Assurance Argument

Danville Area Community College

March 4-5, 2019

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.

DACC Mission Statement

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 broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Danville Area Community College can be summed up in one word: "Community." As a comprehensive community college, DACC wears its badge of honor in its name and recognizes service to "diverse communities" in the mission statement. Foremost, DACC is committed to fulfilling its multi-faceted mission of a comprehensive community college in its service to the community.

DACC has always been a mission driven institution. The 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. Over the years the College's mission expanded as it moved 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, which consisted of four paragraphs. When the re-accreditation team from North Central visited the College in 1988, the team members recommended the College update what they referred to as the mission statement. A cross-functional group updated the four-paragraph statement and gave it the new heading "Mission." The Board adopted the new "mission statement" on February 26, 1991. It was published in the 1992-93 DACC Catalog.

The Mission Statement was reviewed in 1998 by a cross-functional team and reduced from four paragraphs into one sentence. This mission statement was approved by the Board of Trustees and published in the 1999-2000 DACC Catalog. In 2008, the self-study team worked with faculty, staff, administrators, community members, Foundation Board members, and DACC Board members and slightly revised the mission statement. That revision was approved by the Board of Trustees and was published in the 2008-2009 DACC Catalog.

In 2018, the Criterion One team surveyed full- and part-time faculty, staff, administrators, and community members and determined the current Mission Statement continues to provide clear direction for the

institution's operations. The team did not recommend making any changes to the Mission Statement as approved in 2008. The College's Mission Statement reads:

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.

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. To meet that promise the College offers general and transfer education, as well as career and technical education. The College has approval from the Illinois Community College Board (ICCB) and the Higher Learning Commission (HLC) to offer 34 Associate Degree programs and 51 certificates. The degrees and certificates are designed to meet the needs of the students and communities the College serves. They are routinely reviewed to assure they are current and of the highest quality.

In addition to providing general and transfer education and career and technical education the College offers Adult (including remedial) and Basic Education Classes, as well as English as a Second Language and Citizenship classes. The Adult Education program strives to give students a second chance to achieve a basic education by helping them accomplish one or more of the following:

- Improve basic skills (reading, writing and math)
- Prepare for successful high school equivalency testing
- Transition into a career or post-secondary education
- Improve speaking skills and/or basic skills if English as a Second Language
- Learn the basic skills needed in the workforce today

Classes are held not only at the College but also at numerous locations throughout the district.

The College offers trainings designed specifically to meet the needs of local employers through the Corporate Education department. They provide training in safety, leadership/team building, industrial applications/technical continuous improvement/quality, and other topics identified by local employers.

The College has a strong commitment to lifelong learning. The Community Education department offers an extensive array of classes and weeklong summer camps for young people through College for Kids. Community Education also offers a wide variety of opportunities for senior citizens to continue to learn, including computer workshops, lunch and learn sessions, and day trips to interesting locations. Tuition for credit bearing courses is waived for in-district students who are 60 years or older, yet another way the College shows its commitment to lifelong learning. The Community Education department is housed off campus at the Village Mall to provide greater accessibility for senior citizens.

The number of credit hours generated by the various programs are consistent with the mission of a comprehensive community college. Between fiscal years 2015 and 2018, a total of 224,276 credit hours were generated. Of those 54% were in transfer programs, 36% were in career/technical programs, and 5% each were in Adult Education and Corporate and Community Education.

Part of the College's mission is to provide accessible learning experiences and it does this in many ways. First, the College makes classes accessible by keeping them affordable. The College does everything it can to keep tuition low. The Board approves tuition increases only after lengthy debate. The College continues to explore ways to reduce textbook costs.

In the 2017 spring semester, DACC began offering "bonus classes" as another way to make higher education more affordable for students. Students enrolled in twelve or more credit hours may enroll in one of the Bonus Courses on the list for a given semester and receive a $500 waiver. Students must maintain full-time status without the Bonus Course to keep the waiver on their account. This initiative has grown from 29 students in spring 2017 to 181 students in 2018 fall. For spring 2019, the number dropped to about 80 students because the College omitted one credit-hour fitness center classes from the list.

