitutes plagiarism and how to write with academic integrity. Newer features also allow faculty and students to work together to understand the use and abuse of AI technology such as ChatGPT. The service has been widely used on campus by all campus academic divisions, with 60 active classes taught by full-time and adjunct faculty members using the service. Thousands of students have submitted more than 15,000 papers over the years. The full integration of *Turnitin.com* into the College's LMS has increased student submissions, with over 2400 submissions made in the Fall 2023 semester. The College plans to continue the use of *Turnitin.com* ([24-0198](#)).

3. The institution provides students guidance in the ethics of research and use of information resources.

Students receive guidance in the ethical use of information resources in several ways. Instruction is provided in individual classrooms. The Writing Center provides instruction in a variety of resources. The Library also offers a wide variety of resources as well as individual and group instruction. Faculty across all divisions expect their students to use resources responsibly. For example, specific classes provide instruction in proper use of research and resources such as Rhetoric I and Rhetoric II. Chemistry students are provided information on making citation in lab reports.

4. The institution enforces policies on academic honesty and integrity.

The College follows strict rules against plagiarism. Students determined to be guilty of plagiarism may be dropped from the class and even suspended or expelled. In cases of extensive plagiarism a faculty member may file an incident/conduct report through Maxient.

Most recently the College added the use of generative Artificial Intelligence (AI) unless specifically allowed by the instructor to its definition of cheating ([24-0200](#)).

Sources

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- (24-0200) Resource - DACC - Generative Artificial Intelligence and DACC Student Conduct Code - 31 July 2023.pdf

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Danville Area Community College acts with integrity in its financial, academic, personnel, and auxiliary functions and has policies and processes that ensure fair and ethical behavior on the part of its Board, administration, faculty, staff, and students. DACC presents itself clearly to students and the public in regards to its programs, requirements, faculty and staff, costs to students, control, and accreditation. The Board has the autonomy to make decisions that are in the best interest of the College and assure its integrity. DACC has policies and procedures in place that support its commitment to freedom of expression and the pursuit of truth in teaching and learning while calling for the responsible acquisition, discovery and application of knowledge by faculty, students, and staff.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.

The degree programs at Danville Area Community College are appropriate to a comprehensive community college. DACC offers the associate degree and certificate levels of undergraduate education only. The College offers both baccalaureate/transfer programs and career and technical education programs. DACC is approved by the Higher Learning Commission (HLC) and the Illinois Community College Board (ICCB) to award thirty-four associate degrees and fifty-one certificates in transfer and career and technical education areas ([24-0021](#); [24-0020](#)).

All curricula offered at public, two-year institutions in Illinois must be approved by ICCB. These include baccalaureate/transfer programs and courses, as well as career and technical education programs and courses. When ICCB approves a program or course, it is verifying the program or course is current and meets the appropriate level of performance.

The ICCB Curriculum Master List provides documentation of the DACC programs and courses that have been approved by ICCB ([24-0020](#)). ICCB completed its most recent recognition visit ([24-0072](#)) for the College in 2022. In their report they noted that the College compares its new degree programs with similar programs at other institutions to ensure that accreditation standards and credit hours are consistent. ICCB made no compliance recommendations.

DACC's degree and certificate requirements are outlined in the College catalog and on the College website. ICCB completed its most recent recognition visit for the College in 2022. In their report ([24-0072](#), p. 4) they stated all active and approved degrees and certificates fall within the required credit hour ranges as defined in the ICCB Administrative Rules Section 1501.3021(3)A)i).

ICCB requires that all programs and services be reviewed regularly ([24-0026](#), pp. 5-10). Programs and services are reviewed on a 5-year cycle. ([24-0026](#), pp. 56-59). Each college must submit a program review report each year ([24-0192](#); [24-0193](#); [24-0194](#); [24-0195](#); [24-0196](#)). This program review process assures that courses and programs are current and require levels of student performance appropriate to the credential awarded.

ICCB requirements for approval of new degrees and programs assure they are current and require levels of student performance appropriate to the credential awarded.

For new career and technical programs, an institution must submit Form 20 to ICCB. For approval to offer an Associate in Fine Arts, Associate in Engineering Science or Associate in General Studies degree an institution must submit a form 20B. If an institution already has an AFA but wants to offer additional AFA degrees, it must submit a Form 21FA. ([24-0117](#), p. 13).

No matter which form is submitted, the institution must provide the need for the program, curriculum, faculty credentials, an assessment plan, and facilities available to support the program. Information that must be included on the forms assures that the programs are current and require appropriate levels of student performance

The College recently applied for and received approval to offer the Cancer Registry Management Certificate, as evidenced by the completed Form 20 ([24-0243](#)). In 2022 DACC applied for and received approval to offer the AFA in Music Performance and AFA in Music Education, as evidenced by the completed Form 21FA. The College already had approval to offer the AFA in Art and AFA in ART Education ([24-0259](#)).

Once a program has been approved, the courses in the program are submitted to ICCB through ICCIS, its online tool for submitting course additions, deletions, or modifications. Program deletions and modifications can be submitted through this system, also, but new program requests cannot ([24-0344](#)).

DACC's participation in the Illinois Articulation Initiative (IAI) assures its general education core curriculum is current and requires levels of student performance appropriate to the credential awarded ([24-0118](#)).

Courses are reviewed every five years to ensure the content of our courses is relevant. Panels made up of subject matter experts consisting of faculty and administrators from both two-year and four-year institutions review course syllabi submitted by colleges to ensure courses meet the required levels of student performance. Courses are either approved or returned with requests for more information. DACC has a large number of courses that are on the IAI Course List and are thus guaranteed to transfer to other institutions within the state of Illinois ([24-0119](#)).

For all courses that are offered as part of a transfer program but are not IAI-approved, the institution must keep current (within the last five years) articulation documents on file and available upon request from ICCB.

DACC must submit any new course that it wants to be part of the IAI general education core curriculum to IAI for approval prior to submitting it to ICCB for approval. When DACC wants to offer a new transfer course that is not part of the general education core, it must first submit it to baccalaureate institutions. Once at least three other institutions of higher education have accepted a course for transfer, DACC may then submit the course to ICCB for approval. Once at least three other institutions of higher education have accepted a course for transfer, DACC may then submit the course to ICCB for approval.

ICCB completed its most recent recognition visit for the College in 2022. In their report they stated that review of the College's evidence of articulation (Form 13) submissions, IAI codes, and/or Transferology documentation indicates that 100% of courses submitted had the required current transfer agreements in place ([24-0072](#), p. 4).

Once a course is approved by ICCB it is entered into the College's student information system (SIS) and can be disseminated across public facing platforms.

The College adheres to ICCB's rule that all career- and technical education programs have an advisory committee ([24-0109](#)). Advisory committees are made up of professionals in the field who can provide feedback on the curriculum from an industry perspective. A question they are often asked is how well students in the program are prepared for employment in the field.

DACC partners with four-year institutions in several ways to assure the College's programs are current and require appropriate levels of student performance. These include maintaining University Transfer Curriculum Guides ([24-0014](#), p. 78). University Transfer Agreements ([24-0014](#), p. 74), Reverse Transfer Agreement ([24-0014](#), p. 74), and 3 + 1 agreements with Franklin University ([24-0014](#), p. 75) and with Eastern Illinois University. ([24-0014](#), p. 75).

In addition to the 3+1 agreements, DACC has established 2+2 Agreements with many four year institutions ([24-0014](#), p. 76) and Dual Admission Programs with some of them ([24-0014](#), p.76).

DACC's internal process for curriculum development helps to ensure that courses and programs are current and require levels of student performance appropriate to the credential awarded. The Curriculum Committee reviews and approves all new courses, programs, and degrees, as well as changes to existing courses, programs, and degrees ([24-0167](#)).

Faculty and/or administrators wanting to develop a new program must submit justification for the program to the Curriculum Committee. The Committee then approves developing the program. The faculty and/or administrator then submits the curriculum guide and master syllabi for all courses in the program. Proposals for new courses are submitted on the New Course Development Form ([24-0169](#)). In the review of proposals the Curriculum Committee verifies the proposals have been compared with similar offerings at other institutions to assure the

curriculum is current and require levels of student performance appropriate to the credential awarded ([24-0245](#)).

Students have an opportunity to voice their opinion in regards to how current their programs were and if they prepared them for either further education through the Transfer Graduate Follow-Up Survey ([24-0191](#)) and the Career and Technical Education Graduate Follow Up Survey ([24-0190](#)).

Student input is also gained from the *Community College Survey of Student Engagement* ([24-0170](#)) and the *Ruffalo Noel Levitz Student Satisfaction Inventory* ([24-0171](#)), both of which the College administers on a regular basis.

Another way DACC assures courses and programs are current and require levels of student performance appropriate to the credential awarded is by looking at the percentage of students who pass licensure exams in their fields, including the NCLEX, the Medical Imaging Test, the RMA, and the CNA, and graduate tracking ([24-0218](#), pp. 13-14).

2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.

DACC has articulated learning goals at the institutional, program and course level. The College's General Education Outcomes (GEOs) were first identified in 2003. The GEOs were added to the institutions mission documents in 2008. The Assessment Team revised the College's General Education Outcomes in 2023 to make them measurable. These changes were vetted with the campus community and approved by the Board of Trustees ([24-0142](#), pp. 119-122).

Program outcomes have been identified for all career/technical courses. Every career/technical program has outcomes that align with the College's GEOs as well as outcomes specific to the field. The transfer degree is broken down into programs using the general education categories defined by the State of Illinois and the IAI. These are Communication, which includes English and speech courses; Science, which includes life science and physical science courses; Mathematics; Social Science, which includes both social and behavioral science courses; and Humanities, which includes humanities and fine arts courses. Program outcomes have been linked to the general education outcomes ([24-0372](#)).

Course level outcomes have been identified for all courses. They are reviewed annually as part of the course syllabi review process. Curriculum maps have been developed linking all courses to program outcomes ([24-0376](#)).

3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

In the Assurance Argument submitted in preparation for the 2019 Reaccreditation Visit, DACC stated that its program quality and learning goals were consistent across all modes of delivery

and all locations, regardless of where or how long a class met, whether it was face-to-face or online. The institution required adherence to a generic course syllabus for each individual course and a generic course outline for each section of a course. The course description and intended student learning outcomes should be the same in the course outline as they were in the generic course syllabus. The class schedule and methods of evaluation could vary, allowing faculty academic freedom. Each semester faculty were asked to submit to their division's administrative assistant their own course outlines for each class taught, using the generic course outline template ([24-0029](#), p. 44; [24-0262](#)).

It is critically important that this process is followed because DACC offers courses in numerous modalities, locations, and timeframes ([24-0241](#)).

The 2019 Visiting Team discovered that the requirement that all sections of a course have the same learning outcomes as those stated on the master syllabus was not always being followed ([Reaffirmation Review Open - Team Report](#), p. 33).

The Visiting Team determined that the College's reliance on a traditional departmental based system to align course syllabi expectations and ensure equivalent rigor in the assessment of student performance expectations across all section was insufficient ([Reaffirmation Review Open - Team Report](#), p. 31).

The Visiting Team concluded that Core Component 3.A, along with 4.B and 5.D, was Met With Concerns and recommended Notice for the College ([Reaffirmation Review Open - Team Report](#), p. 68). In regards to 3A, the team said the College must provide specific evidence in its Notice report regarding assessment planning processes and co-curricular assessment. The College was required to document that it had a revised, updated schematic for planning processes at the institution that included co-curricular assessment and that there was alignment of minimal course outcomes across all sections and modalities that are objective and measureable ([Reaffirmation Review Open - Team Report](#), p. 64).

HLC concurred with the team's recommendations and required the College submit an institutional response to the team's report and appear before the Institutional Actions Council (IAC) Hearing Committee ([Institutional Actions \(IAC\) Hearing Committee Report](#)).

The College submitted its *Report to the Institutional Actions Council Hearing Committee* in July 2019. DACC responded to the team's concerns in regards to the need for revised planning processes at the institution to include co-curricular assessment and to the inconsistencies in course learning outcomes in its [Report to the Institutional Actions Council Hearing Committee](#) (pp. 6-10; Appendices [B](#), [E](#), and [G](#)).

Three representatives from DACC appeared before the IAC Hearing Committee in August and responded to their questions. In the subsequent *Institutional Actions Council (IAC) Hearing Committee Report* (pp. [6-7](#)), the IAC panel members found that Core Component 3.A was Met with Concerns and agreed with the rationale set forth by the Visiting Team. The IAC Hearing Committee found that progress had been made but the College needed to focus further efforts on

consistent course-level learning outcomes and providing leadership for assessment at the Cabinet level.

The IAC Hearing Committee recommended continued accreditation, restricted the College to the Standard Pathway, and required the College to host a focused visit no later than fall 2021. The College was required to submit a report of no more than 100 pages prior to the visit. The Visiting Team would evaluate evidence of a coordinated and systematic assessment plan showing accountability for assessment at all levels, including leadership at the Cabinet level and that course learning outcomes were consistent across sections and modes of delivery and were measureable. The IAC panel members said the evidence submitted in regards to the inconsistencies in course learning outcomes should include all types of programs (*Institutional Actions Council (IAC) Hearing Committee Report*, pp. [9-10](#)).

In its *Focused Visit Report* the College addressed assessment plans and accountability and course learning outcomes. The College provided evidence that it had made progress in regards to creating a systemic assessment plan with leadership at the Cabinet level and assuring course learning outcomes being consistent across all sections and modes of delivery and were measureable ([24-0024](#), pp. 3-6, pp. 16-21)

The Focused Visit occurred on November 8 and 9. After reviewing the College's report and meeting with individuals on campus, the Visiting Team members determined that the evidence demonstrated the College had made adequate progress in regards to course learning outcomes. The Visiting Team noted in their report the College had worked to identify processes and protocols for ensuring continuity and conformity in program learning goals across all modes of delivery and locations and there was a on ongoing process with faculty given the opportunity once a year to review as a discipline and edit course outcomes for submission to the dean (*Focused Visit - Team Report*, Section B2, p. [5](#)).

DACC continues to use a required master syllabus template and course outline template ([24-0263](#); [24-0264](#)) that is locked so individual faculty cannot inadvertently edit in order to preserve the integrity of the process. Emails with instructions and course outline templates attached provide evidence the process is being followed ([24-0306](#); [24-0305](#)).

DACC is a small college. Some of the general education transfer courses are offered in a variety of formats and modalities every semester, while transfer classes that do not meet the general education requirements and career technical courses might be taught once a year. ([24-0233](#)). Regardless of where, when or how a course is offered, the student learning outcomes must be the same. Provided are course outlines reflecting some of the various possibilities in the Business and Technology Division ([24-0401](#)), the Liberal Arts Division ([24-0402](#)), and the Math/Science/Health Professions Division ([24-0403](#)).

DACC monitors its online courses specifically to assure they maintain high academic standards. In the Assurance Argument prepared for the 2019 Reaccreditation Visit DACC discussed eight ways it does this ([24-0029](#), pp. 43-44). The College assures the quality of online programs by using a high percentage of full-time faculty to teach the courses, limiting enrollment in online sections, requiring students taking an online class for the first time to complete an Orientation to

Online Learning ([24-0185](#)), using a robust LMS, maintaining an Online Learning Advisory Team, adhering to Online Learning Standards ([24-0260](#)), providing technical support through the Director of Online Learning and the Online support and Web Technician, and requiring new online courses be approved by the Curriculum Committee.

Since 2021 the Department of Education has provided clarity to the definition of distance education and regular and substantive interaction (RSI). In response to the RSI ruling, the College has developed a plan to assure it is in compliance with the requirement that online courses must provide Regular and Substantive Interaction between faculty and students ([24-0261](#)).

Sources

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- (24-0020) Resource - Illinois Community College Board (ICCB) Course-Curriculum Master List - 22 October 2022.pdf
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- (24-0169) Resource - New Course Development Proposal Form - Fall 2023
- (24-0170) Data - Community College Survey of Student Engagement (CCSSE) - Spring 2023
- (24-0171) Data - Ruffalo Noel Levitz Student Satisfaction Inventory - Fall 2021
- (24-0185) Course Outline - DACC Online Learning Orientation - 07 January 2024
- (24-0190) Data - Career and Technical Education Graduate Follow Up Survey - 2021SU-2022SP
- (24-0191) Data - Transfer Graduate Follow Up Survey - 2021FA-2022SU
- (24-0192) Report - DACC ICCB Program Review - 2019
- (24-0193) Report - DACC ICCB Program Review - 2020
- (24-0194) Report - DACC ICCB Program Review - 2021
- (24-0195) Report - DACC ICCB Program Review - 2022
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- (24-0233) Resource - DACC Spring 2024 Course Schedule - 16 January 2024
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- (24-0243) Resource - ICCB Form 20 Completed for New Career Technical Program - 20 December 2022
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- (24-0259) Resource - ICCB Form 20B - AFA in Art and Form 21FA - AFA in Music - 08 September 2022_Redacted
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- (24-0264) Resource - DACC Course Outline Template - 17 May 2021.pdf
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- 1082 20190812 Reaffirmation Review Open - Hearing Committee Report (page number 9)
- 1082 20211130 Focused Visit - Team Report
- 1082 20211130 Focused Visit - Team Report (page number 5)

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.

