

Strategic Plan

DANVILLE AREA
COMMUNITY COLLEGE

2021-
2022



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Letter From the President

DR. STEPHEN NACCO

Dear Friends of DACC:

The 2021-22 Strategic Plan reflects the best thinking of the Danville Area Community College Board, administration, faculty, staff, students, and the community.

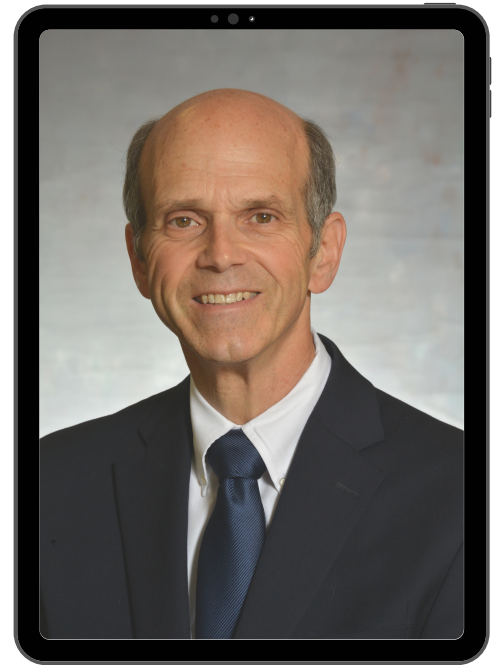
Over the course of several months each year, the College's key stakeholders collaborate to develop the annual Strategic Planning Matrix. The Matrix consists of four key pillars: 1. Student Learning; 2. Student Success; 3. Institutional Excellence; and 4. Organizational Advancement. These appear on pages 13-16. The strategies appearing in this plan represent DACC's priority initiatives for the coming year. The Matrix lays the groundwork for the College budget and the goals that individual DACC departments develop.

The underlying principles that drive the Strategic Plan are inextricably linked to the College Mission, Vision Statement, Core Values, Statement of Purpose, and Statement of Inclusion—appearing on pages 5-9.

Ultimately, too, the annual Strategic Planning Matrix embodies the principles espoused by long-term masterplan strategies, including DACC's five-year academic-affairs master plan, the student-services plan, the facilities priorities list and RAMP, the information technology master plan, and the five-year financial plan.

If you would like additional information about the Strategic Plan, please contact me directly at 217-443-8848.

Thank you for your interest in DACC.



Sincerely,

A handwritten signature in black ink that reads "Stephen Nacco". The signature is fluid and cursive.

Dr. Stephen Nacco
President
Danville Area Community College

Board of Trustee Members



DAVID W. HARBY
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STUDENT TRUSTEE

Strategic Plan Steering Committee

The Strategic Plan Steering Committee members are listed below:

Dr. Stephen D. Nacco, President

Dr. Natalie R. Page, Vice President of Academic Affairs

Stacy Ehmen, Vice President of Student Services

Tammy Betancourt, Vice President of Finance / CFO

Kerri Thurman, Vice President of Operations

Jill Cranmore, Vice President of Human Resources and Labor Relations

Dr. Penny McConnell, Dean of Liberal Arts and Academic Assessment

Kathy Sturgeon, Dean of Math, Science & Health Professions

Terri Cummings, Dean of Business & Technology

Laura Williams, Dean of Adult Education, Literacy & Middle College / College Express