Another way the College makes higher education accessible by making it affordable is by offering dual enrollment opportunities to hundreds of high school students each year. The College charges half tuition for high school students taking dual enrollment classes with a DACC instructor, either on campus or online. Students who are deemed low income as a result of being eligible for free or reduced lunch at their home high school pay just one-quarter tuition for dual enrollment classes. In addition, the $65 course fee for online classes is waived for high school students.

High school students can also take dual enrollment classes on campus as part of Middle College or College Express. These are discussed in Criterion 1.D. In addition, high school students can take dual enrollment classes at their home high schools with their high school faculty, at no cost to the students. The high schools bear the cost for these classes.

A major way the College makes higher education accessible is by providing financial assistance. In FY 2018, nearly $9 million dollars was awarded to DACC students in the way of Pell Grants, federal loans, State MAP grants, and awards from the DACC Foundation. The DACC Financial Aid office oversees Pell Grants, federal loans, and state MAP grants and has made great strides in reducing student debt and default rates. Financial Aid staff give students strategies for funding their education without incurring mountains of debt. 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 2017-2018, the Foundation awarded 556 student scholarships totaling $599,951 with 82 percent of the students at DACC receiving a scholarship. Over the last decade, thanks to donor generosity and strategic investment practices, the DACC Foundation has grown from $6 million to more than $15 million.

DACC has been credited for giving everyone the opportunity for higher education. The College has also been credited for giving students a second chance. The College expanded on this tradition in 2016 when it began offering the Second Chance Scholarship. A recipient of the scholarship, the Vice-President of Finance, and the Executive Director of Workforce Development provided an update on the program to the Board at its meeting in November 2018. The update included data on the participants in the program to date, the criteria and application process, the application, and the Semester Enrollment Form and Checklist.

In addition to making higher education accessible by keeping it affordable, the College makes learning accessible by offering classes in a variety of formats including face-to-face classes, hybrid classes, and

online classes. The College offers classes at area high schools, the Hoopeston Higher Learning Center, the Danville Correctional Center and even the local Housing Authority. Classes are offered in the traditional 15-week format, as well as 12-week, 8-week, 7-week, and even a few as 3-week classes. The majority of face-to-face classes are offered during the day with only a few meeting at night. Most students prefer to take classes online rather than at night.

Another way the College makes learning accessible is by creating partnerships with four-year institutions that allow students to complete their bachelor degree locally. One such partnership is the 3 + 1 program with Franklin University Students complete their Associate Degree at DACC and then complete an additional 33 credit hours at DACC. The remaining 30 hours in their bachelor degree program are completed online through Franklin University. Students can choose from over 30 bachelor's degree programs. Students who do not have access to a computer and/or internet may use a computer lab on campus to complete their online courses with Franklin. The College also has the 3 + 1 BSN program with Eastern Illinois University.

The College's commitment to diversity is illustrated clearly by its efforts to address equity gaps in education. The College has participated in Achieving the Dream, a national initiative to increase student success and reduce achievement gaps between various groups, since 2009. For over a decade, the College has been reviewing the data, identifying achievement gaps, and looking for ways to reduce those gaps. In 2013 DACC was designated an Achieving the Dream Leader College for demonstrating measurable gains on student success metrics over a three year period. The College's designation as an Achieving the Dream Leader College was re-certified in 2016 for making measurable gains in fall-to-fall retention rates, fall-to-fall persistence rates, graduation rates, and course success rates.

As an example of how DACC has addressed equity gaps, in 2015, the College's ATD Equity and Inclusion Team introduced a "Getting Ahead" program as a way to reach out to people living in poverty throughout the community. A 15-week class taught by the College's Chief Diversity Officer, the program is geared toward helping people of low socioeconomic status aspire to a better life for themselves and their families. At the conclusion of the class, students "graduate" to pursue the next phase of their lives, which may be seeking a job or enrolling in college or technical/trade classes. Over the past three years, five "Getting Ahead" classes were taught. The first four were taught to the residents of Fair Oaks-a public-housing cluster populated predominately by African-American families. In the spring of 2018, "Getting Ahead" was provided to another housing project, Churchill Towers.