Every degree program offered by DACC engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.

DACC's general education program is central to its Mission "to meet the lifelong academic needs of the communities it serves." The first function listed under the College's Statement of Purpose is "the provision of general education courses to prepare students to perform effectively in interpersonal and interdependent relations." DACC's general education program serves the College's mission well by ensuring students complete comprehensive coursework that exposes them to broad learning and skills and by providing them a variety of ways to engage in intellectual inquiry.

2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

Students in baccalaureate or transfer programs (AA, AS, AFA/AFAE, and AES) ([24-0014](#), p. 59) must complete thirty-seven to forty-one credits of general education courses that meet the Illinois

Articulation Initiative (IAI) requirements. Students in Associate in Applied Science programs ([24-0014](#), p. 57) and the Associate in General Studies program ([24-0014](#), p. 58) must complete a minimum of fifteen credit hours and twenty two credit hours, respectively, in general education. The majority of certificate programs require English and math. The general education core ensures that all DACC students graduating with a comparable degree have similar competencies.

DACC articulates the purpose of its general education requirements ([24-0129](#)), the content of its general education requirements ([24-0130](#)), and the intended learning outcomes (General Education Outcomes or GEOs) of its general education requirements ([24-0006](#)). The GEOs are the skills and competencies every student completing a program of study at DACC should have ([24-0131](#)). In 2018 the College strengthened the intent of its general education program by adding descriptive statements to each of the learning outcomes ([24-0143](#)). In 2023 the GEOs were rewritten in a way to make them more measurable ([24-0142](#)).

3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.

DACC recognizes the importance of educating its students and community about the human and cultural diversity of the world in which they live and operate. It is evident in the College's Mission Statement, in the College's Core Values, in the College's Statement of Inclusion, in the College's Equity Statement, and in the College's General Education Outcomes ([24-0132](#)).

Public Act 87-581 requires students earning a degree at an Illinois institution of higher education to complete a Human Relations course. DACC is in compliance with this requirement ([24-0135](#)). This emphasis on recognizing and appreciating cultural diversity translates into DACC's curricular offerings that meet the state Human Relations requirement ([24-0136](#)).

In 2018 the Illinois House of Representatives passed HB4346 which amended the *Public Community College Act* and requires every community college in Illinois to offer a course studying the events of black history ([24-0133](#)). DACC has offered an African American History class since 1992 ([24-0020](#), p. 6). The Master Syllabus for HIST190 was updated as a result of this legislation ([24-0137](#)).

DACC faculty and staff facilitate many activities and events that celebrate diversity and educate employees, students and the larger community on a variety of topics. These activities and events are marketed in a variety of ways ([24-0308](#)).

4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Appropriate to a community college, DACC faculty are evaluated according to three criteria: teaching, institutional service, and professional development. They are not required to contribute to scholarship in their respective fields. This does not mean, however, that scholarly and creative work are not recognized and celebrated at the College.

Both full- and part-time students at DACC have the opportunity to apply for membership in Phi Theta Kappa International Honor Society, the official honor society for two-year colleges. The society's programs center on four hallmarks scholarship, leadership, fellowship, and service. Students involved with Phi Theta Kappa at DACC have won multiple awards for scholarship and community service ([24-0312](#), p. 4). Officers often attend the Annual Conference.

In 2023 faculty in the Business/Technology Division decided it was time to bring the magic back. DACC students once again have the opportunity to intern at *Disney World*. The *Disney* internship, which is open to any college student, regardless of major, is paid and includes housing and free park tickets. Students may earn credit for DISN 100 and DISN 200 and may use financial aid to pay for the courses if they are taking them for credit. Students who are interested are invited to recruiting sessions that include a live Webinar with a *Disney* representative, a Q&A session with DACC faculty, and assistance with completing the *Disney* application if interested ([24-0177](#)).

Faculty in the Liberal Arts Division provide numerous opportunities for students to participate in the fine arts. Students can raise their voices with the College Singers, showcase their talents with the DACC Pep Band, and even audition with the Danville Symphony Orchestra. Students can participate in plays and musicals ([24-0311](#); [24-0312](#), p. 3) and express themselves at Open Mic Night. Students are invited to submit their literary and/or artistic works to the College's *Waiting for Rain*. Students in the Art Club share their works at local art shows and fundraising events ([24-0309](#)).

Liberal Arts faculty also provide Students numerous activities designed to raise awareness of mental health issues. The Cafe Connection was designed to link DACC faculty, staff and students with professionals in the field. The College is hosting a conference on the DACC campus next fall ([24-0310](#)).

The Math, Sciences and Health Professions division (MSHP) provides numerous opportunities for faculty and students to engage in scholarly and creative work ([24-0138](#)). Currently four employees in the Math/Sciences Health Professions Division are working on a nationwide research project focused on improving Science, Technology, Engineering and Math (STEM) education at community colleges ([24-0140](#)). Students have the opportunity to engage in science research for the University of Illinois ([24-0139](#), pp. 9-10; [24-0141](#)). Students in science classes have opportunities to engage in research ([24-0144](#)).

Family Science Night is an event the MSHP Division has hosted bi-annually since 2003. All DACC employees and students are invited to volunteer for this free community event ([24-0139](#)).

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.

DACC has the faculty and staff needed to provide high-quality programs and student services. Currently DACC has 57 faculty, 88 administrators, and 52 classified staff ([24-0153](#); [24-0154](#))

DACC strives to ensure the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves ([24-0156](#)).

The College recognizes that a diverse faculty, staff, and student body enriches and improves the educational environment for everyone. DACC provides data annually to ICCB in compliance with several state laws that are designed to help diversify employment at institutions of higher education in Illinois. These include the *African American Employment Plan Survey* (Public Act 096-1341), the *Hispanic Employment Plan Survey and the Bilingual Needs and Bilingual Pay Survey* (Public Act 096-1286), the *Asian American Employment Plan Survey* (Public Act 097-0856), and the *Native American Employment Plan Survey* (Public Act 101-0534). These pieces of legislation ask each community college to provide an annual assessment of activities and

progress implementing strategies to hire and promote individuals from persons from these backgrounds at supervisory, technical, professional and managerial levels. ICCB determined as part of the most recent Recognition Visit that DACC had met the reporting deadline in each of the five years reviewed for all four surveys ([24-0147](#), pp. 47-48; [24-0148](#), pp. 48-50; 177-178; 252-254; [24-0149](#), pp. 47-49; 153-155; [24-0150](#), pp. 46-48; 154-156).

2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.

DACC has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff. In FY 2024 there were 59 full-time faculty with a combined 704 years of services. The full-time faculty contract outlines the core responsibilities and expectations for DACC faculty ([24-0025](#)).

DACC faculty have oversight of the curriculum and expectations for student performance. Faculty are the only persons authorized to assign grades or change grades. All curricular decisions must come through the Curriculum Committee ([24-0167](#)). Faculty are responsible for developing new courses and programs, establishing student learning outcomes at the course, program level and the institutional level, and updating syllabi annually. Faculty were involved in the development of the Academic Credentials Chart and the Faculty Qualifications Review form (FQR), described below. Faculty members serve on search committees for open faculty positions.

Faculty across the institution are involved in the assessment of student learning. Assessment is specifically mentioned in the Faculty Association Contract ([24-0025](#), p. 27) and included on the faculty evaluation form ([24-0155](#)). Every academic division is responsible for collecting, reporting, and assessing student learning outcomes. Assessment outcomes and reports are discussed and collected data are used to continuously improve the learning outcomes of programs and courses. Faculty have been provided multiple training and work sessions. All full-time faculty are involved in the assessment of student learning, and each year more and more part-time faculty are involved. Assessment of student learning is discussed in detail in 4.B.

3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.

The College has a process in place to assure all faculty, whether full- or part-time, on campus or off campus, face-to-face or online, are appropriately qualified ([24-0146](#)). The College adopted an Academic Credentials Chart ([24-0146](#), p. 4) and a Faculty Qualifications Review Form ([24-0151](#)). The faculty qualification review process has been included as part of the hiring process for all new instructors to confirm HLC and ICCB rules are met. The Faculty Qualifications Review Forms were most recently reviewed spring 2023 ([24-0084](#)). The review was conducted

in order to verify faculty were qualified to teach courses that may not have been included on the initial form.

As part of the College's most recent Recognition Visit, ICCB reviewed the College's policies and procedures in regards to faculty qualifications to determine if the College was in compliance with Administrative Rule 23 Ill. Adm. Code 1501.303(f.) ([24-0152](#)). ICCB staff requested transcripts of a listing of active courses that were taught during the review period and confirmed that the instructors of record met the criteria. There was no compliance recommendation ([24-0072](#), p. 8).

Illinois colleges offering dual credit must follow ICCB Administrative Rules 1501.507(b)(11) A-F ([24-0152](#), pp. 64-67). ICCB staff reviewed information to determine if the College's institutional policies and practices in regards to faculty qualifications for dual credit were in compliance. The College was required to provide a list of all instructors teaching dual credit courses in fiscal years 2020 and 2021, including their credentials ([24-0072](#), p. 6). ICCB staff noted that the College did not complete the Dual Credit Faculty spreadsheet correctly and recommended the College complete and submit the Dual Credit Faculty ICCB Recognition Template, which it did. ([24-0072](#), p. 7; [24-0159](#)).

In 2023 the HLC Board of Trustees revised the Assumed Practices in regards to faculty qualifications ([24-0158](#)). DACC has processes ([24-0157](#)) and supporting documents in place that are in alignment with the guidelines in regards to progress toward academic credentials ([24-0173](#); [24-0174](#); [24-0175](#); [24-0176](#)). All faculty teaching dual credit for DACC meet the HLC and ICCB requirements.

4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.

Faculty evaluation requirements are outlined in the Faculty Association Contract ([24-0025](#), pp. 34-36). All faculty are regularly evaluated to validate their teaching and are provided both written and oral feedback. Tenured faculty are evaluated annually, non-tenured twice each year during the first three years, and part-time each semester for the first three years and then annually thereafter.

Evaluations are completed using an evaluation form that was developed by faculty ([24-0155](#)). Evaluations are based on a classroom observation (either face-to-face or via a visit to the LMS course shell if the course is online), student evaluations, course completion data, assessment data, and evidence of campus involvement ([24-0252](#)).

Students evaluate faculty every fall and spring semester. Most evaluations are available to students online ([24-0318](#)). For students without immediate access to computers, such as the Correctional Center, DACC provides paper copies of evaluations.

5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.

DACC values professional development and recognizes the vitality of such activities to maintain highly effective teaching and learning. The College uses a number of ways to ensure faculty are current in their disciplines and adept in their teaching roles. One way the College does this is by allocating \$400 annually for each full-time faculty member. While these funds are used most often to participate in conferences, they can also cover instructional materials, memberships in professional organization, and books. Per the Vice President of Finance and CFO, the College provided a total of \$1,562,249 for professional development between 2019 and 2023.

Tenured faculty are eligible to apply for Sabbatical Leave ([24-0050](#), pp. 104-108). Faculty members must provide a Sabbatical Leave Report to the Board of Trustees prior to the semester they return to campus ([24-0172](#)). Tenured faculty may apply for Endowed Chair Awards through the DACC Foundation. These awards can be used for professional development ([24-0189](#)). Part-time faculty are invited to attend the Part-time Faculty Academy which is held three times a year ([24-0335](#)).

Since the 2019 Reaccreditation Visit a Teaching & Learning Center has been established at DACC. The Teaching & Learning Leadership Team was identified and includes faculty and deans from all of the academic divisions, the Senior Director Community Engagement, the Director of Online Learning, and the non-teaching faculty member from the library. The TLC is under the direction of the Assistant Vice President Academic Affairs and the Provost. The Leadership Team initially identified five core areas based on current trends in higher education: Competency Based Education (CBE), Diversity Equity and Inclusion (DEI), Immersive Learning, Learning Resources (OER), and Microcredentials ([24-0316](#)).

In FY23 the TLC Leadership Team focused on two initiatives – bringing HyFlex classrooms to DACC and addressing the challenges generative Artificial Intelligence (AI) programs, such as ChatGPT, have brought to higher education. In April of that year members of the leadership team and several faculty members representing all divisions took a road trip to Mahomet, Illinois, where they viewed first-hand a HyFlex classroom and learned how such classrooms would benefit the students at DACC. After the visit the Dean of Adult Education, who serves on the TLC Leadership Team, took the lead and negotiated purchasing the equipment for the first HyFlex classroom on the DACC campus and the first at the DACC site in Hoopeston ([24-0317](#), pp. 6-7).

Once the first classroom was set up on the DACC campus, faculty and administrators were invited to attend a training on how to use the equipment. Since then equipment has been purchased for at least one classroom in each of the academic divisions. A portable system is set up in the library, which will ultimately be the physical home of the Teaching & Learning Center.

With the release of ChatGPT late in 2022, DACC needed to look at the ramifications generative Artificial Intelligence had on current policies and procedures, particularly in regards to Student Conduct. The TLC Leadership team identified a sub-team to look into the issues surrounding ChatGPT and similar programs and to make recommendations. The sub-team consisted of four faculty members, the Director of Online Learning, and the Reference Librarian, who assembled a LibGuide for ChatGPT and AI resources ([24-0408](#)). After six weeks of research the AI sub-team recommended modifying the DACC Student Code regarding cheating to read:

Using technology (i.e., Generative artificial intelligence (AI) programs or apps, communication platforms, cell phones, computers, tablets, social media, text messages, etc.) to aid in the completion of work unless explicitly permitted to do so.

The term "generative artificial intelligence" or "generative AI" was defined as any technology that is capable of generating human-like text, images or other media in response to prompts, such as instructions or questions." This recommendation was approved by the appropriate groups on campus and was added to the DACC Student Handbook ([24-0200](#)).

In FY 23 the TLC Leadership Team opted to follow the Champions model that has worked so effectively on the DACC campus in regards to Assessment of Student Learning. Three Champions were identified, one from each of the academic divisions. They immediately took ownership of several TLC initiatives ([24-0266](#), p. 54).

One of the Teaching and Learning Center's initiatives is to encourage the use of OER materials on the DACC campus as one way to help reduce textbook costs to students. To gather some initial data on how textbook costs impact students, the TLCs shared a statewide survey with all students ([24-0313](#)).

Four emails were sent to all students, inviting them to participate in the survey, which ended December 31 ([24-0314](#)). The TLCs will receive a full report including responses from across the state and the responses submitted by students from DACC. They will use the report and the DACC student information to guide their efforts in this area moving forward.

The Teaching and Learning Center is also investigating alternative credentials. Two of the three Teaching and Learning Champions are getting first-hand experience with micro-credentials and badges. They, along with the four Assessment Champions (discussed in Criterion 4B), began a Certification in the Effective Teaching Practice Framework through the Association of College and University Educators (ACUE). Certification involves completing four ACUE micro credentialing courses. Each micro-credential is 6-8 weeks long and participants are required to complete one module per week. Participants earn a badge with each micro-credential. All six Champions completed Creating an Inclusive and Supportive Learning Environment and Inspiring Inquiry and Preparing Lifelong Learners fall 2023 ([24-0315](#)). They will complete the final two microcredentials - Promoting Active Learning and Designing Learner-Centered and Equitable Courses - spring 2024. Participation in this certification is providing them not only with excellent teaching strategies but also with hands-on experience with how micro-credentials and badges work.

The Teaching and Learning Center is taking a leadership role in ensuring the College is in compliance with the U.S. Department of Education's rule that an institution must verify it is meeting the requirements for Regular and Substantive Interaction (RSI) in its online courses. The Online Learning Advisory Committee first introduced this requirement to the faculty in August 2023. The TLC revisited the topic in January 2024. The Teaching and Learning Center will implement the plan for verification and the TLCs will assist faculty in making sure their online courses meet the federal requirements for RSI ([24-0261](#)).

In FY 2024 the College explored the possibility of moving from its current LMS to a different one. This initiative was faculty driven. All of the TLCs were involved in the review of the different platforms including experimenting in each platform's sandbox. The decision was made to move from BlackBoard to Canvas. In spring 2024 the TLCs will participate in the initial trainings on transitioning their courses to the new platform and will be first adopters. They will then be positioned to assist the faculty in their divisions with the transition of their courses summer 2024. Two of the TLCs will be attending the ATD Conference in February.