Amber Anderson, President of Faculty Association

Dr. Abby Hahne, Director of Assessment

Dr. Wendy Brown, Assessment Champion for Math, Science & Health Professions

Ryan Wyckoff, Assessment Champion for Liberal Arts & Library

Jennifer Slavik, Assessment Champion for Business & Technology

Stephanie Loveless, Assessment Champion for Co-Curricular

McKenna Allison, Assessment Champion for Department of Corrections

Dr. Stefanie Davis, Assessment Champion for Dual Credit

Board of Student Scholars



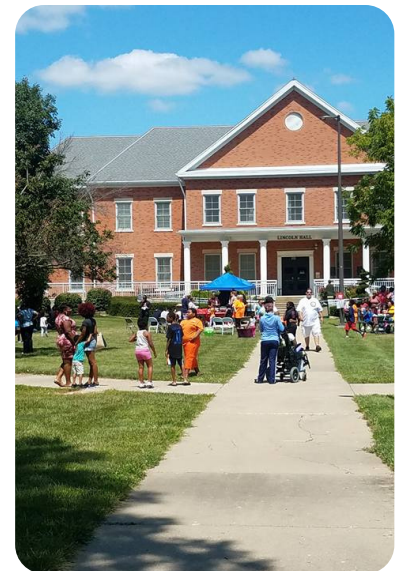
History

Danville Area Community College (DACC) is an accredited public two-year community college providing higher education opportunities for youth and adults in East Central Illinois. Established initially as an extension center of the University of Illinois in 1946, DACC became a public junior college under Danville Public Schools in 1949, and received the name Danville Junior College in 1951. In June 1966, the College became an independent two-year area college with its own Board of Trustees and junior college district. The name Danville Junior College was changed to Danville Area Community College in 1979, to be more reflective of the services rendered. District #507 encompasses high school districts in Vermilion, Iroquois, Ford, and Champaign counties with an estimated population of 83,000.

The College, housed until 1965 at Danville High School, is now located on an attractive 75-acre campus at the east edge of Danville, Illinois. The heart of the campus utilizes 61 acres and several historic buildings acquired from the Veterans Administration which have been renovated for educational purposes. Partial funding for renovation was provided by generous public support of the Danville Junior College Foundation Drive in 1965. Classrooms, student services, library services, administrative services, and conference facilities are currently housed in these buildings. The remarkably beautiful buildings on campus have undergone extensive, historically sensitive renovations, including Clock Tower Center and the Library, Vermilion Hall, Cannon Hall, Prairie Hall, and the Bremer Conference and Workforce Development Center. Since 1996, Danville Area Community College has invested more than \$46 million in state and local funds in site improvements, new construction, and remodeling. New construction since 1965 includes the Ornamental Horticulture building and Julius W. Hegeler II Greenhouse; the physical plant; the Harry J. Braun Technology Complex, including the Industrial Training Center and the Julius W. Hegeler II Advanced Technology Center; the Mary Miller Complex, including the Gymnasium and the William B. Black Health Professions Center; the Child Development Center; the Julius W. Hegeler II Garden Gateway, and Lincoln Hall.

In 2012, DACC expanded its ability to service residents in the northern part of the district by opening the DACC Higher Learning Center – Hoopeston in Hoopeston, Illinois.

Danville Area Community College has become a tradition in the lives of the people it serves. Multiple generations have sent their children to DACC to prepare for a career or begin the journey through higher education. For more than 70 years, the College has served the community with distinction, fostering learning, workforce development, and artistic initiatives, and maintaining a rich tradition of excellence in education.



Mission and Vision Statement

MISSION

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



VISION STATEMENT

Danville Area Community College will continue to be a nationally recognized leader in student success and an active partner in building and maintaining academic excellence and the economic vitality of the communities it serves.



Core Values

INTEGRITY

Trusting relationships and an ethical reputation with those we serve (students, faculty, employees, community, business, other educational institutions, government).

- Being respectful
- Being honest and sincere
- Being fair and reasonable
- Acting responsibly by meeting commitments and obligations
- Remaining true to the academic disciplines

EXCELLENCE

Consistently achieving exceptional results that delight those we serve.

- Being accountable through the evaluation and adjustment of our services, processes and programs as needed to assure timeliness, quality, effectiveness, and financial stability
- Providing superior learning experiences and services
- Being learner focused to meet the needs of those we serve
- Encouraging continuous improvement and lifelong learning, growth
- Being innovative and proactive



COMMUNICATION

Positive and productive relationships and environment for those we serve.

- Openly exchanging thoughts, messages, information and ideas throughout our college and community
- Fostering an environment of belonging, acceptance
- Encouraging participation, involvement and collaboration
- Demonstrating spirit, sound teamwork principles and practices
- Empowering others by enabling them to make decisions, take actions that match their capabilities



Core Values

ADAPTABILITY

Continuously meeting the changing needs of those we serve.

- Providing relevant, meaningful educational services
- Being flexible and willing to change
- Developing and demonstrating the competencies, as well as versatility needed for continuing success
- Anticipating and capitalizing on opportunities for growth, success
- Taking appropriate risks that contribute to learning, growth, or ultimate success



DIVERSITY

Providing a safe and secure learning environment for the personal and intellectual growth of those we serve, preparing them to participate in an increasingly changing world.