A more recent example of an initiative to address equity gaps includes the College's decision since February 2017 to open a classroom in the heart of Fair Oaks and to operate a shuttle bus between Fair Oaks and the campus. The College discontinued the shuttle after one year due to low ridership. The classroom continues to provide high-school equivalency test preparation classes.

In 2018 the College renewed efforts to narrow the achievement gap between its African-American male students and their peers overall. While the College's graduation rate is in the top 10 percent among community colleges, DACC's African-American male students lag well behind the overall average of 38 percent. To address this, the College's Equity and Inclusion team launched M-SWIFT. This program addresses equity gaps for first time, full-time African American males through: Mentoring (M), Social engagement (S), Wrap –around services (W), Intrusive Intervention (I), Financial aid (F), and Tracking (T). These areas are "best practice" focal points for success in closing equity/completion gaps of minority

males and their majority counterparts. The College provides training and available on-campus services information for mentors. Social engagement activities are scheduled throughout the semester for mentors and mentees. Student academic progress is tracked throughout their college career by the Equity and Inclusion team, providing intrusive interventions, as needed.

The College's commitment to equity and by extension social justice is no place more evident than in its role at the Danville Correctional Center. In 2012, DACC received approval from HLC to offer courses and programs at the Danville Correctional Center as an additional location. The College had had a contract with the State of Illinois to provide educational services there since 2009, but with its approval as an additional location the College could now offer 50% or more of a degree program. The College offered degrees and or certificates in horticulture, construction, custodial services, auto technology and substance abuse, as well as the Associate in Science and Arts and Associate in General Studies. In 2015, the State of Illinois did not have a budget and as a result the College did not have a contract for the Correctional Center. DACC did not have the resources to fund the career programs. Rather than abandon the students at the Correctional Center entirely, the College continued to offer general education classes. In 2018, the State issued a new contract. Beginning in January 2019 students at the Correctional Center will be able to earn Associate in Applied Science degrees or certificates in a variety of career programs, as well as the Associate in Arts, Associate in Science, and Associate in General Studies at the Danville Correctional Center.

As indicated in its Statement of Purpose, the College provides the support services needed for students to be successful at the institution. These services include but are not limited to: Academic Advisement and Counseling, Career Counseling, Disability Services, Financial Aid Counseling, library instruction, mentoring, orientation, testing services and tutoring. Staff from the College regularly take their services to the area high schools and to the Hoopeston Higher Learning Center. Technology has enabled the College to provide additional services, such as tutoring and library assistance to students at a distance. Arrangements have been made to provide peer tutoring and library services to the students at the Danville Correctional Center, where the students are not allowed internet access. The College provides services specifically for veterans through the Veterans Multipurpose Center.

Another way the College provides support services is through the TRIO Student Support Services (SSS) program, which has called DACC home for over two decades. TRIO SSS is a competitive, 5-year grant funded through the United States Department of Education. The goal of the TRIO SSS Program is to increase the college retention and graduation rates of eligible first generation, low-income students and students with documented learning or physical disabilities. The program is funded to serve 190 participants each year. Program participants are provided: academic support services; financial aid counseling, assistance with completing the FAFSA, and financial literacy; assistance with transfer; assistance with scholarship searches and applications; computer lab access; and academic success workshops. The TRIO SSS Program is fully integrated into the organizational structure of the College as part of the Student Services Division. The program collaborates with other campus units to create a strong network of support services that address participant needs that exist beyond the scope of the program.