6. Instructors are accessible for student inquiry.

Instructors at DACC are accessible to their students. Per Section 2.7 of the current contract, full-time teaching bargaining unit members are required to maintain ten (10) engagement hours per week adequate to the needs of their students. At least six (6) of them must be on campus and up to four (4) can be virtual, not time specific, or written. The six (6) on campus engagement hours can be met in a variety of ways, including providing tutoring, holding individual appointments with students, having scheduled office hours, or participating in a variety of campus activities or events. One hour can be used for campus fitness center activities.

There are additional requirements for the six (6) on campus hours to help ensure faculty are accessible to students. To assure students have access to faculty, faculty must complete the required six (6) on-campus engagement hours over three days at a minimum of two hours per day. Three (3) of the hours must be posted. The on campus hours have been reduced over the years because faculty are in contact with their students many other ways, such as through the LMS, email, faculty home pages, and other means such as Remind. Adjunct faculty members are not required to schedule office hours although they are encouraged to do so and are provided with office space ([24-.0025](#), p. 12).

7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

The College's Human Resources Department has processes in place that ensure all staff members providing student support services meet the credentials for their positions and are appropriately qualified, trained, and supported. The Coordinator of Employment and Professional Development is dedicated to staff searches and monitors the search process. Prospective employees must meet the minimum qualifications for a position. The Human Resources office has developed the new hire process form. New employees must complete certain trainings. These are listed on the New Employee Checklist. Human Resources provides an online New Employee Orientation for all new employees.

DACC staff providing support services comply with requirements to complete training in their respective areas ([24-0307](#)). The MASS Peer Tutoring Center provides training for its tutors ([24-0145](#)).

The College supports professional development for all employees by providing a variety of educational benefits. Staff members, as well as full-time and part-time faculty, are eligible for

tuition waivers for DACC courses. There is no limit on waivers for full-time employees; part-time employees are eligible for tuition waivers as specified in the employee contract ([24-0025](#), pp. 30-31). Full-time employees are eligible for tuition reimbursement for credit courses completed at other institutions of higher education ([24-0050](#), pp. 59-60).

All employees are provided with training on important topics such as Anti Harassment, Safety Manual, and FERPA. These are discussed in Criterion 2.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

1. DACC provides the support services suited to the needs of its student populations.

The Student Services division offers a range of important services for new and returning students. Core services include Admissions and Records ([24-0161](#); [24-0162](#)), Career Services ([24-0163](#)), Testing Center ([24-0165](#)), Disability Services ([24-0166](#)), and Financial Aid ([24-0164](#)).

Other support services include TRIO Student Support Services ([24-0178](#)), the Veterans Multipurpose Center ([24-0179](#)), and the Vermilion County Works Program ([24-0180](#)).

2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.

All full-time DACC instructors have office hours where students can receive assistance outside of class. The College offers tutoring to all students through the Testing Center ([24-0165](#)), through Math and Science Solutions (MASS) ([24-0160](#)), through the Writing Center ([24-0181](#)), and the Business & Technology Tutoring Center ([24-0182](#)).

Other ways the College addresses the academic needs of its students are the New Student Orientation ([24-0184](#)), the Online Learning Orientation ([24-0185](#)), and Success in College ([24-0186](#)).

DACC has a process for directing entering students to courses and programs for which the students are adequately prepared. The College uses multiple measures to place students in reading, writing, and math classes ([24-0199](#)).

3. The institution provides academic advising suited to its offerings and the needs of its students.

Academic Advising & Counseling provide professionally qualified counselors and academic advisors who meet with students to assist them in planning their academic programs and career goals, solving personal problems and adjusting to college. All full-time and part-time students who are pursuing a certificate and/or degree are required to work with an academic advisor to develop an academic plan and ensure student success. The College went to Mandatory Advisement initially because of data reviewed as part of Achieving the Dream. The performance gap between full and part-time students and between PELL-eligible and non-PELL eligible students was high. The then current policies and procedures did not require part-time students to see an advisor even though nearly half of the College's certificate/degree seeking students are enrolled part-time ([24-0187](#)).

4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

The College has a robust technological infrastructure which provides useful and powerful tools allowing students, faculty and staff members to achieve their goals in higher education. The College's guiding principles to keep technology in line with teaching principles and current student service needs provide a planning framework for the improvement, expansion and maintenance of technology resources utilized by all parties at the College. The following eight areas of campus technology provide a platform for the College's educational environment: academic end-user technology, online learning technical support, student end-user technology, employee end-user technology, network infrastructure, management information systems (SIS), instructional media, and campus-wide security ([24-0338](#)). DACC has invested considerable resources into updating its technological infrastructure since the last reaccreditation visit. These updates are detailed in Criterion 5.A.

DACC is located on an attractive 75-acre campus in Danville, acquired from the Veterans Administration in 1965. Many improvements have been made since then, including the addition of several new buildings and the complete renovation of several of the original buildings. Since the last reaccreditation visit two buildings have been added to the campus, Alice Marie Jacobs Hall and Hegeler Hall. DACC has invested heavily in the development of work spaces and laboratories ([24-0279](#), p. 7; [24-0321](#)).

The Adult Education and Literacy programs, along with DACC's Middle College Program, are housed in Prairie Hall. Classrooms are structured for students to obtain their Illinois High School Diploma. The ESL program has a room dedicated to these students working to improve the skills needed to pursue educational and career goals. Four rooms are set up and designed specifically for tutoring Adult Education students. The Middle College area is designed to build a bridge between the local high schools and career and workforce development. Students at risk of dropping out of high school use this space to complete high school and pursue the possibilities

for their future. Two HyFlex interactive classrooms are in this area which allow for easy access to technological advancements for the students.

The Business and Technology Division is where the majority of the Career and Technical Education programs reside. Staying current and on top of the many technological changes is a top priority allowing faculty to support student learning. The Agriculture program conducts hands-on, scientific labs in many of the courses that allow further exploration into the various professions. The Certified Medical Assistant Program makes use of a laboratory that teaches students cognitive, psychomotor and affective behavior as required by the accrediting body (Commission on Accreditation of Allied Health Education Programs (CAAHEP)). It also incorporates clinical practical sites in the Danville area. Students are provided face-to-face and online learning support through the Business and Technology Tutoring Center.

The Liberal Arts Division is home to DACC's communications, social and behavioral sciences, and humanities and fine arts programs. It is also home to three long-standing career/technical programs - Criminal Justice, Culinary Arts, and Early Childhood Education, and will soon be home to the College's new Barbering Program. The majority of the division's courses are taught in Clock Tower, which is equipped with five state-of-the-art computer labs, learning stations for music students, a ceramics lab and art studio, and state-of-the-art television and recording studios. The Early Childhood Education classroom is being redesigned to simulate an actual early childhood center and will be equipped with HyFlex interactive technology. Students are provided face-to-face and online learning support through the Writing Center.

Students in the Barbering program will receive instruction and complete their clock hours at the state-of-the-art barbering classroom and shop located in the city's mall. Culinary Arts courses are taught in a state-of-the-art kitchen in Bremer Conference Center. Students in the music program have access to rehearsal and performance spaces in Jacobs Hall, and students in the theater program have access to rehearsal and performance spaces in the Bremer Theater. Criminal Justice students have access to MILO, a simulation training system used by the government, military, law enforcement and police agencies for critical incident training, de-escalation, decision support training, traditional tactical judgment training and firearms proficiency training. The system is owned by DACC and housed on the DACC campus.

The Math, Science, and Health Professions (MSHP) Division houses various state-of-the-art equipment to provide students with real-life experiences in their field of study. The Rad Tech program has an energized lab and utilizes the latest technology in digital radiography (DR). Rad Tech has four phantoms that allow students to make exposures on the knee, hand, pelvis, and skull. The Sonography and Echocardiography programs share three state-of-the-art Philipps Epiq Elite machines that are dual platforms. Sonography has a GE machine, six phantoms (2 OB, 1 Abdomen, 2 Scrotal, 2 Breast, and 1 transvaginal transducer), and echocardiography has another GE machine and one heart phantom. DACC's biology courses have an Anatomage and a cadaver lab, where students can interact with human bodies virtually and hands-on. The Nursing Department features a simulated lab equipped with robotic mannequins that can simulate pathological conditions that require students to diagnose and begin to develop a care plan. All DACC health professions programs have affiliations with neighboring clinics and hospitals, where students can obtain real-life experiences in their fields of study and be well-equipped to

enter the workforce. Students are provided face-to-face and online learning support through the MASS Tutoring Center.

The DACC Library, located in Clock Tower, offers an online catalog, an extensive collection of electronic resources for research, computer lab access including wireless access, research assistance, inter-library loan services, and bibliographic instruction. The library provides research and reference services that support students, faculty, staff, and community with their research and coursework ([24-0183](#)). Face-to-face reference interactions have decreased, while virtual reference interactions have increased. The most frequently used interaction is text messaging. The library also provides student group study areas. The library faculty develop and teach instruction sessions such as information literacy and proper citation. Students are also provided guidance in the proper use of copyright ([24-0188](#)). The reference desk is staffed during the library's hours of operation and virtual resources are available 24/7. In order to provide support to the online student, librarians can be embedded into Blackboard courses. This allows students to be in direct contact with a reference librarian while engaged in their learning management system. Processes have been set up to provide materials to department of corrections students who do not have online access. The Teaching and Learning Center will have a physical presence in the DACC library after renovations are completed on the building in 2024. The Library is also home to the DACC Archives.

The DACC eSports lab is located in the lower level of the Clock Tower. DACC eSports is a college organization open to all full and part time students, employees, alumni and anyone affiliated with the college. The club offers all levels of video gameplay and competition from season long NJCAA tournaments, to casual/social play. The lab is state-of-the-art and is being expanded.

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

As specified in the mission documents, Danville Area Community College provides students with a high quality education through its transfer programs, career and technical education programs, and student service. Quality processes are in place to ensure that courses and programs are current and require appropriate levels of student performance, learning goals are articulated and differentiated, and program quality and learning goals are consistent across all modes of delivery and all locations.

At the core of DACC's educational programs is a commitment to intellectual inquiry and the acquisition, application, and integration of broad learning and skills. Faculty and staff are committed to student learning by providing the infrastructure and resources necessary to support effective teaching and learning, including targeted student support services, learning support, academic advising, and guidance on the effective use of research information resources.

Since the 2019 reaccreditation visit DACC has continued to advance its work within this criterion by accessing new data tools and conducting new data analyses to support an even more rigorous program review process; acquiring technology tools that provide real-time data to support programmatic improvements and decision-making; pursuing improved student success outcomes through interventions that will "move the needle"; and providing support and resources that expand service learning opportunities for students and allow students to experience a transformative and empowering DACC education.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

1. The institution maintains a practice of regular program reviews and acts upon the findings.

Under Section 2.12 of the Illinois Public Community College Act (P.A. 78-669), ICCB is mandated to coordinate a statewide program review system ([24-0026](#), p. 5). The program review process established by ICCB requires institutions to review various instructional, academic support and student services areas following the guidelines ([24-0212](#), pp. 5-9; [24-0026](#), pp. 5-10) set in the Program Review Manual.

The principles of program review require that a broad range of faculty and staff be involved in the review and input from students be incorporated into the review. The following areas must be addressed: the need for and objectives of the program; the quality of the program as well as the processes in place to assess and improve quality; assessment of student learning, and plans to

increase student completion of courses and/or certificates. Colleges are required to analyze disaggregated course-level and demographic data to identify trends and gaps. A critical component of program review is the action plan based on the evaluation.

The review must be submitted annually using the review instruments provided ([24-0212](#), pp. 10-33; [24-0026](#), pp. 14-53) and following the five-year schedule ([24-0212](#), pp. 38-40; [24-0026](#), pp. 56-59) included in the pertinent Program Review Manual.

DACC continues to be in compliance with the ICCB Program Review process, as evidenced by the Program review summaries ([24-0213](#)) that are posted on the DACC website. These reviews ensure programs continue to meet DACC's high quality educational standards and serve the College's overall strategic goals and mission.

2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.

DACC evaluates all credit that it transcripts and has policies and procedures in place to assure the quality of the credit it accepts. All avenues and policies related to awarding transfer-in credits and other credits accepted can be found on the College website ([24-0214](#)) and in the Catalog ([24-0014](#), pp. 24-26). Course equivalences and other information in regards to credits awarded for CLEP, AP, and IB are maintained by the Registrar ([24-0014](#), p. 25). DACC's minimum score accepted for AP Credit adheres to the requirements of HB 3428 ([24-0215](#)).

3. The institution has policies that ensure the quality of the credit it accepts in transfer.

The Board of Trustees has established the policy and procedure for providing credit for prior learning. Board Policy 2010 states: the Board of Trustees recognizes and acknowledges the responsibility of the College to provide non classroom methods of evaluating and providing college credit for college-level knowledge and experiences acquired outside the College, such as in an occupation or another educational environment. The College will maintain criteria for Proficiency Credit (Credit for Prior Learning) as described in the DACC Policy and Procedure Manual. ([24-0050](#), p. 32).

The procedure clarifies that proficiency examinations or other means of evaluation are offered at the discretion of the Chairperson of the Division responsible for the course. Course proficiency examinations and proficiency credit are subject to ten limitations, including proficiency credit may not duplicate any other credit already earned and a maximum of 30 credit hours earned through proficiency will be credited toward an associate degree. The procedure for Proficiency Credit is included in the College Catalog ([24-0014](#), p. 29).

4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

The College maintains and exercises authority over the curriculum. DACC faculty determine the prerequisites for courses. The Curriculum Committee oversees all matters relating to curriculum ([24-0167](#)). Faculty members developed and regularly review the student learning outcomes for all courses. This is discussed in Core Component 3.A. The team for the most recent ICCB Recognition Visit found that DACC maintains academic control over all of its units of instruction ([24-0072](#), pp. 4-5).

DACC maintains authority over its dual credit courses and assures the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for them are equivalent in learning outcomes and levels of achievement to its higher education curriculum.

A dual credit course taught at an area high school must adhere to the guidelines established in the Master Syllabus for the course. The course outlines for the classes taught at the high school indicate this requirement is being met ([24-0370](#)).

A faculty member teaching a dual credit course at an area high school must have the same qualifications as a faculty member teaching the course on campus or online. A Faculty Qualifications Review Form is completed for each faculty member teaching for the College, including those teaching dual credit at the high schools. The FQR forms for faculty teaching at area high schools indicate they meet the required qualifications ([24-0371](#)).

As part of the College's 2021 Recognition review, the ICCB team examined dual credit information specifically to determine if DACC's policies and practices were in compliance with ICCB Administrative Rules 1501.507(b)(10) A-E, which require that dual credit courses must meet the same requirements as courses taught on campus ([24-0152](#), pp. 65-66). The team reviewed ([24-0072](#), p. 5) 100 dual credit transfer and career and technical courses from FY 2020 and FY 2021. ICCB used the Annual Course submission to select 100 dual credit transfer and career and technical education courses for review, 50 for FY 2020 and 50 from FY 2021. The college was then required to conduct an audit using the dual credit sample and provide information related to student qualifications, relevant pre-requisites, and placement policies and faculty credentials. The College was required to provide a list of all instructor teaching dual credit courses in FY 2020 and 2021. ICCB looked at any course in which a student was enrolled for dual credit – not just courses taught at the high schools for dual credit.

The ICCB Team determined that the course offerings and requirements for the dual credit courses were consistent with those offered on campus ([24-0072](#), p. 5). The ICCB Team had two Compliance Recommendations. The College needed to ensure all dual credit instructors have adequate credentials to teach the courses they were assigned and that those credentials must match those required to teach courses on campus. The way in which the College completed the Dual Credit Faculty ICCB Recognition Template did not provide ICCB staff adequate information to verify the number of applicable graduate hours in the discipline being taught and the specific employment or position held for career technical education courses and required the College to resubmit the template ([24-0072](#), p. 7; [24-0159](#)). DACC's responses were accepted.

5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

Six of DACC's programs are accredited by specialized accrediting agencies: These are the Nursing Program ([24-0244](#)), the Radiologic Technology Program ([24-0225](#)), the Health Information Technology Program ([24-0232](#)), the Medical Assistant Certificate Program ([24-0227](#)), the Cancer Registry Management Program ([24-0253](#)), and the Manufacturing Engineering Technology Program ([24-0226](#)).

6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Despite the challenges associated with tracking students once they leave the College, DACC engages in efforts to evaluate the success of its graduates and to assure students and community members that its degree and certificate programs will prepare students to meet their advanced study or employment goals. The Institutional Research Office surveys graduates in transfer ([24-0219](#); [24-0220](#); [24-0221](#); [24-0191](#)) and career/technical ([24-0222](#); [24-0223](#); [24-0224](#); [24-0190](#)) programs annually. The College tracks graduation and transfer-out rates, and the percentage of students passing industry specific license or certifications ([24-0218](#)). Employer satisfaction as indicated by advisory committee members is also reviewed.