- Promoting and upholding our vision that all are treated with equality, fairness, dignity, and respect
- Delivering a curriculum and services which are inclusive of global considerations and which value the voices, experiences, and worth of a variety of cultural perspectives
- Fostering educational practices which support the learning styles of each unique human being



Statement of Inclusion

Danville Area Community College provides access to a broad spectrum of quality educational opportunities and life experiences. DACC values diversity as an enhancement of those experiences, in its classrooms, administrative offices, and board room. The College is committed to policies that promote fairness and inclusion for all in the life of the College. As a reflection of the College's commitment, the DACC Board of Trustees strives to promote fairness and inclusion in all policies and practices of the College.



The College should be free to pursue standards and policies that allow it to fulfill its diversity vision. The students who are educated will help provide tomorrow's leaders, and their College experience must demonstrate the richness and substance of our diverse, multi-cultural and global environment. The College environment should promote understanding and appreciation of others, while encouraging students to grow as individuals.

In accord with this philosophy, the DACC Board expects the Community College to continually evaluate its hiring, admissions, and financial aid policies to ensure diversity and equal access within the institution. The College should ensure that the results of these evaluations conform to the concept of open access -- the cornerstone of the community college mission.



A community college is, in effect, a microcosm of our greater society. As such, it should encourage and enhance the fullest understanding of human rights and responsibilities and should teach the skills that allow students to effectively participate in a democratic society. The College is responsible for creating opportunities for all within the College community to interact with understanding, tolerance, and respect for others. In this way, diversity in education not only serves as a model for the world at large, but it also helps perpetuate social harmony for the future.

Statement of Purpose

PROVISION FOR GENERAL EDUCATION

General Education courses are selected and required of all degree-seeking students, preparing them to function effectively in interpersonal and interdependent relations.

PROVISION FOR BACCALAUREATE ORIENTED PROGRAMS

The College offers academic courses which meet college and university requirements for freshmen and sophomores in most major fields.

PROVISION FOR CAREER-ORIENTED PROGRAMS

Courses in career education provide job training, retraining, and upgrading to meet local, state, and national work force needs.

PROVISION FOR ADULT EDUCATION

Students are provided opportunities to improve basic education, secondary education, and life skills.

PROVISION FOR DEVELOPMENTAL COURSES

Developmental Courses are offered to assist students in reading, English, mathematics and science in preparation for college credit courses.

PROVISION FOR CONTINUING AND COMMUNITY EDUCATION

A variety of non-degree and non-credit courses, workshops and seminars is offered to meet the educational and recreational needs of the community.

PROVISION FOR STUDENT PERSONNEL SERVICES

Guidance, counseling, career information, testing services, and college orientation are available to all students. Provisions are also made for students with special needs.

PROVISION FOR STUDENT ACTIVITIES

As part of the educational experience at Danville Area Community College, all students are encouraged to participate in student government, organizations, publications, athletics, social activities, and cultural affairs.

PROVISION FOR COMMUNITY SERVICES

Through its faculty, staff, student services, and facilities, Danville Area Community College endeavors to make its resources available to the public.

PROVISION FOR BUSINESS AND ECONOMIC DEVELOPMENT

Training programs and other business assistance initiatives are offered for the area work force and community employers to meet their needs.

General Education Outcomes

COMPETENCE IN COMMUNICATIONS

Learners express themselves clearly and concisely to others in logical, well-organized papers and/or verbal presentations using documentation and quantitative tools when appropriate. Learners listen, understand, debate, and use information communicated by others.

- a. Written communications
- b. Oral communications/listening skills
- c. Visual communications

COMPETENCE IN CRITICAL INQUIRY AND PROBLEM SOLVING

Learners evaluate the credibility and significance of information, effectively interpret, analyze, synthesize, explain, and infer concepts and ideas; solve problems and make decisions; and construct and deconstruct arguments.