In addition to the direct support services it offers, the College also provides indirect support services. The College serves as the fiscal administrator for the American Job Center (AJC) and Vermilion County Works (VCW), which are discussed later in this section. The AJC staff and partners including the East Central Illinois Community Action Agency (ECICAA), Illinois Department of Employment Security

(IDES), Department of Human Services Public Assistance (DHSPA), Department of Rehabilitation Services (DORS), DACC Adult Education and the DACC Small Business Development Center (SBDC) help connect students with additional resources and supportive services. DORS, for example, serves individuals with disabilities, and their families, to assist them in making informed choices to achieve full community participation through employment, education, and independent living opportunities. Some of the services VCW can provide include tuition, fees, books, transportation, childcare, work experience, and support for students who start a new job.

The people who work at the College are generous by nature and work diligently to provide additional support services to DACC students. One way is the Clothes Closet. Another is the Coat Rack. Yet another is the Food Pantry. In November 2018, the TRIO program and the Phi Theta Kappa Honor Society coordinated a drive to collect food items for the DACC Food Pantry. This was in concert with #Giving Tuesday, a global day of giving.

A very special way the people who work at the College provide support to students is through Operation Santa. Sponsored by the DACC Classified Staff Association, Operation Santa is a tradition that has been around since the mid 1990's. The goal of Operation Santa is to assist needy DACC students and their families. Children's names are hung on a tree and employees are invited to pick a nametag and purchase presents for the child listed. Employees are invited to donate items to include in gift bags for the parent, also. Monetary contributions can be made through the Cashier's office. Each year a member of the Association provides the College with an update on how many children and others were served through Operation Santa.

DACC's enrollment profile is consistent with its mission to serve the diverse communities within District #507. The district is located in East Central Illinois and encompasses high school districts in Vermilion, Edgar, Iroquois, Ford, and Champaign counties with an estimated population of 89,000. Student demographics reflect the demographics of the College district. According to the 2017 U.S. Census estimate, 78% of the residents in District #507 are white, 13% are African-American, 5% are Hispanic, and almost 4% are "other." DACC's credit students between 2015 and 2018 (excluding unknown ethnicity) reflect the district population with 78% being white, 14% African-American, 5% Hispanic, and 3% "other."

DACC's planning and budgeting priorities align with and support its mission. Please refer to Criterion 5.C for a complete discussion of how the College does this.

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1.B - Core Component 1.B
The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of 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 document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument
DACC articulates its mission through the Mission Statement and other mission documents which include the Vision Statement, Core Values, Statement of Inclusion, Statement of Purpose, and General Education Outcomes. These are available to both internal and external constituents in several public documents.

The Mission Statement is posted on the College website, in several places on campus and on the digital signage that can be found in multiple locations across campus. It can be found in the College catalog, the Annual Report, the monthly board packets, and the strategic plan and on the employee newsletter, the *Plain Brown Rapper* (PBR). The Mission Statement is included on the DACC Employment Application and on the Human Resources web page that shows open positions. Efforts are made to ensure students are aware of the College Mission Statement. It is in the Student Handbook, on the Course Syllabus template and Course Outline Template that are required for every class and on the digital signage available across campus. The Mission Statement is included in the Student Services Master Plan, on the Annual Strategic Planning Matrix, in the New Employee Online Orientation and the Graduation booklet that is inserted in the local newspapers.

The Vision Statement is on the College website, in the College catalog, in the monthly board packets, and in the New Employee Online Orientation.

The Core Values are on the College website, in the catalog, in the monthly board packets, in the Student Handbook, and in the New Employee Online Orientation. They are on the digital signage, the College website, on limited posters throughout campus, as well as in the Part-time Faculty Handbook.

The Statement of Inclusion, Statement of Purpose, and General Education Outcomes are on the website, in the catalog and in the Part-time Faculty Handbook.

The College's Mission documents are current. The DACC Mission Statement was reviewed and revised in 1991, 1998, and 2008. It was reviewed in 2018 but no changes were recommended based upon responses to survey questions submitted by faculty, staff, administrators, and community members.