Yet one more way the College evaluates the success of its graduates is by reviewing the success of students enrolled in programs authorized by The Workforce Innovation and Opportunity Act (WIOA). WIOA established common performance measures across four core programs to ensure that Federal investments in employment and training programs are accountable to job seekers, employers, customers, and tax payers. WIOA also requires other programs authorized by the Act to report on the same indicators. In addition, WIOA requires the establishment of primary indicators on credential attainment and skills gain and on the effectiveness of services to employers. WIOA also requires states, localities, and eligible training providers to publish performance data using common templates. The State of Illinois and the Vermilion County Workforce Innovation Board collect and track information in six areas to evaluate the successes of students enrolled in WIOA for each approved training program at DACC ([24-0217](#)).

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4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.

For its most recent Comprehensive Evaluation in March 2019, DACC reported that it had effective processes in place for the assessment of student learning and for achievement of learning goals in academic and cocurricular offerings. The College had been engaged in the assessment of student learning since 1999. Over the years it had developed program and department assessment report templates, made sure program and course student learning outcomes were linked to the College's GEOs, and created rubrics to assess the College's GEO using information already being collected in classrooms across campus. The College reported that it assessed one GEO each year using the rubrics. The results were collected, analyzed and shared with faculty.

Programs were required to assess one outcome each year and submit a Program Level Assessment Report. Examples of these reports were provided. Also provided were "Closing the Loop" reports that faculty submitted to show changes they had made to their courses or programs based on their assessment activities. Virtually 100% of full-time faculty were engaged in the process and each year more part-time faculty were involved. Information about assessment was shared during in-service activities and at the Part-time Faculty Academy. Assessment was mentioned specifically in the Faculty Contract and on the Faculty Evaluation Form used for both full and part time faculty. Faculty used assessment results to inform their teaching. Program-level assessments reports were used in the Program Review process required by ICCB, as well as to support budget requests and inform strategic planning. Assessment processes, tools, and results were documented.

Non-academic departments used a departmental assessment report much like the academic divisions used the general education rubric and completed "Closing the Loop" reports that identified improvements they made to their programs or services based on assessment. Both the program and department assessments were tied to the budget and prioritized by the college

Strategic Matrix. These ties were to ensure that College resources went to the institution's highest priorities ([24-0378](#)).

The College stated that it had a wide variety of extracurricular activities that provided students opportunities to apply what they were learning in the classroom to the larger environment. The range of clubs and organizations available on the College website and in the catalog gave evidence to the fact that DACC students had eclectic interests and were provided a number of vehicles to explore those interests. While the College assumed participation in extra-curricular activities contributed to student gains in the areas of general education, DACC made no claims as such.

The 2019 Visiting Team determined, however, that the assessment process at DACC lacked structure and coordination, especially in regards to programmatic and co-curricular assessment. The Visiting Team found that course outcomes were not always objective and measureable, making it difficult if not impossible to assess program outcomes. Although a definition for co-curricular had been provided, it was clear during the focused session on assessment that co-curricular and extracurricular activities had not been separated and there was no evidence of a plan to assess co-curricular. Programmatic/departmental assessment could be improved through the collection and analysis of quantitative measures (*Reaffirmation Review Open - Team Report*, pp. [49](#), [52](#)).

The Visiting Team concluded that Core Component 4.B, along with Core Component 3.A and Core Component 5.D, was Met With Concern and recommended Notice for the College. (*Reaffirmation Review Open - Team Report*, p. [65](#)). In regards to 4B, the team said the College must provide specific evidence in its Notice report regarding academic and co-curricular assessment. The Visiting Team outlined three areas in regards to academic assessment and two areas in regards to co-curricular assessment that the College had to address in a report to the Institutional Actions Council Hearing Committee (*Reaffirmation Review Open - Team Report*, pp. [65-66](#)).

HLC concurred with the team's recommendations and required the College to submit an institutional response to the team's report and appear before the Institutional Actions Council (IAC) Hearing Committee ([24-0295](#)).

DACC submitted its *Report to the Institutional Actions Council Hearing Committee* in July 2019. The College responded to the requirement related to Core Component 4.B. - to submit five different faculty-driven academic assessment reports, five different program review reports including assessment data from the first area, and three of the general education outcomes measured and analyzed over time, a co-curricular assessment plan, and an analysis over time of three co-curricular goals showing next steps in the improvement process. The College provided a short narrative in regards to each of these areas, along with evidence to support the narratives (pp. [7-10](#), [14-15](#), Appendices [E](#), [F](#), [G](#), [H](#), [I](#) and [J](#)).

Three representatives from DACC appeared before the IAC Hearing Committee in August and responded to their questions. In the subsequent *Institutional Actions Council (IAC) Hearing Committee Report* (p. [7](#)), the IAC panel found that Core Component 4.B was met with Concern

and agreed with the rationale set forth by the Visiting Team. The IAC panel members said it was clear DACC took the Visiting Team Report seriously and mobilized to begin to address the findings and to develop an assessment structure to serve the institution and its students well.

The IAC Hearing Committee recommended continued accreditation, restricted the College to the Standard Pathway, and required the College to host a focused visit no later than fall 2021. The College was required to submit a report of no more than 100 pages prior to the visit. In relation to Core Component 4.B, the Visiting Team would evaluate evidence that the program learning outcomes were measureable, being measured, and being used, that general education learning outcomes were measureable and being used, and that co-curricular assessments had been established and was being used to improve student experience (*Institutional Actions Council (IAC) Hearing Committee Report*, pp. [8-10](#)).

In its *Focused Visit Report* DACC provided the evidence for assessment that the IAC panel members required:

Program Learning Outcomes

The site-visit Team was to evaluate evidence that program learning outcomes included ones which were distinct from those in general education, and that these were measurable, were being measured, and that the assessment results were being used to improve programs ([24-0024](#), pp. 25-27).

Measureable General Education Learning Outcomes

The site-visit Team was to evaluate evidence that general education learning outcomes were measurable and that the faculty involved in designing and updating the general education program participated in the development and implementation of the assessment plans ([24-0024](#), pp. 29-30).

Co-curricular Assessments

The site-visit Team was to evaluate evidence that co-curricular assessments had been established, and were being used to improve the student experience. This evidence should demonstrate that the staff involved in co-curricular programming participate in the development and implementation of the assessment plans, that the students are aware of what is expected, and therefore that the assessment effort was sustainable and could be incorporated into the institution's culture ([24-0024](#), pp. 32-37).

The Focused Visit occurred on November 8 and 9. After reviewing the College's report and meeting with individuals on campus, the Visiting Team members determined that in regards to program level outcomes and general education learning outcomes, evidence demonstrated that adequate progress had been made. In regards to co-curricular assessment, the evidence demonstrated further organizational attention, rather than monitoring, was required. The Visiting Team noted in their report the College had made tremendous strides in regards to program and

general education learning outcomes (*Focused Visit - Team Report*, p. [6](#)) but co-curricular assessment was still in the developing stage (*Focused Visit - Team Report*, p. [6, 8](#)).

Since the Focused Visit in 2021 DACC has continued to make improvements in its assessment of student learning processes. The Assessment Champions – one from each of the three academic divisions and one specifically for cocurricular – continue to lead the initiative. They are all tenured faculty members who are held in high regard by their peers. They have been joined by an Assessment Coordinator ([24-0381](#); [24-0266](#), p. 54), also a tenured faculty member well respected by her peers, and the Assistant Vice President Academic Affairs, who participates in Cabinet and Executive Team meetings. The Assessment Team members meet on a regular basis ([24-0379](#)).

The Assessment Champions and Coordinator are given time during inservice each fall and spring semester to work with their entire faculty as a group and then in their programs to lay out their assessment plans for the year, to review and discuss their data, and to evaluate the effectiveness of changes they made. They begin their presentation each time with a review of the Assessment Roadmap ([24-0382](#)). In addition to in-service time the Assessment Champions host an Assessment Day at the end of each semester. These are scheduled during the study day prior to final exams. Faculty members can drop in at any time for assistance with their assessment efforts and receive help from one of the Champions.

The Champions establish due dates for course level assessments and then Program Assessment Reports. The information from these is collected and then disseminated to the appropriate faculty, deans and administrators for review. Any requests for institutional resources based on assessment results are linked to the institution's budget process via the appropriate dean. Assessment results and activities are shared via the Assessment Newsletter ([24-0373](#)) and *The Jag Wire* YouTube channel ([24-0383](#)).

DACC joined HLC's Assessment Academy in 2020. Through their continued engagement with the Academy ([24-0384](#)), the Assessment Team has implemented many changes to the assessment process at the College. A critical change was revisiting the General Education Outcomes and making them measureable. Although the wording on the GEOs had changed slightly over the years, no one had looked at them to see if they were measureable. The Champions revised them to make them measureable and then vetted these changes with the campus community. The board approved the changes at their February 2023 meeting ([24-0142](#)). The outcomes now read:

COMMUNICATION

Learners express themselves clearly and concisely.

Performance Indicators:

Organization: Demonstrate organized communication through various modalities

Content: Use evidence to support main idea and use topic related terminology

Mechanics: Use appropriate grammatical structure

Presentation: Use tone, style, and conventions that are appropriate to the audience, context, and purpose

CRITICAL THINKING AND PROBLEM SOLVING

Learners evaluate the credibility and significance of information.

Performance Indicators:

Identification: Define problem, identify relevant information, define terms, and analyze assumptions

Usage: Frame questions, make predictions, and design data collection and analysis strategies

Position or Solution: Form a conclusion based on the evidence and analysis of data, information and/or viewpoints

TECHNOLOGY

Learners apply current and emerging technologies.

Performance Indicators:

Integration: Select the proper tool to perform the task and troubleshoot any difficulties encountered

Utilization: Apply proper usage of the tool

Evaluation: Analyze the effectiveness of the tool

CULTURAL AWARENESS AND SOCIAL SKILLS

Learners recognize cultural perspectives, beliefs, and attitudes different from their own.

Performance Indicators:

Cooperation: Foster a constructive team climate

Professional and Ethical Behavior: Display proper respect and consideration based on the situation

Self-Awareness: Articulate insight into own cultural point of view and biases

Cultural Awareness: Identify and acknowledge cultural perspectives and values different from their own

Another important change was streamlining the assessment process by creating a single workflow document that could be filled out in *SharePoint*. Previously faculty completed one form for their planned course assessment, then filled out another form to show how they were “closing the loop” and then yet another form when they needed to complete their program assessment report. The new PAR links all of these steps into one form. The new form was piloted spring 2023 and launched fall 2023 ([24-0388](#)). Completed PARs are discussed in 4.B.2 and may be accessed via *SharePoint*.

A long-awaited change was to move away from all faculty having to assess the same general education outcome in a given year. Instead, beginning fall 2023 faculty in their programs have the option to assess the general education outcome of their choice any year. Faculty can assess an outcome over two years, thus allowing them to make changes and then really assess if those changes made a difference the next year ([24-0367](#), p. 15).

By far the most dramatic change was the adoption of Watermark’s tool called *Student Learning & Licensure* ([24-0353](#); [24-0352](#)). In its *Focused Visit Report* (pp. [41-42](#)), the College discussed the implementation of *SharePoint*, a secure cloud-based portal, which serves as a centralized repository and offers a formalized process for data management and employee access to information. All DACC employees have access to this portal via their college credentials.

DACC's *SharePoint* was officially launched in early June 2021. Many of the College's committees and forums utilize *SharePoint* including the Assessment Team. Institutionally, academic assessment processes and data collection continue to be a heavily utilized workflow by all faculty within *SharePoint*. Faculty upload their assessment documents on their own division team page where the Champions and Assessment Coordinator have access. This allows the program faculty to have appropriate access to the program related documents while maintaining a level of security for sensitive information ([24-0355](#)).

While *SharePoint* is used extensively by the Assessment Team, it did not meet all of their needs. In early 2023 the Assessment Champions raised concerns around the current assessment workflow process and the possibility of streamlining it to be integrated with the College's learning management system, Blackboard. The Champions desired to find a tool that allowed for a flexible assessment process and reporting with common rubrics. Specifically they wanted the ability to: make all four GEO rubrics available for faculty to choose and use; post an assignment in Blackboard that instructors may grade with a GEO rubric; grade students with a rubric without having an assignment posted; compile rubric data by course, program, institution; disaggregate the data based on race/ethnicity, pell eligibility, number of credit hours; compare previous semester/year data. With the College's existing partnership with Watermark for course evaluations and surveys, it was decided to look further into their suite of products and investigate Watermark's SL&L.

The Assessment Champions, the Director of Online Learning, and Institutional Research staff participated in guided product demonstrations of the specific workflow concerns previously mentioned so objectives could be visualized and validated before committing to product purchase and training. The reviewing team agreed that Watermark's SL&L software provided the solution and moved forward with procurement ([24-0353](#)).

The Director of Online Learning and the Assessment Champions participated in Watermark training and certification during summer and fall of 2023 and completed the integration of the tool inside Blackboard ([24-0352](#)). The Champions piloted this new assessment workflow process in December and those results are forthcoming. The Champions provided faculty an overview of the tool and the reports they will be able to generate with it at the January in-service. Institution-wide deployment using Watermark will begin with the spring 2024 semester ([24-0367](#)).

The Assessment Team members continue their professional development activities. In addition to participating in the HLC Assessment Academy, the Champions attended the IUPUI Assessment Institute in Indianapolis fall 2023. The four assessment champions, along with two of the Teaching and Learning Champions, began a Certification in the Effective Teaching Practice Framework through the Association of College and University Educators (ACUE). Certification involves completing four ACUE micro credentialing courses. Each micro-credential is 6-8 weeks long and participants are required to complete one module per week. Participants earn a badge with each micro-credential. All six Champions completed Creating an Inclusive and Supportive Learning Environment and Inspiring Inquiry and Preparing Lifelong Learners fall 2023 ([24-0315](#)). They will complete the final two microcredentials - Promoting Active Learning and Designing Learner-Centered and Equitable Courses - spring 2024.

Three of the Assessment Champions and two of the Teaching and Learning Champions, along with the Assessment Coordinator and the Assistant Vice President Academic Affairs, will be attending the HLC Annual Conference in Chicago in April.

The College took the Visiting Team's recommendation that "further organizational attention" needed to be given to co-curricular assessment seriously. Within three months of the Focused Visit the HLC Assessment Academy team had incorporated the team's recommendations in regards to co-curricular into its Academy project. The HLC Assessment Academy team members met with their mentor to ask questions and get direction for their next co-curricular endeavors. They made creating a new co-curricular plan a goal for the Academy project ([24-0384](#), pp. 30-48).

By fall 2022 the Academy Team had shifted its co-curricular assessment efforts in several ways to ensure a more holistic approach to supporting the needs of students. The definition of co-curricular the team had been working with was "Learning activities, programs and campus organizations that reinforce the College's mission and complement established undergraduate curriculum." The team re-defined the definition of co-curricular to read:

Co-curricular activities are those that align with the general education outcomes of the college and support the curricular and career goals of the students. They occur outside of classroom instruction, enhance, and support the development of skills/knowledge gained through curricular experiences.

Initially the library and sections of the Success in College course were included as co-curricular activities to assess, but ultimately they did not fit the new definition of co-curricular. Currently there are four co-curricular activities being assessed: Blackboard Orientation, TRIO, MASS Tutoring Center, and the Writing Center.

The Academy Team noted the co-curricular outcomes did not align with the College's General Education Outcomes ([24-0385](#)). The team chose to follow the College's GEOs and then developed for the various co-curricular activities service-specific outcomes that are similar in nature to academic course student learning outcomes. These include:

Blackboard Orientation

- Students will demonstrate the ability to utilize the college's LMS
- Students will participate in discussions through the LMS
- Students will display proper demeanor when interacting with others online
- Students will apply the skills obtained through the orientation within online academic settings

TRIO

- Students will access tools and resources available to them online
- Students will actively participate in planning their academic path

- Students will articulate their needs/concerns/struggles in an appropriate manner with their TRIO advisor
- Students will recognize the benefit of experiencing other individuals/cultures through actively participating in TRIO events
- Students will demonstrate the skills required to be successful inside and outside of the classroom

MASS

- Students will be able to utilize online tools to access tutoring resources
- Students will identify specific areas within course content where they need assistance
- Students will apply the techniques acquired in the tutoring center to classes for which they have sought help
- Students will articulate their needs in an appropriate manner to the tutors

Writing Center

- Demonstrate increased ability to compose and revise their own writing
- Employ correct style choices for particular audiences, genres, and occasions for writing
- Demonstrate increased confidence and skill when generating, expressing, and organizing ideas
- Apply syntactical and grammatical concepts correctly
- Apply the concepts of information literacy correctly
- Recognize the DACC Writing Center as a resource that will support students as they become proficient in all areas of scholarly writing

The team began using the same rubrics to collect co-curricular assessment data that are used to collect data for academic assessment. The rubrics used to collect data for the General Education Outcomes were modified slightly to accommodate their use in co-curricular assessment. The only changes made were to the language used to collect the information about what was being assessed – using service/activity rather than course and staff/faculty rather than just faculty in regards to the individuals collecting the data ([24-0386](#)).