- a. Qualitative analysis
- b. Quantitative analysis
- c. Ability to define a problem and construct methods to gather, analyze, interpret, and evaluate data

TECHNOLOGICAL COMPETENCE

Learners maintain, improve and transfer academic and technical skills to the workplace; demonstrate life-long learning skills by having the ability to acquire and employ new knowledge; and set goals and devise strategies for personal and professional development.

- a. Technological competence
- b. Ability to use current resources, methods, and technology
- c. Adaptive skills for future learning

CULTURAL AWARENESS AND SOCIAL SKILLS

Learners recognize and analyze the interconnectedness of global, national, and local concerns, analyzing cultural, political, social and environmental issues from multiple perspectives.; they recognize the interdependence of the global environment and humanity.

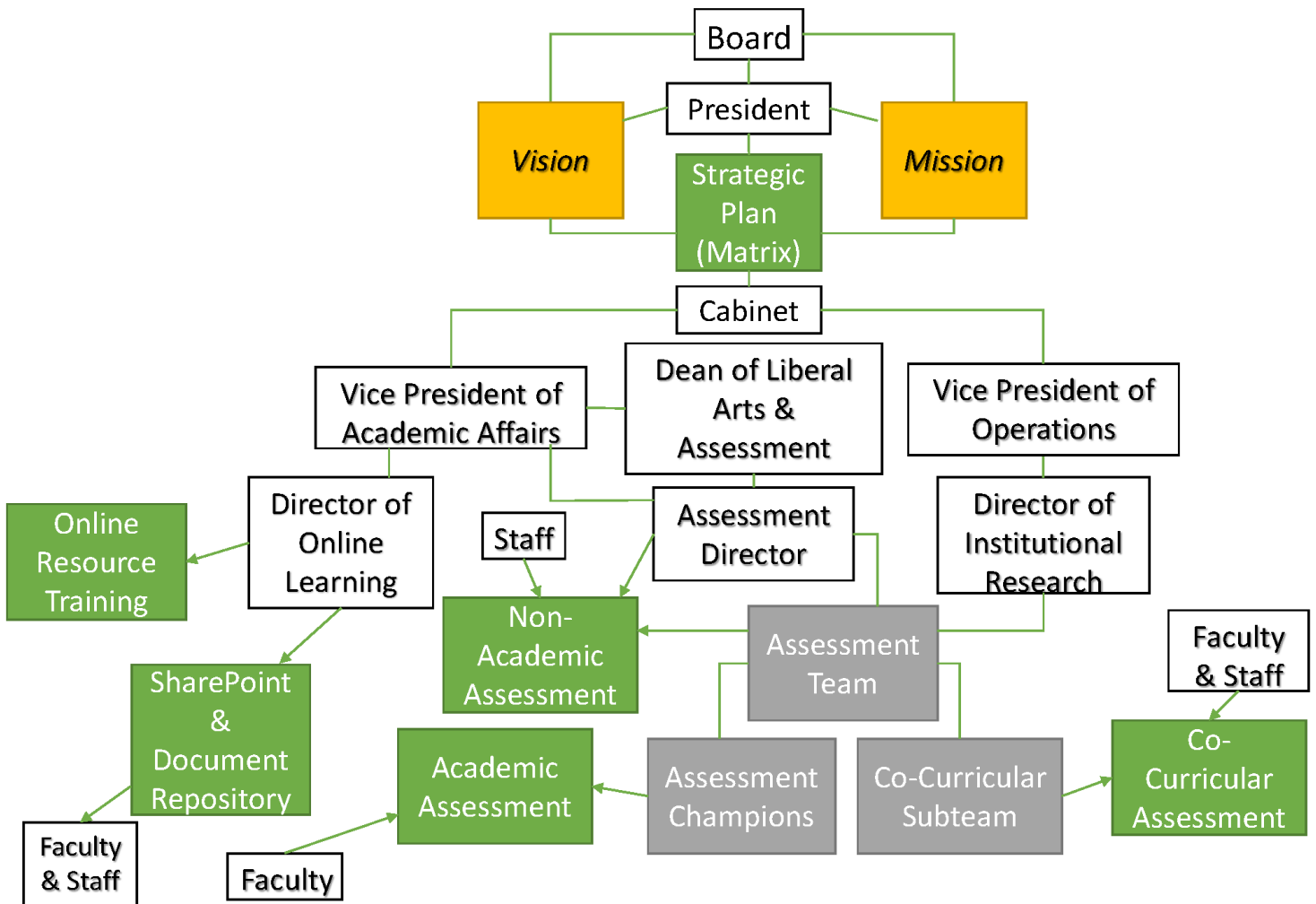
- a. Effective human relations in diverse settings
- b. Application of ethical principles
- c. Understanding of local, national and global issues
- d. Appreciation for aesthetics and the arts