The Vision Statement was adopted in 2002 and revised slightly in 2008. In 2017, nearly 100 DACC employees, representing all departments, divisions, and positions on campus, completed the Achieving the Dream Institutional Capacity Assessment Tool (ICAT). The results of the assessment indicated a high

percentage of the respondents thought the College had a clear and compelling vision for student success and that the student success vision was used to set priorities and direct action. The team reviewing the mission documents noted, however, that "student success" was not mentioned specifically in any of the mission documents. That team then surveyed faculty, staff, students, and community members and asked if they supported revising the College's vision statement to read as follows:

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.

The team also proposed eliminating the nine statements that followed the then current vision statement. The revised version of the vision statement and the proposal to eliminate the nine statements were both supported by employees, students and community members. These proposals were approved by the Governance Forum on November 7, 2018, and by the Board at their meeting on November 15, 2018.

DACC's original core values of Integrity, Excellence, Communication and Adaptability were adopted in fall 1998. The proposal to add a fifth core value – Diversity – was approved by the Board early in 2008. An inclusive process was used to create the College's definition of Diversity and the statements to support it. The Board approved these changes later that year. The team did not recommend any changes to the core values in 2018.

The Statement of Inclusion was approved by the Board in 2003. It was reviewed in 2008 but no changes were made. In 2017, the Criterion One team surveyed all employees and asked if they agreed with the College's Statement of Inclusion and if they thought it encompassed all aspects of diversity and inclusion in support of student success. The respondents, representing a cross section of employees, overwhelmingly responded yes. Based on that no changes were recommended.

The Statement of Purpose first appeared in the College catalog in 1992. Prior to that the College had a Statement of Objectives that consisted of six statements, which were for all intents and purposes repeated in the College's Functions, which consisted of eleven statements. The Statement of Objectives was eliminated and the College's Functions was renamed as Statement of Purpose. This statement clearly explains DACC's role as a comprehensive community college.

In 2003 the Assessment Team, which was made up of faculty members from all divisions, identified the College's General Education Outcomes. The Board voted to include the General Education Outcomes in the College's mission documents in 2008. In 2017, the Assessment Team revisited these outcomes. No recommendations were made to change the outcomes themselves but the team did recommend adding descriptive statements regarding each outcome. This recommendation was approved by the Academic Affairs team and then the Office of Instruction.

Once both of those groups approved the change, the Assessment Team included the recommendation on the survey that was administered to faculty and staff. The respondents overwhelmingly supported the recommendation. The Assessment Team then took the recommendation to the Criterion One team, which took it to the Governance Forum and then the Board. The recommendation was approved by both.

DACC's mission documents explain the extent of the institution's emphasis on the various aspects of its mission, particularly in the areas of academics, the community, diversity, economic development, and students. In its Mission Statement the College emphasizes its commitment to meeting the academic, cultural and economic needs of the diverse communities it serve while maintaining high standards. In its Vision Statement the College emphasizes its commitment to student success, academic excellence and economic development. In its Core Values the College reaffirms its commitment to learning, the community, economic development, diversity and students. In its Statement of Inclusion the institution clarifies the extent of its commitment to diversity. In its Statement of Purpose the College clearly indicates its commitment to academics, lifelong learning, the community, economic development, and students. The College shows its commitment to academics and student success by including the College's General Education Outcomes in its mission documents.

DACC's mission documents 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.

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1.C - Core Component 1.C
The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument
Danville Area Community College understands the relationship between its mission and the diversity of society. In its Mission Statement DACC says it is committed to meeting the lifelong academic, cultural and economic needs of its diverse communities. In its Vision Statement the College refers again to the communities it serves, and one of its Core Values is Diversity. It describes in detail under that value exactly what that means. In its Statement of Inclusion the College expands upon what it sees as its responsibility not just to provide access to educational opportunities and experiences but also to prepare students to engage responsibly in an increasingly diverse global world. One of the College's General Education Outcomes is *Cultural Awareness and Social Skills.* The goal is that every student who completes a program of study at the College will be able to work effectively in a diverse setting and will have an understanding of not just local and national issues but also global issues.

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, the Anti-Harassment in Employment Policy, the Anti-Harassment in Education Policy, and Student Conduct Code.