The co-curricular Assessment Champion met with the individuals in charge of the co-curricular activities being assessed. She showed them the location for the new rubrics and walked them through how to use them. She also walked them through how to quantify qualitative data to present in a report ([24-0389](#)).

The co-curricular Assessment Champion identified the first Friday of the semester as the due date for submitting co-curricular assessment plans and the Friday of finals week as the due date for submitting co-curricular reports. She anticipates having a new reporting form ready for them to use in the spring semester. The goal is to make the form more broadly applicable because of the macros embedded in the tables.

With the assistance of Institutional Research, a spreadsheet was developed to house all of the co-curricular data that had been collected to date (24-0394; please access via *SharePoint*).

In an effort to identify other co-curricular groups on campus who would like to be involved in assessment, the co-curricular Assessment Champion created a worksheet/questionnaire groups can use to identify their goals and connect those goals to the institution's GEOs ([24-0387](#)).

In the Project 6 Update for the Assessment Academy the Mentor asked if the communication process for co-curricular would be the same as for curricular assessment. The answer is yes. Information about co-curricular was included in the Assessment Newsletter ([24-0373](#), p. 4) that was shared with campus in December 2023 and information about co-curricular was shared with faculty at the spring 2024 in-service ([24-0374](#)).

2. The institution uses the information gained from assessment to improve student learning.

Every fall the academic divisions develop their assessment plans for the year. Each program determines what outcome it will be assessing, and the faculty decide which courses should be included in the assessment. In the spring they must submit their Program Assessment Report. In their report they must include their Assessment Plan, Rubrics Round 1 Data, Program Level Assessment Report 1, Rubrics Round 2 Data, Program Level Assessment Report 2, and Closing the Loop reports.

In fall 2021 and spring 2022 faculty in all divisions assessed critical thinking. The Business and Technology Division ([24-0395](#); please access via *SharePoint*), Liberal Arts Division ([24-0396](#); please access via *SharePoint*), and Math/Science/Health Professions Division ([24-0397](#); please access via *SharePoint*) all submitted the required report for each of their programs. The Closing the Loop reports indicate changes they have made based on the results of their assessments. Changes some programs had made based on the results of their assessment of critical thinking were shared in the spring 2023 issue of the Assessment Newsletter ([24-0390](#)).

The Automotive Technology program found that their students were more likely to memorize skills and steps specific to each automotive brand. The goal, however, is for the students to think critically when presented with a repair rather than memorize the steps for each repair. With this information, the automotive technology faculty plan to introduce more activities that require students to problem-solve various repairs and solutions. Ideally this will help improve their critical thinking skills and ability to address problems with an inquiry mindset. Some specific changes made included:

- Requiring students to complete assignments before moving on to new assignment; use Blackboard
- Option to make assignments available only after the previous ones have been submitted.
- Altering course content to focus more on general skills and solution instead of brand specific details
- Monitoring community needs within the industry to incorporate into critical thinking lessons
- Concentrating on first semester intro courses – including more activities/projects to boost critical thinking skills early in the program

The Social Science program used Angelo and Cross's classic Classroom Assessment Techniques as the blueprint for the activity to assess critical thinking. Students did a "Pro and Con" grid in the first week of class and then repeated the exercise in week 8. Angelo and Cross report that the exercise is "A quick and easy way to assess whether and how well students can imagine more than one side to an issue." This is often a difficult but valuable step in a student's intellectual development. Some changes made included:

- Providing more intense feedback to students
- Devoting more class time to explaining what is expected and providing more examples
- Working with students on using evidence and strengthening their argument or stance

After implementing the changes in the spring, the faculty noted that the data showed the move from "Needs Improvement" to at least "Competent" in every modality.

The Math program decided to assess the critical thinking skills of their students by examining their ability to correctly solve problems on quizzes, tests and/or homework. The program set the benchmark that 70% or more of their students would rank "Competent" or above in each assessment category. They assessed 11 courses, and six of them did not meet the determined benchmark. Some changes made included:

- Breaking two large, proctored midterms into four smaller proctored midterms
- Completing a better explanation of "Use of Evidence" before completing student assessments
- Creating a focused class session within the first 4 weeks of class specific to generate a clear step-by-step process for problem-solving
- Incorporating a focused video lecture discussing the thought process used to sort through techniques needed for analysis

In fall 2022 faculty in all divisions assessed Technology. The Business and Technology division (24-0398; please access via *SharePoint*), Liberal Arts Division (24-0399; please access via *SharePoint*), and Math/Science/Health Professions divisions (24-0400; please access via *SharePoint*) all submitted the required report for each of their programs. Some of the changes that were made based on assessment results were shared in the Fall 2022 Technology Data Brief ([24-0391](#)).

Two of the co-curricular groups assessed Technology. The Planning Report 1 and Rubrics 1 and the Planning Report 2 and Rubrics 2 were submitted for the Blackboard Orientation and the MASS Learning Center (24-0406; 24-0407, please access both items via *SharePoint*).

Some of the results from the Blackboard Orientation assessment, which was new to the activities being assessed for co-curricular, were highlighted in the Data Brief. Based on the results of the assessment several changes were made to the orientation. These included:

- Reorganizing the layout to make navigating the material easier for the students
- Rewording some confusing questions to be clearer

- Increasing the students' exposure to the orientation by embedding it in multiple locations after the students are registered

By identifying and removing these obstacles the Director of Online Learning tried to make sure students have the experience necessary to better utilize and navigate Blackboard as soon as possible.

3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

The College uses rubrics developed by DACC faculty to assess students' Communication, Critical Thinking, Technology, and Social Awareness skills. These rubrics have been used and refined over several years. The rubrics are designed to measure if a student needs improvement, is developing, is competent, or is exceptional in the area being assessed.

Students are assessed institution wide, including students in career and technical programs and students in transfer programs. A broad range of faculty are involved. Virtually 100% of full-time faculty are engaged in the assessment of student learning, as are many part-time faculty, including dual credit faculty at the high schools and faculty teaching at the Danville Correctional Center. The Assessment Team makes a strong effort to assure that all modalities are included in the assessment process.

In fall 2021 the College assessed Critical Thinking. A total of 2,532 records were entered into Informer (24-0392; please access via *SharePoint*).

In fall 2022 the College assessed Technology. A total of 2,694 records were entered into Informer (24-0393; please access via *SharePoint*). In addition to generating reports indicating the percentage of students who were in each category ([24-0404](#)) from Needs Improvement to Exceptional, the Institutional Research Office generated reports that disaggregated the results by teaching modality (face-to-face, online, hybrid), teaching length (16, 12, 8 or other weeks), and course location (DACC campus, online, high school, other, Danville Correctional Center). These data were shared with faculty and staff at inservice and via the Fall 2022 Data Brief ([24-0391](#), pp. 3-4).

When examining the proportion of students that met the benchmarks from fall to spring semester during the 2022-2023 academic year for each of the key performance indicators assessed the faculty found an across the board increase in the proportion of the students that met the 80% benchmark campus wide. These increases are attributed to the documented changes in instruction that the faculty made based on their findings in their fall assessments.

This information was also shared with students. They were asked to review the Technology Assessment Data Brief and provide feedback and suggestions. The data brief questions and the responses from 47 students are provided ([24-0405](#)).

Between the fall and spring semesters of the 2022-2023 academic year faculty submitted 2,671 rubrics on time (Fall - 1,463; Spring - 1,208). All assessment data that was submitted on time was present in Informer and utilized in analyzing the data. This indicates that there is a clear understanding of the necessity of assessment in the classroom in order to gauge student learning and ensure that they are meeting the general education outcomes by the time they graduate. A culture of learning on any college campus begins with the faculty understanding the importance of clear, precise, and effective teaching methods and the necessity to verify that student learning is occurring based on those teaching practices, given that such a large number of rubrics were completed and submitted on time it indicates that this is recognized by the faculty on our campus.

The adoption of the Watermark SL&L tool will make it even easier for the Assessment Team and faculty to use the assessment data gathered to improve student learning. They will be able to compile rubric data by course, program, and institution; disaggregate the data based on race/ethnicity, pell eligibility, and number of credit hours; and compare previous semester/year data. The Assessment Champions provided faculty with an overview of some of the ways they will be able to look at assessment data using the SL&L tool ([24-0367](#), pp. 12-13).

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4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.

The College has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. These goals were first identified in 2009 ([24-0056](#)) when DACC joined Achieving the Dream (ATD). The College was required to define how it would measure student retention, persistence and completion. DACC used a cohort model that includes all first time, degree or certificate seeking students registering for classes the fall semester in a given year. Retention was defined as retention from fall-to-fall. Persistence was defined as the percentage of full-time students in a cohort who earned 24 or more credits and the percentage of part-time students in a cohort who earned a minimum of 12 credit hours in their first year. Completion was defined as the percentage of students in a cohort who earned a credential within four years.

2. The institution collects and analyzes information on student retention, persistence and completion of its programs.

In fall 2013 the College's ATD Data Team developed eight Key Performance Indicators that would be tracked over several years to evaluate progress towards retention, persistence and completion. By fall 2016 the institution had established retention, persistence and completion goals of 1% increase per year based on historical data ([24-0228](#)).

In 2017 the College introduced a tool called "Operation Graduation." a semester by-semester report that tracked the three-year completion rates for first-time, full-time students ([24-0299](#)). These data would be disaggregated according to key demographics like race and gender and would lay the groundwork for programs to address low graduation rates for specific cohorts.

In 2019 the Data Team reviewed and revised the Key Performance Indicators ([24-0229](#), p. 4). Each of the seventeen indicators housed under the four KPIs has four to six years of data trending performance either (1) externally, to a DACC peer group inside ICCB or (2) internally, between different racial/ethnic groups, genders, socioeconomic statuses, or other sub-populations.

KPI #1 Course Success and Retention focuses on course success and the rate at which students return for follow up semesters. There are six sub-indicators. KPI #2 Persistence focuses on student credit accumulation. There are three sub-indicators: Developmental Advancement, Momentum Points, and Persistence 24/12 Credits. KPI #3 Completion focuses on graduation counts and rates. There are six sub-indicators. KPI #4 Transfer focuses on Transfer to 4-Year Institutions and Transfer to a Community College ([24-0229](#), p. 2).

These data are shared with the campus community in a variety of ways. The Institutional Research Office prepares an annual report that is posted on the DACC website and is available to both internal and external constituents ([24-0230](#)). That Office presents the information to all employees at inservice fall and spring semesters ([24-0231](#)). The Institutional Research Office sends information to specific individuals, departments, committees as deemed appropriate.

3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.

DACC uses the data it collects related to retention, persistence and completion of its programs to make improvements. One of the areas the College has focused on for several years has been the achievement gaps between minority and other subgroups of the population. DACC has designed initiatives to address these equity gaps.

As mentioned in the previous section, the College introduced a tool called "Operation Graduation," a semester-by-semester report that tracks the three year completion rates for first-time, full-time students ([24-0299](#)). The data are disaggregated by key demographics, including race and gender. These data have laid the groundwork for initiatives to address low graduation rates for special cohorts and were instrumental in the development of the College's Equity Plan.

One of the more notable examples of how Operation Graduation helped drive programmatic support for students is Iconic, which was given its name by the participating students: full-time African American male students. Responding to data indicating that the graduation rate was less than half of the overall First-Time, Full-Time graduation rate of 43 percent, the College developed the program under the direction of the Chief Diversity Officer and the Middle College coordinator. Results have been promising over the past two years as Iconic students have benefited from the support of the College's TRIO support, which affords students with personal academic counseling, tutoring, and other services as needed ([24-0055](#)).

In 2022 the Board of Trustees approved the College's first Equity Plan ([24-0208](#), p. 4), which was authored by the College's second Chief Diversity Officer ([24-0249](#), p. 105). The purpose of the plan is to eliminate inequities and disparities in access, enrollment, and completions regarding students. The plan strives to eliminate racist practices and policies embedded in the institution that are barriers to equitable employment and opportunities ([24-0066](#)). The plan looked at longitudinal data the College had been collecting for several years as part of its Key Performance Indicators. These included Enrollment Counts by Race and Gender; Employee Demographics by Race/Ethnicity and Gender; Course Success Rate in Developmental, Gatekeeper, and Developmental Students in Next-Level Coursework by Race and Gender; and the Percentage of full/part-time students completing 24/12 credit hours their first year of College by Race and Gender. The plan also looked at program, transfer, career and technical and vocational enrollment, as well as enrollment in Adult Basic Education and Adult Secondary Education, all by race. It then looked at College Completion in General Associate, Transfer, Career Technical, and Dual Credit Programs by race. Lastly it looked at college employees by category (administration, classified staff, faculty) and full-or part-time status, disaggregated by race and gender.

The Equity Plan identified seven strategies to address the gaps revealed by the data. First is increasing workplace diversity and, then, second, providing resources to support and retain diverse talent. Third is establishing hiring practices structured in a way to remove vestiges of systemic racism and unconscious bias. Providing underrepresented students with extra learning support is the fourth strategy, and the fifth is to provide support services that are catered to those students. The sixth strategy is to remove the ability to pay as a barrier to underrepresented students continuing their education at DACC. The last is to collect long-term and disaggregated data and seriously analyze them to help the College make data-informed decisions.

The Board Chair and Vice-Chair, along with the College's Chief Diversity Officer, presented on the College's Equity Plan at the ACCT 2022 Leadership Congress ([24-0067](#)). The College will use its Equity Plan as the starting point for developing the equity plan it must submit to the state of Illinois by May 2024 ([24-0065](#)). Pursuant to Public Act 102-1046 institutions of higher education are required to “develop and submit an equity plan and implement practices that, at a minimum, close gaps in enrollment, retention, completion, and student loan repayment rates for underrepresented groups...”

The State of Illinois has been focused on reducing equity gaps for many years. The Developmental Education Reform Act (DERA) was signed into law in March 2021. DERA aims to address inequities in degree completion by race and income status by reforming developmental education placement and delivery. Developmental education allows academically underprepared students to build skills that are necessary for preparation and success in gateway English and mathematics courses as well as other college level courses.

Illinois community colleges have been heavily involved in implementing the requirements of this act. DACC submitted its implementation plan to ICCB by May 1, 2022 as required ([24-0377](#)). Colleges have developed and supported new models to deliver developmental education more successfully over time. When examining developmental education models in both the English and mathematics subject areas, the co-requisite model has had substantially better results

in students passing a gateway course in the first or second academic year of enrollment. The co-requisite model has also had a higher percentage of students earning 24 or more credit hours in the first academic year as compared to the traditional model in both English and mathematics subject areas.

ICCB provided DACC with the course success rates for students registered in English and mathematics classes fall 2020/spring 2021 and followed them through summer 2022. The data were disaggregated by race and gender. Using that data as a starting point, mathematics faculty determined that MATH 107 and DEVM 100 were the two courses that might best serve students if they were offered in a co-requisite format. A DACC mathematics faculty member participated in the ICCB DERA planning committee and designed a course that is in compliance with the DERA legislation and ICCB models. The course makes use of McGraw Hill's ALEKS platform to provide on-demand supplemental materials, prerequisite modules prior to MATH 107 content, intrusive attendance policies that make use of the MASS Learning Center, two in-class homework sessions per week, and individualized review worksheets. The co-requisite section must meet the same student learning outcomes as the traditional sections ([24-0354](#)). As of December 2023 the average grade in the co-requisite section was 88.5%, with 100% retention and success rates ([24-0138](#), p. 15). The institution will be comparing the success rates of the students in the co-requisite section with those of the students in the traditional sections to see if the College's success rates mirror the stare rates. A faculty member in the Liberal Arts division is designing a co-requisite English class to be offered fall 2024.

4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

While the College is not required to use IPEDS definitions in its determination of persistence or completion rates, DACC does compare its success rates on several measures to the success rates of institutions in its ICCB peer group ([24-0218](#), pp. 10-11, 13). These measures include the numbers of degrees and certificates awarded, the number of degrees and certificates awarded per 100 credit hours claimed, the number of occupational degrees and certificates awarded, the percentage of first-time, full-time students who graduate within 150% of normal time, and the percentage of nursing students who pass the NCLEX RN and LPN exams. The College also compares the percentage of DACC Medical Imaging students who pass the RMA licensure test to the national average ([24-0218](#), p.14).