Strategic Planning Process Flow Chart

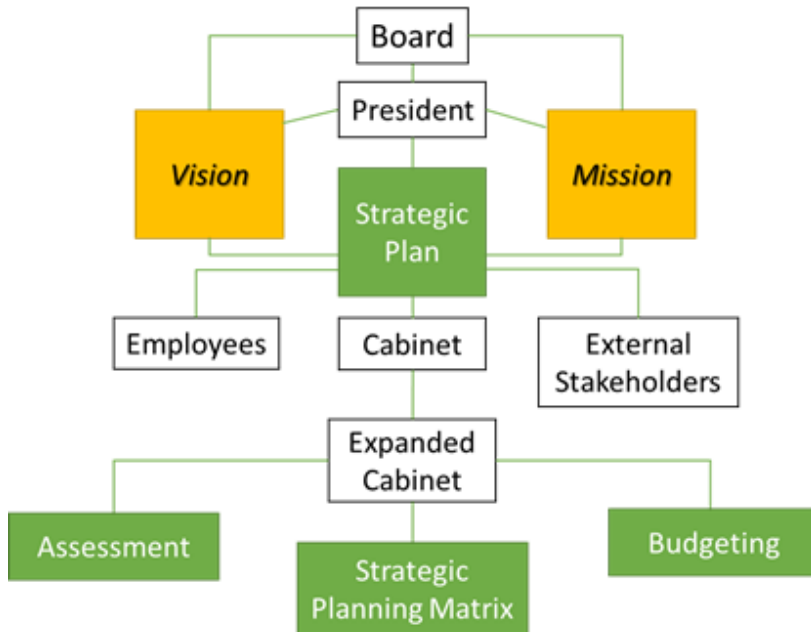


*The ORG links master plan strategies and departmental goals and reports on outcomes and next steps.

Strategic Planning Process Flow Chart



Planning Schedule



Fiscal Year Schedule			
	Assessment	Strategic Matrix	Budgeting
July			Tentative budget brought to board, and made available for public inspection
Aug	Faculty determine program and General Education* assessment for the FY	Introduce employees to current year matrix	
Sep		Gather input for upcoming matrix from Board, employees, and other Master Plans (Academic, Student Services, Tech, Facilities, and Marketing)	Board holds public meeting to adopt budget
Oct			
Nov			Review educational budget for next FY budget
Dec	General Education assessment due		Review staffing requirements and tuition for next FY budget
Jan	General Education assessment results shared with faculty	Gather community and student input for upcoming matrix	Financial Planning Board Retreat
Feb		Collect information and assessments of current matrix initiatives	Distribute FY budget forms to budget managers
Mar			
Apr	Academic Program Assessments due Departmental Assessments due	Internal and Board approval of upcoming matrix	
May		Current matrix results shared with Administration and Board	Departmental Budgets Due
Jun	Assessment (Organizational Review of Goals) results shared with Administration, Board and placed on DACC Website.	Review and update Long Range Academic, Student Service, and Technology Plans**	President, VP, and CFO compile and review budget requests for matrix alignment, and meet with budget managers as needed.
		**Although review will begin in summer, updating may be a year-round effort	Capital Equipment List for next FY brought to Board.

Strategic Matrix

Strategic Focus - Student Learning

Priority # 1

Fundamental Goals

- Provide effective instruction for traditional and nontraditional students
- Offer programs addressing student demand and community need

2021-2022 Priority Goals

A--Accreditation

1. For the HLC's focused visit in October, prepare and present materials via a SharePoint repository that meets the 3A, 4B, and 5D Criteria.
2. Launch co-curricular assessment, continue updating learning outcomes and articulate the relationship between course, program and general education outcomes using curriculum maps.