The College's Affirmative Action Policy was adopted in 1992 and revised in 1993. It states that "discrimination based on race, color, sex, religion, age, national origin, ancestry, marital status, unfavorable discharge from military service, mental or physical disability, veteran status, or sexual orientation . . . is strictly prohibited." It further states that the College is committed to a program of affirmative action to alter patterns of growth and employment which indicate under-utilization of members of any of these groups who are qualified.

The Anti-Harassment in Employment Policy was adopted in 1992 and was revised in 2000, 2004, and 2005. This policy states that the College is committed to a work environment that is free of discrimination and will not tolerate harassment.

The Anti-Harassment in Education Policy was adopted in 1992 and was revised in 2004 and 2005. This policy states that the institution "is committed to providing its students with an educational environment that is free of discrimination." Harassment is defined as unwelcome conduct, be it verbal, physical, or visual, that is based upon a person's status. The policy outlines employees' responsibilities in regards to assuring a workplace and learning environment that is free of harassment.

In 1992, the Board adopted the statement, "A student conduct code shall be published in the Danville Area Community College *Student Handbook*." As per the Student Conduct Code, "The College should provide a safe environment where respect for the individual is practiced and learning is the fundamental goal of all activity." The code describes what is expected of students and how individuals should be

treated, what constitutes violations of this code, how violators of the code should be disciplined, and the procedures for grievance and resolution.

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. For example, DACC generally places advertisements for open positions in the two local newspapers. For faculty and administrative positions, the College also pursues minority recruitment publications. 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. Interview teams for all positions are gender balanced and have diversity representation. DACC is an open-access institution meaning any student who has the ability to benefit is eligible to register for classes. The College's non-discrimination statement is on both the application for employment, the electronic application portal, and the application for admission. All non-discrimination notices used by the College use the format approved by the Office of Civil Rights.

Another way the College shows attention to diversity is by providing leadership to the Access, Equity and Diversity Advisory Committee. The committee is a group of DACC employees and community members that meet regularly to discuss pertinent topics of how the College is addressing diversity and inclusion initiatives.

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1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
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 identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

The College's mission documents 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. 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.

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.

American Job Center

In 2017 the College became the One Stop Operator for the County's American Job Center (AJC), serving job seekers at both the DACC campus and the Vermilion County Works facility on North Franklin Street in Danville. As such, the College manages partner agencies, including the Department of Human Services, the Department of Rehabilitation Services, and the Illinois Department of Employment Security, that provide other "wrap around" services. The goal is to provide the public with seamless services ranging from basic-skills instruction and occupational training to job preparation and placement. AJC representatives have regularly scheduled hours on campus. A DACC staff member serves as the liaison between the College and all of the AJC partners and can activate the referral process and point students to the resources that they may need.

College Express

In 2005 the Vermilion Vocational Educational Delivery System (VVEDS), the area vocational center for high school students, struggled financially and was going to have to close its doors. The College and area school districts worked cooperatively to resolve the issue and provide students access to career education at the high school level. DACC hired instructors, developed curriculum, and provided facilities and equipment to accommodate these students. Known throughout the district as College Express, this program provides the opportunity for students to earn both high school and college credit in fifteen areas of study, including manufacturing, healthcare, computer networking, and early childhood education. The school districts cover the cost of student tuition, fees, and books and provide bus transportation from the

high schools to the DACC campus. DACC reduces the tuition charged to the districts, issues college credit for the College Express classes, and provides classes five days a week to accommodate the high school calendar. Nearly 6,000 students have earned credit through the College Express program.

Hoopeston Higher Learning Center

In 2012, community leaders in a town located at the northern most edge of the College district approached the College about establishing an extension site there. Surveys were distributed and local input was gathered. At its August 21st meeting, the Board considered acquiring property in Hoopeston for that purpose. The DACC Foundation agreed to accept that property for the College. The College renovated the property with funding from a variety of sources. Classes began September 2013. DACC applied for approval to open an additional location to be known as the Hoopeston Higher Learning Center (HLC). The Higher Learning Commission approved this request in April 2014 pending the results of a required Confirmation Visit. Students can take advantage of transfer courses, adult education classes, CNA classes, College for Kids and other community offerings at the Hoopeston HLC.