Sources

- (24-0055) Report - ICONIC - 2023_Redacted.pdf
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- (24-0066) Resource - DACC Equity Plan - 18 January 2022.pdf
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- (24-0218) Data - DACC Institutional Effectiveness Report - FY2022.pdf
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- (24-0228) Data - DACC Retention Persistence and Completion Rates - FY2010-FY2014
- (24-0229) Data - DACC Key Performance Indicators - 01 June 2023.pdf
- (24-0229) Data - DACC Key Performance Indicators - 01 June 2023.pdf (page number 2)
- (24-0229) Data - DACC Key Performance Indicators - 01 June 2023.pdf (page number 4)
- (24-0230) Website - DACC Data - 14 January 2024
- (24-0231) Agendas - DACC In-Service - Fall 2019 through Spring 2024
- (24-0249) Packet - DACC Board of Trustees Meeting Packet - 22 July 2021
- (24-0249) Packet - DACC Board of Trustees Meeting Packet - 22 July 2021 (page number 105)
- (24-0299) Data - DACC Operation Graduation Summary - 15 December 2023
- (24-0354) Course Outline - Co-Requisite Sections - MATH-107 and DEVM-100 - Spring 2023
- (24-0377) Survey - Developmental Education Reform Act (DERA) - 01 May 2022

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Danville Area Community College ensures the quality of its educational programs, learning environments, and support services. It reviews programs regularly and assures the quality of the credit it transcripts. It exercises authority over the curriculum and maintains specialized accreditation for specific programs. It evaluates the success of its graduates and is committed to educational achievement and assessment of student learning. Its processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. Participation in Achieving the Dream proved instrumental in helping move the institution forward. As a result of this partnership the College collects, analyzes, disseminates, and uses long term, cohort driven data in ways adhering to best practices. The College's commitment to diversity is illustrated clearly by its efforts to address equity gaps in education.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.

DACC is governed by a board of trustees consisting of eight members. Seven members are elected for six-year terms by the public and one student trustee elected by the student body for a one-year term. The Board Chairman, Vice-Chairman, and Secretary are elected by members of the Board and serve two-year terms. The Treasurer serves at the pleasure of the Board and is subject to a biennial reappointment. Board members do not receive any compensation. The Secretary and the Treasurer may be compensated as determined by the Board. When a vacancy occurs, the remaining members of the Board appoint a successor within sixty (60) days. That appointee, who fills the vacancy until the next annual election, must meet the same qualifications as elected members of the Board ([24-0050](#), p.3).

The Board has developed policies and procedures that provide direction to the College ([24-0050](#), p. 19). As described in Criterion 2.A, these policies are in line with ICCB Administrative Rules. They are published in the *DACC Board Policies and Procedures Manual* ([24-0050](#)) and are regularly updated. The manual is available to internal and external constituents on the DACC website.

The Board meets publicly each month to conduct official College business. The Board routinely approves the budget and other financial items, requests for new programs of study, and changes to mission documents. To keep the trustees abreast of institutional initiatives, the president shares the monthly DACC Flash, which is available on the DACC website and the Employee Portal ([24-0265](#)). Various departments across campus make presentations to the Board about happenings in their areas ([24-0368](#)). Board members have email accounts and thereby have constant access to what is happening on the campus.

While the Board is knowledgeable about the institution, it does not interfere with the day-to-day operation of the College. The Board hires the President and thereby authorizes the President to represent the Board's decisions and carry out activities. The President subsequently passes this authority to administrators, faculty, and staff, as indicated by the organizational chart ([24-0111](#)).

The President, administration, faculty and staff work together on important topics through shared governance. The Executive Team, Cabinet, Governance Forum, assisted by the various departments and ad hoc committees, oversee the day-to-day workings of the College.

The President meets weekly with the Executive Team, which includes the Provost/Vice President Academic Affairs and Student Services, Vice Presidents of Finance, Human Resources, and Operations, and the Assistant Vice President of Academic Affairs. At these meetings they review and discuss issues and concerns the College is facing.

The President meets three times a month with the Cabinet, which is made up of the Provost/Vice President Academic Affairs and Student Services, the Assistant Vice Presidents of Academic Affairs, Finance and Student Services, the Deans, the Chief Diversity Officer, and the Executive Directors of College Relations, Maintenance and Facilities, and the DACC Foundation. Topics of interest to the campus community are discussed ([24-0201](#)).

The President meets with the Governance Forum once a month throughout the academic year. The Forum is facilitated by an administrator and a faculty member. All College employees - administrators, faculty and staff - are invited to attend the Forum, which is held via Zoom to encourage the highest participation. Topics of concern to the campus community are shared ([24-0216](#)). Important data is shared with this group.

The President and representatives from the Executive Team meet monthly with representatives from the Faculty Association and monthly with representatives from the Classified Staff Association.

Academic Affairs and Students Services meet regularly and provide valuable input to the leadership teams. Prior to September 2023 the Vice President of Academic Affairs met several times a semester with the Assistant Vice President Academic Affairs and the Deans and Directors ([24-0364](#)).

The Vice President of Student Services met regularly with the department heads in student services ([24-0336](#)).

When the Vice President of Student Services retired in September, the decision was made to promote the Vice President Academic Affairs to Provost/Vice President Academic Affairs and Student Services. The Provost continues to meet regularly with the Deans and Directors and the Student Services Advisory Team separately. Joint meetings – initially referred to as the Y’All Meeting ([24-0247](#)) – were held in November and December, and have been scheduled for February, April and June.

The work of the College is supported by a variety of committees and teams across campus. These include but are not limited to the Colleague Core Team, the Data Governance Committee, the Information Security Team, the Strategic Enrollment Management Team, the Threat Assessment Team, the Curriculum Committee, the Marketing Team, the Online Learning Advisory Committee, and the Teaching and Learning Advisory Committee.

Students have many opportunities for contributing to college policies and procedures. Students are represented by the Student Trustee, who serves a one year term on the Board. The Student Trustee is elected in April by the student body. There are a variety of clubs and organizations on campus that provide opportunities for all students to be involved ([24-0254](#)). The College finds other ways to gather student input such as surveys, student evaluations, focus groups, and one on one conversations.

2. The institution’s administration uses data to reach informed decisions in the best interests of the institution and its constituents.

A review of the agendas and minutes from the meetings of any of the entities discussed in the previous section would provide evidence that the administration uses data when making decisions that impact the institution and its constituents. The Strategic Enrollment Management Team is perhaps the most prolific user of data ([24-0362](#)). The SEM Team regularly reviews enrollment data breaking it down by number of students, number of credit hours, and full- or part-time status. The team also looks at data comparing that information over semesters and academic years.

3. The institution’s administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

The Curriculum Committee and the Online Learning Advisory Committee have historically had primary responsibility for setting academic requirements, policy and processes. They have recently been joined by the Teaching & Learning Advisory Committee. All three of these committees are made up of faculty, academic deans, student services personnel, Online Learning, Institutional Research, the Assistant Vice President Academic Affairs and the Provost/Vice President Academic Affairs and Student Services. Minutes recent committee meetings provide evidence that faculty and staff collaborate in setting the academic requirements, policy and processes.

Sources

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- (24-0050) Policy - DACC Board of Trustees Policies and Procedures Manual - 20 November 2023.pdf (page number 19)
- (24-0111) Resource - DACC Organizational Chart - 01 December 2023
- (24-0201) Minutes - DACC College Cabinet - 27 November 2023_11 December 2023_18 December 2023.pdf
- (24-0216) Minutes - DACC Governance Forum - Fall 2023.pdf
- (24-0247) Minutes - All Y All Meeting - 14 November 2023_21 December 2023
- (24-0254) Website - DACC Clubs and Organizations - 19 January 2024
- (24-0265) News - DACC FLASH - 01 December 2023
- (24-0336) Minutes - DACC Student Services Administrative Team Meeting - 28 March 2023_18 July 2023_19 September 2023_17 October 2023
- (24-0362) Minutes - DACC Strategic Enrollment Management Meeting - 2022-2023.pdf
- (24-0364) Minutes - DACC Deans and Directors Meeting - 30 Sept. 2022_10 Feb. 2023_27 July 2023
- (24-0368) Resource - DACC Departmental Presentations to the Board - 30 January 2024

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.

Danville Area Community College has the fiscal and human resources and the physical and technological infrastructure to support its operations, currently and into the future, wherever and however programs are delivered. The members of the Board of Trustees have been careful stewards of the College's resources, as has the larger DACC community. The College has a strong resource base to support its mission and values. For ten years the College has received the *Government Finance Officers Association's (GFOA) Certificate of Achievement for Excellence in Financial Reporting* for its annual comprehensive annual financial report. The award is the highest form of recognition in the area of governmental accounting and financial reporting ([24-0267](#)). The College provides quality financial information supporting the fiscal resources needed to operate the College.

Fiscal Resources

The Vice President of Finance and Chief Financial Officer (CFO) oversees the College's fiscal resources. DACC's revenue comes from three primary sources: local property taxes, student tuition and fees, and state government. DACC's operating budget for FY2023 was \$18,377,858 on projected total revenues of \$18,377,858 ([24-0268](#)). The College's budget for FY2024 is \$19,732,000 on projected revenues of \$19,732,000 ([24-0269](#)), indicative of a balanced budget in both years. When looking at the revenue mix over the last few years, the percentage from tuition and fees decreased significantly, however, it was subsidized by the ability to utilize HEERF - Higher Education Emergency Relief Funds ([24-0270](#)). Of the over \$5.5M the College received in Institutional and Strengthening Institution Program HEERF grant fund, over \$4.6M was utilized to subsidize lost revenue due to the drastic enrollment declines as a result of the pandemic. State sources have remained relatively stable ([24-0271](#)). Due to increasing EAV (Equalized Assessed Valuation) over the last ten years, the percentage of revenue from property taxes has increased ([24-0272](#) pp. 14-19). Each year an independent auditor audits the College's

financial statements, contributing federal programs, and the DACC Foundation. The auditor presents the findings to the audit committee, which then presents to the Board. The Board reviews and approves the Annual Comprehensive Financial Report (ACFR). The budget and the ACFR, including the audit reports, are published on the DACC website ([24-0274](#); [24-0273](#)).

The ACFR provides evidence that the College is in excellent financial condition and has the fiscal resources sufficient to support current operations as well as future operations. The College maintains a healthy fund balance and had no audit findings, which support that the College's financial position presented is accurate. Three years of statements provide historical evidence accordingly ([24-0074](#)).

HLC Financial Indicators for the last 3 fiscal years provide evidence of the College's strong financial position, thereby providing fiscal support to operations. The College's Composite Financial Index (CFI) has been over 4.0 for the last three fiscal years and thus is well within the zone (1.1 to 10.0). It has been over 6.0 and over 7.0 in previous fiscal years when state funding was stable ([24-0275](#)).

Despite the continuing funding challenges within the State of Illinois and declining enrollments, the negative outlook was removed from the College's Moody's rating of A1. The A1 rating is considered to be an upper medium grade and is the highest in that category. The removal of the negative outlook is indicative of the College's improved reserve position ([24-0276](#)). While the College has the option of increasing revenue through local taxes and tuition and fees, it must also look for other responsible ways to increase funding. In 2005, in response to declining state funding for capital equipment and the continual changes in technology and equipment, the College began issuing Technology/Equipment Funding Bonds to finance technological and instructional equipment. With the recent decline in overall state funding for both operations and capital projects, however, the College has also utilized bonds as a financing vehicle for deferred maintenance and capital projects. Bonds are typically issued every two years. The principal and interest for these bonds are levied each year by the College during its annual property tax levy process. The revenue collected based on the levy year is used to pay the principal and interest that is due the following year. The bonds are issued with the goal of keeping the bond and interest tax rate level from year to year. Other levies are sometimes adjusted to maintain a level overall tax rate from year to year. The total funds generated over the last 18 years is \$10,999,000 ([24-0277](#)).

The College is very fortunate to have the financial support of the DACC Foundation, which provides direct scholarships to students and funds numerous requests from faculty and staff to invest in special projects and activities. In 2023, the DACC Foundation awarded 716 scholarships totaling \$758,403. Every student who applied for scholarships and attended DACC received a scholarship. Over the last decade, thanks to donor generosity and strategic investment practices, the DACC Foundation has grown from \$10 million to more than \$22 million ([24-0028](#), p. 27). The College has also been fortunate to receive over \$1.8 million in Carl Perkins grant funds over the last 10 years, of which a significant portion has been used to purchase top of the line, technologically current, instructional equipment for career technical programs ([24-0337](#)). The DACC Foundation also provides financial support for various instructional equipment.

Human Resources

DACC has a President, one Provost/Vice President, three Vice Presidents, and more than 80 administrators who oversee operations at the main campus and at the One-Stop Center, as well as at the College's two additional locations, the Hoopeston Higher Learning Center and the Danville Correctional Center. These individuals oversee all online programming and maintain oversight of dual credit programming at area high schools. With nearly 200 full-time employees and close to the same number of part-time employees, DACC can ensure that programs are equipped to serve the College's students and other stakeholders ([24-0028](#), p. 33).

The Vice-President of Human Resources serves as the College's Chief Human Resources Officer (CHRO) and is the College's Affirmative Action Officer, Title IX Coordinator and Section 504 Coordinator. The CHRO works closely with the executive leadership team and others to monitor the human resource needs of the College. The Human Resource Office oversees the hiring process, is responsible for new employee orientation, and ensures that evaluations of employees is current. Hiring steps and evaluation processes are clearly outlined. DACC has a strong commitment to diversity. The Human Resources Office recruits broadly, using websites and publications that focus on diversity recruitment. She coordinates affirmative action training within the College and monitors the progress made in the recruitment and selection of new employees.

DACC's staff in all areas are appropriately qualified. All positions are filled through a formal hiring process that is clearly outlined. Interview teams are gender balanced and representative of diverse groups. Team members are provided interview guidelines and are reminded that only those applicants who meet the minimum qualifications for a position are to be invited to interview. Individuals hired for positions other than faculty must meet the minimum requirements for the position posted on the position description. The College follows the guidelines established by the HLC for hiring qualified faculty, Section 4.1 of the Faculty Contract ([24-0025](#), p. 16). These qualifications and processes are outlined extensively in Core Component 3.C. The qualifications are the same for full-time and part-time faculty, including faculty teaching online, at the Higher Learning Center in Hoopeston and the Correctional Center in Danville, and dual credit classes at area high schools. The College is also guided by the contract with the Classified Staff IEA/NEA ([24-0078](#)).

DACC's staff in all areas are appropriately trained. New employees must complete the online New Employee Orientation that includes several required trainings. It must be indicated on the New Employee Checklist that the individual has completed the required trainings. Continuing employees are asked to review specific board policies at least annually. Since fall 2017 all employees have been required to complete the FERPA for Higher Education, Compliance with the Gramm Leach Bliley Act, and Preventing Discrimination and Sexual Violence: Title IX, Violence Against Women Act (VAWA Act) and the Clery Act for Illinois Faculty and Staff ([24-0054](#)). Beginning FY2024, employees are required to complete Cybersecurity Awareness trainings ([24-0278](#)). They are given a deadline and are required to print the certificate of completion at the end of each training and submit it to Human Resources for placement in their personnel files. Human Resources strives for 100 percent compliance. HR offers a number of other trainings for employees and for students via *SafeColleges*.

In-Service meetings are held with employees several times per year. Trainings on a variety of topics are provided to all employees during these meetings.

The College provides funding to support employees' professional development. Full-time faculty are allotted \$400 per year for professional development. These funds may be used to attend conferences, pay for memberships in professional organization, or purchase professional materials. Tenured faculty may apply for Endowed Chair Awards through the DACC Foundation. These can be used for professional development.

Administrators and support staff are provided funds to complete required training in their respective areas ([24-0307](#)). For example, several employees who use *Ellucian Colleague* have participated in extensive training, either via conference or one-on-one *Webex*/telephone consult. The College pays dues and subscriptions to numerous external organizations, the majority of which provide training ([24-0331](#)).

DACC encourages its employees to continue to improve their knowledge and skills by providing tuition waivers and reimbursement. Board Policy 4001.2 ([24-0050](#), p. 58) allows employees, their spouses and their dependent children to enroll in credit courses at DACC with waived tuition (and fees for employees). Board Policy 4001.2 also provides employees reimbursement for additional education completed at other higher educational institutions. Between FY19 and FY23 the College waived tuition (and fees for employees) in the amount of \$532,084 ([24-0322](#)). During those same years the College reimbursed tuition in the amount of \$174,738 ([24-0323](#)).

If an employee is not staying current in his or her field, the College can address this through the evaluation process required for all employees. Staff and administrators are evaluated by their supervisors annually. Tenured faculty are evaluated annually by the appropriate dean. Non-tenured faculty are evaluated each semester by the appropriate dean until they are recommended for tenure. Part-time faculty are evaluated by the appropriate dean or lead instructor annually. Any employee demonstrating marginal performance has an opportunity for appropriate remediation measures or possible termination, guided by the employment contracts of the respective groups.

Physical Resources

The Executive Director, Maintenance & Facilities oversees the College's physical resources. Since its last comprehensive visit the College has completed many of the projects listed in the Master Plan and has completed additional enhancements to the campus ([24-0279](#)).