B--Academics

1. Revise the academic-services master plan.
2. Introduce Weekend College to target working and adult learners.
3. Implement new and enhanced learning communities, Saturday 6-packs, and 8-week courses.
4. Investigate DACC's role in the early-childhood-education consortium and the development of a transferable AAS degree.
5. Provide high-demand options for articulation, inc. 3+1 programs and hospitality/restaurant management.
6. Explore a teaching & learning center.

C--Career Programs and Certificates

1. Investigate technical programs and certificates to meet the demand of future industry sectors (i.e., casino, electric-automobile maintenance).
2. Pursue new market niches (i.e., barber school).
3. Expand options in combined GED and career-tech (ICAPS) programs.
4. Address local industry's continuing worker shortage through enhanced life-skills and leadership training of incumbent workers.

Strategic Matrix

Strategic Focus - Student Success

Priority # 2

Fundamental Goals

- Foster a culture of student success and inclusion
- Support student access and affordability

2021-2022 Priority Goals

A--Completion

1. Implement "Toolbox" strategies for both full- and part-time African-American males.
2. Integrate and formalize "Operation Graduation" to boost the graduation rate among all demographics in first-time, full-time, fall 3-year cohorts.
3. Expand TRIO support for Toolbox cohorts and veterans.

B--Retention

1. Pilot the student-navigator best practice for mentoring.
2. Reengineer the onboarding of students to support multiple entrance pathways and student success.
3. Institutionalize a College-wide student-support system for lending laptops and mobile hotspots.
4. Investigate Guided Pathways and integrate into counseling.
5. Develop retention strategies in response to data in the CCSSE and include these in a revised student-services master plan.
6. Increase student engagement in activities like eSports, video broadcasting, and music production.
7. Investigate affordable on-campus housing for students.

C--Enrollment Management

1. Increase enrollment in Northern and Southern sectors with dual-credit day classes.
2. Produce Data Books by semester.
3. Develop new outreach plans to reach out to Danville's underrepresented community.

Strategic Matrix

Strategic Focus - Institutional Excellence

Priority # 3

Fundamental Goals

- Strengthen the College's finances, infrastructure, and technology
- Engage and retain skilled and dedicated employees

2021-2022 Priority Goals

A--Infrastructure

1. Continue progress toward good repair (esp., elevators, plumbing, electrical, roofing).
2. Design and revitalize the Clock Tower/Horticulture, robotics lab, casino-tech center, Lincoln Hall, and student centered offices.
3. Investigate food service in three campus locations.
4. Streamline and improve campus safety communications and systems.

B--Finance and Technology

1. Implement the Business Enterprise Program.
2. Find private, State, and College funds to renovate the Army Reserve to become the center for health-professions education and a healthcare simulation lab.
3. Investigate the Ellucian Experience and other available Colleague functionality.
4. Investigate improvement to the telephone and emergency-communication systems.
5. Migrate the Ellucian Colleague ERP system to the Cloud and continue with SharePoint implementation.

C--Personnel

1. Implement the Compease model.
2. Evaluate and modify the employee-evaluation and goal-setting system.
3. Implement the recommendations of the Governance Advisory Committee.
4. Develop a plan to increase the hiring of employees from underrepresented groups.
5. Improve employee wellness.

Strategic Matrix

Strategic Focus - Organizational Advancement

Priority #4

Fundamental Goals

- Communicate the mission to the community
- Support local industry, job readiness, and workforce development

2021-2022 Priority Goals

A--Resources

1. Build a scholarship endowment that fully funds Presidential Scholarships.
2. Conduct comprehensive market research to lay the groundwork for an integrated marketing plan.
3. Promote new academic programs (i.e., accounting MBA), weekend college, and bonus classes.

B--Releationships

1. Attract more alumni and retiree engagement in college life.
2. Increase the value of student participation on the Board of Student Scholars.
3. Leverage recent DACC grads for recruitment.
4. Establish closer communication with school superintendents, elected officials, community leaders, the Danville Correctional Center, and the heads of local industry.

C--Reputation

1. Advance the DACC brand through video productions and social media to target traditional-age students.
2. Expand the marketing of the "Legends" video series.
3. Promote the opening of Jacobs Hall.
4. Through the American Job center, Corporate Education, and Recruitment, fill the County's industry-recruitment void by guiding job seekers toward grant-funded education and skills training.



Danville Area Community College

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