Funding for the projects came from a variety of sources, including State of Illinois dollars managed through the Capital Development Board (CDB); the Illinois Department of Commerce and Economic Opportunity (DCEO) and the Illinois Green Economy Network (IGEN) grants; the Julius W. Hegeler II Foundation; private donors; the maintenance reserve fund; Protection Health & Safety (PHS) funds; the facility construction, equipment and renovation reserve funds; and funds designated for facility repairs from the technology bonds.

Each year the College has the opportunity to submit capital improvement projects for funding to the Community College Capital Resource Allocation Management Program (RAMP). Colleges may submit projects for which funding is being requested for 1) the budget year or, 2) a project proposed to be phased over a period of time for which funds are requested for a portion of the project in the budget year. The Illinois Community College Board (ICCB) requires the Board of Trustees to approve the prior to the deadline submission.

Technological Resources

Historically, DACC's technology infrastructure has provided substantial support for the delivery of academic programs and administrative services. The CIO and the Information Technology staff, along with the Director of Online Learning, work together to provide administrative leadership in the areas of desktop computing, system security, classroom technology, the College website, help desk services, the learning management system, and administrative software to support the business systems of the College.

The College lost a significant staff resource in the Management Information Systems (MIS) department in early 2019 when the Director of Administrative Data Systems retired. In addition, during the Cloud migration project in 2021, a key staff member resigned. With the departure of these two individuals, the College lost over 35 years of combined *Colleague* (the College's SIS/ERP system) experience. In an attempt to ensure the College was on the correct trajectory in relation to the important services *Colleague* provides to its students and employees, the College entered into an Operational Support Managed Services agreement with *Ellucian* to provide the College an operational support team in the form of 0.4 FTE. This agreement started on November 1, 2021 and was recently renewed through October 31, 2026 ([24-0282](#)).

In March of 2021 the College made an additional investment in *Ellucian Colleague* by renewing its contract with Ellucian for the maintenance of all of the modules on DACC's *Colleague* software platform. In addition, the College converted its perpetual software licenses to a modernization agreement which is subscription software for the entire *Colleague* solution ([24-0281](#)). The largest benefit to this approach is that as *Ellucian* develops new functionality for *Colleague Self-Service*, the institution will not have to purchase each latest improvement. DACC also received access to new functionality including the *Intelligent Learning Platform (ILP)* for its Learning Management System (LMS) and *Ellucian Experience (Experience)*. ILP is a bidirectional connector between the LMS and *Colleague* which provide real-time integration. *Experience* is *Colleague's* "personalized hub for timely, actionable, campus information." Essentially, it provides a personalized dashboard on any device. The College was able to enter into a five-year term with a flat escalation of 3% each year. The total cost of this five-year investment is over \$1.1M.

With such a small staff in information technology, two of the three network staff were essentially redeployed to the Cloud project with the exception of regular network tasks. Unfortunately, this resulted in the College's network infrastructure and maintenance falling behind in several areas. As the network staff worked so closely with *Colleague*, it was determined that the information technology staff should all report under the same division, to the Vice President of Finance and CFO. This reorganization occurred in November of 2022. With this reorganization,

the migration to the Cloud and the evident issues that were occurring in the network area, the College entered into an agreement with *Wipfli*, LLP to perform an overall information technology assessment ([24-0283](#)). This assessment started on March 1, 2023 and concluded on May 17, 2023 ([24-0284](#)).

During this assessment process, it became immediately evident that there was a resource shortage, a skills gap, and an unstable, vulnerable network. Utilizing an IT organizational chart provided by *Wipfli*, a version was created for the College that was believed to provide a plan to address the immediate, critical network concerns, as well as a succession plan for the upcoming planned retirement of the senior network staff member in the next two years ([24-0285](#)). There were three things identified that were needed as soon as possible: replace the Computer & Network Services position with a higher level “IT Customer Service Manager” position ([24-0286](#); [24-0289](#)); engage a consultant to stabilize the College’s network and WiFi ([24-0287](#)); and add a new “Network Engineer” position ([24-0288](#); [24-0289](#)). A longer plan was also developed to address the lack of managerial and administrative skills in the Information Technology department. The Assistant Vice President of Finance became the Chief Information Officer and those duties associated with the senior network staff member were transferred to the CIO ([24-0290](#); [24-0291](#)).

The CIO also formed an Information Technology Advisory Committee (ITAC) that reviews, evaluates and makes approval recommendations regarding information technology proposals, priorities, policies and technology investments in support of the College’s objectives ([24-0280](#)). ITAC membership includes representation from various college departments and faculty. The committee ultimately reports to the President and Vice Presidents, who will receive regular updates, validate its direction, resolve escalated issues and, as needed, provide approval of policy changes and funding requests.

DACC’s dependence on technology has grown substantially over the years. The operating budget for technology has increased 50% from FY2013 to FY2023. In FY2013 the operating budget for all information technology departments, including on-line learning was 5.7% of the total budget. For the 2023 budget it is 7.3% of the total budget. It grew from \$875,000 to over \$1,350,000. The College recognizes the importance of technology in keeping pace with education and has devoted the financial and human resources required ([24-0292](#)).

Using the Technology Bonds described in the Fiscal Resources section above, the College continues to invest in its technological infrastructure in order to strengthen the quality of education and support provided to its students.

The College has invested resources to support online instruction. DACC uses Blackboard to administer online courses. The current annual software subscription for Blackboard is approximately \$86,000. In fall 2023 the College conducted a faculty-driven LMS review resulting in the adoption of Canvas. If the College were to remain with Blackboard, the annual subscription cost over the same five years would be \$430,000 as compared to approximately \$274,000, resulting in savings of \$156,000. Therefore, the implementation costs of migrating from Blackboard to Canvas will be recovered by the end of the five-year period ([24-0361](#)).

2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.

DACC's mission drives the institution and informs the College's planning process in all areas, including strategic planning, budgeting, academic and student services and outreach to the community ([24-0332](#)). The College's primary goal is to provide learning opportunities to meet the needs of its diverse communities. As required by the IPCCA, DACC offers transfer and general education, career/technical education, developmental/adult education, and continuing education for all ages in the community. The College also provides the support services for students to be successful in their academic endeavors. DACC's mission documents collectively make it clear the College is an educational institution and that it is adaptable. The institution responds to changes, whether it is in response to community needs or to fiscal challenges due to external forces.

DACC's resource allocation process ensures the institution can fulfill its mission as a comprehensive community college.

3. The institution has a well-developed process in place for budgeting and for monitoring its finances.

In preparation of the annual Board Retreat at the end of January, preliminary forecasts are prepared for the current fiscal year and for a very high-level budget for the following fiscal year. At this retreat, the Board of Trustees reviews the projections and considers the need for any tuition and/or fee increases ([24-0294](#)).

In March and April, a memo, along with budget change and/or request forms are distributed to all budget managers ([24-0324](#); [24-0325](#)). Beginning in FY22, the process was modified whereby the capital budget and facility repair/renovation requests ([24-0326](#)) were separated from operating budget changes/requests. This was done to allow budget managers to have more time to complete assessments, as well as to finalize the annual Strategic Matrix for Board approval. Capital budget and facility repair/renovation requests are due May 1 and operating budget changes/requests are due June 1. The Strategic Matrix is approved by the Board in May.

Changes were made last year to the budget forms to include a location to reference the annual Strategic Matrix. Beginning in FY22, additional changes were made to include locations to reference not only the Strategic Matrix, but also departmental/program assessments, master plans and accreditation requirements, as applicable (strategic references).

Capital requests are compiled into one schedule and funding availability is identified and indicated on the schedule ([24-0327](#)). The compiled list is then reviewed by the President, Provost, Vice Presidents, and Cabinet. A capital equipment list is then submitted to the Board in May or June for approval ([24-0328](#)).

Facility repair/renovation requests are added to the overall facilities priority list and changes to previous requests are updated as needed.

Operating requests for new funding are compiled into one schedule and include any strategic references ([24-0329](#)). This schedule includes the department name, budget manager, amount(s), line-item category, description/justification for request, and strategic references. This schedule is then reviewed by the President, the Provost, and the Vice Presidents. Preliminary amounts approved are incorporated into the overall budget spreadsheet and forecast calculation to determine overall funding impact. This is reviewed by the President, Provost and Vice Presidents as many times as necessary to achieve the desired final budget. The list is then reviewed by the College Cabinet.

The forecast is then presented to the Board at a Budget/Financial Workshop in July. Adjustments are made as needed. The tentative budget is then compiled by the Vice President of Finance/CFO and presented to the August board for approval and to place on display for the minimum 30-day requirement. The final budget is approved by the Board at the September board meeting and submitted to the Illinois Community College Board on or before the deadline of September 30 ([24-0330](#); [24-0041](#)).

All purchases must comply with, including Board approval when needed ([24-0050](#), pp. 200-205).

The College strives to maintain HLC's recommendation of an operating fund balance of 40%, to cover expenditures for five months from reserves. College investments are made in accordance with the Illinois Public Funds Investment Act (IPFIA), and, by Board Policy 6006.0 ([24-0050](#), pp. 191-197). The CFO reports monthly to the Board ([24-0293](#)). This includes the status of income and expenses in relation to the fiscal year budget and provides a snapshot of the College's current financial position. An independent certified public accountant conducts an audit annually.

4. The institution's fiscal allocations ensure that its educational purposes are achieved.

A summary of expenditures of the 2023 budget is evidence that the College's resource allocation supports its educational purposes and not a superordinate entity. Nearly half of the budget went to instruction. Almost twenty percent went to academic support and student services. Just under twenty percent was allocated to institutional support. Slightly over two percent was public service.

The annual year-end Organizational Review of Goals is a report on the College's performance during a fiscal year based on institutional strategies and departmental goals. Moreover, the ORG links each of the annual Strategic Matrix strategies to master-plan strategies and departmental goals. While much of the information on the ORG is gleaned from the College's department assessments, the ORG uniquely integrates strategic planning into a continuous-improvement model with a cycle similar to the Matrix with a process of strategic development, implementation, assessment, and "closing the loop." Foremost, the ORG serves as a College-wide tool for improving operations and institutional effectiveness ([24-0375](#)).

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.

Danville Area Community College allocates its resources in alignment with its mission and priorities. The College's processes for assessment, evaluation, planning and budget are all linked and the entire campus community, including both internal and external stakeholders, are involved in the process. The College has a clear understanding of how enrollment, the economy and state support can and do impact the institution's capacity and have strategies in place to continue to provide quality products and services when these negatively impact the College's resources. DACC incorporates emerging trends into its planning documents, paying particular attention to technology, demographic shifts and globalization.

The College's Mission Statement is the driving force of all strategic planning, assessment and budgeting ([24-0023](#)). The Mission Statement is the foundation of all planning and budgeting from long-range strategic plans and forecasting to annual strategic matrices and budgeting. The College has four priorities: student learning; student success; institutional excellence; and organizational advancement.

2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.

In 2019 the Visiting Team found that, while the College's resources, structures and processes were sufficient to fulfill its mission, improve the quality of its education offerings, and respond

to future challenges and opportunities, the institution lacked Data Governance policies and procedures. DACC lacked a data strategy. This contributed to complex issues that affected Core Component 3.A and Core Component 4 ([Reaffirmation Review Open - Team Report](#), p. 61).

The Visiting Team concluded that Core Component 5.D (now 5.C), along with 3.A and 4.B, was Met With Concerns, recommended Notice for the College, and said what evidence the College must provide in the Notice report. In regards to 5.D, the Team said the College must provide evidence of a revised schematic linking planning processes and the Strategic Matrix, annual reporting using quantitative evidence, and evidence of the development, documentation and implementation of data governance policies and procedures ([Reaffirmation Review Open - Team Report](#), p. 65).

HLC concurred with the team's recommendations and required the College to submit an institutional response to the team's report and appear before the Institutional Actions Council (IAC) Hearing Committee ([24-0295](#)).

The College submitted its *Report to the Institutional Actions Council Hearing Committee* in July 2019. DACC responded to the team's requirements for Core Component 5.D. The College provided an updated schematic linking planning processes and the Strategic Matrix and documentation of planning using measureable, quantitative outcomes as well as evidence of the development, documentation and implementation of data governance policies and procedures (Appendices [A](#), [B](#), and [C](#)).

These representatives from DACC appeared before the IAC Hearing Committee in August and responded to their questions. In the subsequent [Institutional Actions Council \(IAC\) Hearing Committee Report](#) (p. 9), the IAC panel members found that Core Component 5.D was Met with Concerns and agreed with the rationale set forth by the Visiting Team. The IAC Hearing Committee noted that DACC recognized the problem in regards to data governance and had developed and implemented a new Data Governance Policy #6034 ([24-0050](#), p. 226)

The IAC Hearing Committee recommended continued accreditation, restricted the College to the Standard Pathway, and required the College to host a focused visit no later than fall 2021. The College was required to submit a report of no more than 100 pages prior to the visit. In regards to 5.D, the Visiting Team would evaluate evidence that the College had a comprehensive data governance system in place for collection, analysis and dissemination of information to various stakeholders ([Institutional Actions Council \(IAC\) Hearing Committee Report](#), pp. 9-10).

In its *Focused Visit Report* the College addressed updates and changes it had made to short- and long-term planning since the *IAC Hearing Committee Report* (24-0024, pp. [42-48](#); [Appendix VI: Item 6.9](#)) and to data governance (24-0024, pp. [38-49](#); [Appendix VI: Item 6.1](#); [Appendix VI: Items 6.2, 6.3](#); [Appendix VI: Item 6.4](#); [Appendix VI: Item 6.5](#)).

The Focused Visit occurred on November 8 and 9. After reviewing the College's report and meeting with individuals on campus, the Visiting Team members noted that the evidence demonstrated the College had made adequate progress in regards to a comprehensive data governance system. DACC's ongoing commitment to this area is discussed in section 6 below.

The Visiting Team also noted that the schematic linking all planning processes and the Strategic Matrix DACC had provided in its report to the Institutional Actions Council ensure that all employees across the College were engaged in planning, evaluating and goal setting through the lens of continuous improvement and data.

The College has continued to focus on and improve its planning processes.

The planning process of the College starts with the long-range Academic Services Master Plan and Student Services Master Plan, which are then supported by the Marketing Master Plan, the Technology Plan ([24-0338](#)), and the Facilities Master Plan ([24-0279](#)). These plans are developed with input from the Board of Trustees, the President, Administrative Council, employees, and external stakeholders. Input from external stakeholders is derived through forums held each year alternately for students and community members.

These long-range plans then become the foundation for annual planning and budgeting through the creation of the annual Strategic Matrix ([24-0027](#)) and the annual budget ([24-0041](#)). Also included in long-range plans and annual plans are the results of program-level assessment reports and departmental assessment reports.

While these processes are occurring concurrently, each has its own set of internal processes and timelines that contribute to each other. Each is reviewed and considered as the other is developed. These processes include the Strategic Planning Process Flow Chart ([24-0134](#), pp. 15-16); DACC Planning Schedule and Budget Process ([24-0134](#), p. 17); and Strategic Matrix Priority Items ([24-0134](#), pp. 18-22).

Within the Assessment Process, needed resources are identified. Those requests are shared with applicable administrators. From assessment results, long range plans, and stakeholder input, the annual Strategic Matrix is developed. From assessment results, long range plans, and the annual Strategic Matrix, the annual budget is developed. Deadlines have been adjusted in recent years for these various processes to ensure that all information is available at the time of budget development. Assessments are due approximately one month earlier than budget requests and department heads must support budget requests with assessment results and/or reference to the annual Strategic Matrix.

The CFO compares budget requests to both Assessments and the Strategic Matrix ([24-0329](#)). Any budget requests for additional funding are summarized, reviewed by senior leadership, prioritized based on funding and eventually either approved or deferred, before the final budget is recommended and approved by the Board.

Visit team also stated had made adequate progress in regards to a comprehensive data governance system. Advancements in this area since the Focus Visit are documented in section 6 below.

3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

A review of the College's Calendar of Events, the digital signage across campus and at the American Job Center and the Hoopeson Higher Learning Center, and minutes from a variety of meetings, especially the Advisory Committees ([24-0109](#)), clearly show the institution's involvement with its internal and external constituencies. These include but are not limited to schools, local businesses and organizations, as well as other higher education institutions.

An excellent example of DACC working collaboratively with internal and external constituents is the work being done to develop a Strategic Enrollment Master Plan. Historically Academic Affairs and Student Services have each developed a three year Master Plan. Those plans have been used to inform the development of the institutional strategic plan. In 2022 the Strategic Enrollment Management team, which has representation from academic affairs and student services, decided to conduct a SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and use the results of that to guide the development of a SEM master plan that would replace the separate Academic Affairs and Student Services plans ([24-0369](#)).

The Vice President of Academic Affairs took the lead in this initiative. The questions were developed and he shared updates on the plan at subsequent SEM meetings (24-0362, pp. [3-4](#), [11-13](#)).

Faculty and staff provided input to the SWOT analysis during in-service January 2023 ([24-0366](#)). SWOT surveys of students and board members followed. The results from these internal constituents were compiled and shared with SEM ([24-0362](#), pp. 29-30) and the Cabinet in fall 2023 ([24-0365](#)). The plan is to have a Zoom meeting this term to share SWOT results to date with the campus. Some local groups and students were surveyed in the fall with more to be surveyed in the spring.

SEM Plan Phase 2 will launch fall 2024. This will include an environmental scan presentation at the August in-service followed by breakout groups to discuss the results from the SWOT analysis and the environmental scan.

In February the Provost/Vice President Academic Affairs and Student Services will attend a SEM workshop sponsored by ICCB. A goal is to identify funding to assist with payment for a consultant to assist with this process.

4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.

The institution plans on the basis of a sound understanding of its current capacity ([24-0272](#)). Institutional plans anticipate the possible impact of fluctuations in the institution's three major sources of revenue: local property taxes, state support, and tuition and fees. Local property taxes have increased due to an increase in the Equalized Assessed Valuation (EAV) of the district. Over the last ten years, DACC's local taxes as a percentage of funding has increased from at 30% in FY2013 compared to 40% in FY2023. The College generates new revenue through increases in the EAV only. While DACC's tax rate is above the state average (61.35 compared to 48.91 in 2020), the College's EAV was the fourth lowest in the state in that same year. DACC has not sought a tax increase referendum since 1994.

State funding for community colleges in Illinois has declined over the last ten years. In FY2013 state funding amounted to 28% of total revenue. In FY2023 it amounted to 23% of total revenue.

Revenue from tuition and fees has also decreased. In FY2013 40% of the College's budget came from tuition and fees whereas in FY2023 28% came from tuition and fees. The decrease in tuition and fee revenue is directly related to the continuing decline in enrollment, with an especially large decrease during the pandemic. The College has worked to offset this decrease by increasing tuition rates every year for the last 10 years. In 2013 the per credit hour for in-district students was \$110 and in 2023 it was \$175. In fall 2023 DACC's tuition rate was higher than the statewide average of \$153.

Board agendas and minutes provide evidence that trustees review a variety of information before making financial decisions. A five-year budget forecast is prepared each January and August utilizing results of the planning processes discussed in the previous section. This forecast is also based on: enrollment trends, which impact student tuition and fee revenue; state financial support projections; property valuation trends, which impact property tax revenue; contractual salary agreements; health insurance premium trends; and other pertinent data regarding major revenue and expenditure categories. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization ([24-0339](#); [24-0340](#)).

5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.

The 2019 Visiting Team noted in their team report that, during an open session, students raised safety concerns regarding walking to their cars in the student parking area after evening classes. Female students indicated that the community around the College is not known to be a safe area in Danville. Some female students attend evening classes which may begin in the late afternoon but conclude in the evening after dark (eg. 5 to 9 p.m.). It was stated that they are required to park in the student parking lot which is at a distance from the building in which their class is conducted. They would like to park closer to the building so the distance is shorter and lighting is better. When asked about security, the statement was that they do not see security personnel or cars patrolling during that time. The Team commented this was an issue that needed to be addressed by the College to ensure the safety and security of the student population. Student concerns for safety can have negative impacts on student learning and course enrollment during those time periods.

Safety on college campuses is not limited to just DACC. It is an evolving global concern. The College's focus on safety and security - both physical and cyber - is an excellent example of how institutional planning considers both internal and external factors ([24-0341](#); [24-0342](#)).

With the retirement of the Director of Public Safety in the fall of 2020, the College recognized and embraced the opportunity to re-evaluate the structure of safety and security on campus. The decision was made that the College needed a more experienced staff of security officers and recruited a new Director ([24-0345](#)) that had years of experience with the local police department, as well as another officer ([24-0346](#)) to replace another vacancy in the department. These

individuals started in the Spring of 2021. One of the first actions the new Director embarked upon, along with the Assistant Vice President of Student Services who oversees Security, was a “Campus Wide Safety Audit.” This audit produced a list of eleven recommendations ([24-0347](#)). To date, all but a few pieces of these recommendations have been implemented. The most significant of these is the installation of a new security camera and door access system. With the perpetual mass shootings on higher education campuses, as well as feedback from both students and employees that they did not feel safe on campus, the College proposed, and the Board approved the implementation of a \$1.2M system ([24-0348](#)). This system went live in the fall of 2023 and has more than exceeded expectations. The system allows the Director to lock exterior doors with the push of a button. In addition, many doors on campus that used to always be unlocked are now locked and only accessible by employees with the appropriate keys. This includes interior doors as well.

Other initiatives identified in the security audit that have been implemented and are noteworthy are the installation of a campus-wide alert system, the installation of panic buttons in designated offices and classrooms, and the installation of a mobile personal safety app that communicates directly to public safety and can be used by anyone that downloads the app and connects to the College. The new campus-wide alert system, Alertus ([24-0349](#)) allows communication not only via intercom across campus, but takes over all computers connected to the network and sends a flashing message to each computer. Panic buttons were installed in areas such as the Cashier’s Office and classrooms in which one was requested by a faculty member. The panic buttons can be activated inconspicuously to beckon security to the location where the panic button is located. The mobile app can be downloaded to any smart phone and allows the user to call 9-1-1 with the push off a button, call security with the push of a button, chat with security or set a safety timer. The safety timer allows the user to set a timer and if the user doesn’t end the timer, security will be notified and investigate based on the location of the phone.

Not only has the College made significant strides in improving physical safety and security, those same significant strides have been made in the cyber arena as well. The most significant of these strides is the migration of the College’s ERP (Enterprise Resource Planning) system, Ellucian Colleague, to the Cloud. During the pandemic, the cybersecurity of several Illinois community colleges was compromised in various ways. In direct response, in September of 2020 the College made the decision to migrate Colleague to the Ellucian Managed Cloud ([24-0281](#)). The Ellucian Managed Cloud is powered by Amazon Web Services, an industry benchmark for high reliability and availability. Ellucian maintains a Global Information Security Program aligned with industry standards and provides 24x7 monitoring for security breaches. Securing personally protected information was one of many reasons the College made the significant investment (\$160,000 annually) to migrate to the Cloud. The College went live on the Cloud on February 23, 2022 and it has proven to be a very wise decision in light of the increasing cyberattacks that occur daily.

In addition to taking steps to protect the College’s ERP system, additional security was implemented to protect the College’s network. Multi-factor authentication was implemented for all applications utilized by the College, whether mobile, remote or on campus. The college also invested in a “Managed Security Program” ([24-0350](#)) which provides 24-hour monitoring of our

systems and data streams, firewall protection, endpoint protection, extended detection and response, and network detection and response.

6. The institution implements its plans to systematically improve its operations and student outcomes.

As outlined in section 2 above, HLC required DACC to host a Focus Visit after its re-accreditation visit in 2019. One of the things the Visiting Team would evaluate was whether or not the College had made adequate progress in regards to a comprehensive data governance system. The Visiting Team members determined that the evidence demonstrated the College had made adequate progress in regards to a comprehensive data governance system.

In response to the HLC team's recommendation, DACC has developed, vetted, ratified, and implemented Policy 6034 titled "Data Governance" ([24-0050](#), pp. 223-225). The policy addresses institutional data ownership, shared use, management, analysis, and storage. The purchase of SharePoint necessitated the development of a data governance committee to review the policy and ensure alignment. Thus the College now has a data governance system that is informed by the Data Governance Policy. DACC's Data Governance Policy and Information Security Plan (including processes and procedures) are leveraged to create a repeatable technological framework to ensure information accessibility, confidentiality, quality, and integrity. Board Policy #6032 – Retention of College Records ([24-0050](#), p. 226) and Board Policy #6033 – Securing and Safeguarding Information ([24-0050](#), pp. 226-232) also serve to guide this framework. This has proven essential as the College has expanded and adopted new systems to systematically improve its commitment to operations and student outcomes.

Achieving the Dream recently provided the 2023 ATD Network College Reflections Summary to member institutions. The purpose of the annual survey is for ATD to gain insight into challenges community colleges are facing and how they are responding to them. It also helps ATD identify ways it can support the colleges in its network and continue to move the field forward. ATD received surveys from 128 institutions in 27 states ([24-0296](#)).

The survey results indicated members' overall institutional goals continue to be persistence/retention, certificate/degree completion, course completion, and enrollment tied with credit completion rates. Achieving these goals has been challenged more than ever as a result of the pandemic, fluctuations in the economy, and a decrease in the number of high school graduates.

Institutions are adopting transformative approaches to advance student success. Institutions are developing more sophisticated data capacity, adopting a college-wide approach for addressing student success for all students, creating cultures of teaching and learning excellence, and strengthening student pathways to success.

Danville Area Community College can be substituted for "institutions" and "they" in any of the preceding sentences, as evidenced by the College's implementation of four powerful systems - Entrinsik (Informer), Watermark, SharePoint, and CRM.

Entrinsik Informer

Informer is a web-based data analytics platform that integrates with the Colleague ERP system DACC uses. According to Entrinsik, it allows College staff to “rely upon accurate reporting by accessing, blending and cleansing different data sources within a single, governed platform that provides a consistent source of truth. It empowers all users to quickly drill down into data that are relevant using Informer’s self-service reporting and dashboard creation.”

Since its adoption in 2013 the College has invested in several on-site and remote training opportunities to ensure staff are adequately trained to utilize this powerful analytical tool, thus providing an accurate framework to make data driven decisions. More recently employees trained to use this powerful tool have included administrators, faculty, and staff who can now interact directly with Informer ([24-0351](#)).

Watermark Student Learning & Licensure (SL&L)

In early 2023 the Assessment Champions raised concerns around the current assessment workflow process and the possibility of streamlining it to be integrated with the College's learning management system, Blackboard. The Champions desired to find a tool that allowed for a flexible assessment process and reporting with common rubrics. Specifically they wanted the ability to: make all four GEO rubrics available for faculty to choose and use; post an assignment in Blackboard that instructors may grade with a GEO rubric; grade students with a rubric without having an assignment posted; compile rubric data by course, program, institution; disaggregate the data based on race/ethnicity, pell eligibility, number of credit hours; compare previous semester/year data. With the College's existing partnership with Watermark for course evaluations and surveys, it was decided to look further into their suite of products and investigate a tool called *Student Learning & Licensure* (SL&L).

The Assessment Champions, the Director of Online Learning, and Institutional Research staff participated in guided product demonstrations of the specific workflow concerns previously mentioned so objectives could be visualized and validated before committing to product purchase and training. The reviewing team agreed that Watermark's SL&L software provided the solution and moved forward with procurement ([24-0353](#)).

The Director of Online Learning and the Assessment Champions participated in Watermark training and certification during summer and fall of 2023 and completed the integration of the tool inside Blackboard ([24-0352](#)). The Champions piloted this new assessment workflow process in December and those results are forthcoming. The Champions provided faculty an overview of the tool and the reports they will be able to generate with it at the January in-service. Institution-wide deployment using Watermark will begin with the spring 2024 semester ([24-0367](#)).

SharePoint

In its *Focused Visit Report* (pp. [41-42](#)), the College discussed the implementation of SharePoint, a secure cloud-based portal, which serves as a centralized repository and offers a formalized process for data management and employee access to information. All DACC employees have access to this portal via their college credentials. DACC's SharePoint was officially launched in early June 2021.

The portal has continued to expand based on its goals of: overcoming departmental/divisional scope restrictions; providing an avenue for collaborative process improvement activities related to data storage, retrieval, and usability; supporting projects and activities that result in accurate and reliable data, and providing a central location for various data resources.

Many of the College's committees and forums utilize SharePoint including the Governance Forum, various Advisory Committees, the Colleague Core Team, Data Governance, Strategic Enrollment Management Team, and the Threat Assessment Team ([24-0356](#)). Institutionally, academic assessment processes and data collection continue to be a heavily utilized workflow by all faculty within SharePoint. Faculty upload their assessment documents on their own division team page where the Champions and Assessment Coordinator have access. This allows the program faculty to have appropriate access to the program related documents while maintaining a level of security for sensitive information ([24-0355](#)).

The Institutional Research office has improved access to and strengthened security measures of DACC institutional research data through SharePoint. Previously, data was siloed and the College's various stakeholders could not easily gain access to and utilize the data. This data, once limited to email distribution only, is now freely available to those with appropriate permissions. The ability to access, share, and use this data builds not only more informed shareholders, but fosters collaboration and streamlines the information flow of Institutional Research reporting. Of benefit to users, the data held in the data repositories is not limited to current information, but also a growing historical archive. Data extracted from the SIS is stored and retrieved through SharePoint. The SharePoint repository has removed barriers between Institutional Research reporting and shareholders. Increasing the use and the discussion of DACC data furthers the drive to cultivate a data centric culture ([24-0357](#)).

The College's Security office also uses SharePoint to disseminate information and resources to the campus community. Some of these resources include: active shooter preparedness, the institution's emergency operations plan, training videos, and recordings from monthly Table Top meetings ([24-0358](#)).

In response to the recent CRM Advise implementation, Academic Services staff including academic advisors, financial aid employees, Foundation staff, TRIO advisors and tutors, the Athletic Department, Middle College staff, and club advisors, utilize SharePoint as a hub to access training resources ([24-0359](#)).

SharePoint was also utilized during accreditation preparations as a shared workflow and evidence repository for the College's HLC co-chairs and the HLC Assurance System coordinator ([24-0360](#)).

Ellucian CRM (Customer Relationship Management) Advise

At its October 2021 meeting, the DACC Board of Trustees approved entering into a 5-year agreement with Ellucian CRM (Customer Relationship Management) Advise, a system designed to enhance student success and improve retention rates. The system helps detect problems early, facilitate meaningful engagement, apply insightful analytics to better understand when and why

students are having issues, and measure which programs and activities are effective in resolving them ([24-0301](#)).

The College collects a considerable amount of data about student retention, engagement, and certificate/degree progression. Typically the data had not been in the hands of staff members during critical time periods when resources and assistance could be put in place in a timely and effective manner. With CRM, data from multiple, live sources are fed into the system and alerts and messages are automatically sent to each student's support network, for example Advisor, Coach, TRIO, Foundation, and Financial Aid. Each data element can trigger a notification, either to intervene or to celebrate. In addition to staff interventions, immediate responses can also be automated with personal emails and/or texts. The system also assigns a success score to each student, allowing staff to quickly identify both at-risk and successful students. The success score attributes are determined by national research, best practice, and the College's unique needs and goals.

Overall the CRM Advise platform provides a unified portal outlet for the College's multiple systems and data sources. It works in real time with DACC's online course system, both its current system BlackBoard and Canvas, the system the institution is moving to. CRM Advise also works with Maxient, DACC's conduct and alert system; Self Service, including Financial Aid and Degree Audit; and Colleague, DACC's Student Information System. Other systems can be added into the system, as well as static data feeds. It allows both students and faculty/staff to self-report alerts with the ease of a button. The power of this tool is helping DACC use the data the institution has been diligently collecting but not using effectively or efficiently.

After more than a year of testing, training, and tweaking, DACC's Customer Relationship Management (CRM) program went live with a soft roll out in May 2023 and a full roll out in the fall. A team of Student Services and Academic Affairs faculty and staff underwent intensive training prior to the roll out ([24-0297](#)).

Student Services employees who log into CRM on a daily basis received advanced training. These included academic advisors, financial aid employees, Foundation staff, TRIO advisors and tutors, the Athletic Department, Middle College staff, and club advisers. Training materials are available through the employees resource section of SharePoint ([24-0298](#)).

Employees not required to engage in daily interactions with students through CRM received instructions on how to send an alert if they witness a problem. Their primary platform is the *myDACC* portal. The information they submit their links to CRM ([24-0300](#)).

Faculty who observe students having problems can use the "Student Alert" feature of CRM, which provides a direct pipeline to the Provost. There are categories for the alert and space where faculty can give detailed information as needed.

DACC faculty and staff were provided information about CRM Advise through the DACC Flash and the College's internal newsletter the PBR and during inservice ([24-0302](#), p. 4; [24-0303](#), pp. 2-3; [24-0304](#)).

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5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Danville Area Community College's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. Danville Area Community College plans for the future.

The Board provides oversight of the College's financial and academic policies and practices and meets its legal and fiduciary responsibilities. The Board, administration, faculty and staff, and students are engaged in the governance of the institution and in setting collaborative policies and processes.

DACC engages in systematic and integrated planning that is mission driven. The processes for assessment of student learning, evaluation of operations, planning, and budgeting are linked. Internal and external constituent groups have input into the planning process. The planning takes into account the College's current capacity, potential changes in resources, and emerging trends.

Sources

There are no sources.