Labor-Management Council

The Danville Area Labor-Management Council was formed on February 25, 1982. The DALMC is the third oldest Labor-Management Council in Illinois. The Council gives management and union leaders a forum in which ideas can be expressed, programs created and assistance provided in promoting good labor-management relations. It supports industrial retention, expansion and recruiting efforts. The DACC President and the President of the Economic Development Corporation serve as ex-officio officers. The DACC Executive Vice President for Instruction and Student Services is the Council's coordinator. By encouraging labor and management to work together, the Council strives to improve the economic climate of the community.

Manufacturing

The College works with local businesses to fulfill their workforce needs. There is a shortage of manufacturing workers in the district. To help address this need, the College began hosting an annual Manufacturing Day to introduce students to the field. The College also developed a brochure highlighting manufacturing industries. The Technology Division and Corporate Education work closely with local industries to meet their employee needs.

Middle College

Middle College is a high-school dropout prevention program whose goal is to take students who are at-risk of dropping out and support them on their way to high school completion. Students take all of their classes at DACC but are still students of their home high schools. When they start, they take placement tests like any other college student and then they are registered for classes based on the credits needed for graduation. Since the program started in the fall of 2009, it has served a total of 274 students. Of these 199 have graduated and 19 are still enrolled in the program.

NJCAA National Tournament

Since 1993 DACC and the city of Danville have hosted the National Junior College Athletic Association (NJCAA) Division II Men's National Basketball Tournament on the College campus. The tournament features the best sixteen Division II teams in the nation with a blind draw for all positions. DACC employees volunteer hundreds of hours to make the tournament a success. Each year the tournament brings thousands of visitors to the campus and to the community.

Small Business Development Center
DACC's Small Business Development Center (SBDC) has been invaluable to the community since it was established in 1986. The SBDC is funded in part through a cooperative agreement with the U.S. Small Business Administration and in partnership with Illinois Department of Commerce and Economic Opportunity and DACC. The SBDC is committed to ensuring that small businesses are developed and thrive. It provides one-on-one business counseling for existing and start-up businesses. It also provides assistance with developing, writing, and implementing business plans and with financial analysis and planning. The SBDC assists with the preparation and implementation of budgets, helps to identify and apply for business financing, and assists with cash flow management. In addition, it helps small business owners evaluate business acquisitions and legal entities. The SBDC offers education and training opportunities to local small business owners.

Vermilion County Works
DACC administers Vermilion County Works, the Workforce Innovation and Opportunity Act of 2014. This federal legislation authorizes federally funded workforce programs and services. The Act prepares eligible youth and adults in Vermilion County and the surrounding area for entry into the labor force. Vermilion County Works of Danville aims to develop the Illinois area workforce by providing job search assistance and training as well as other career and employment related service needs. It is a proud partner of the American Job Center network. The following types of training and services are provided by the local office: basic education and high school equivalency classes (through DACC); vocational skills training; transitional employment; incumbent worker training; on-the-job training; customized training; Dislocated Worker services; client support services (job readiness assessments, and career counseling); and financial assistance. VCW representatives have regularly scheduled hours on campus. A DACC staff member serves as the liaison between the College and VCW and can activate the referral process and point students to the resources that they may need.

VITA
DACC has coordinated the local Volunteer Income Tax Assistance (VITA) program since 2011. This federal program offers free tax help to people who generally make $54,000 or less, are persons with disabilities, or are limited English speaking taxpayers who need assistance in preparing their own tax returns. IRS-certified volunteers provide free basic income tax return preparation with electronic filing to qualified individuals. DACC staff members schedule all of the VITA appointments as well as oversee the tax drop-off service. VITA tax appointments are scheduled at the DACC Campus, at the Danville Community Action Agency, and in Georgetown. In 2017, alone DACC staff fielded 1,505 phone calls. Of these just over 900 persons filed tax returns and brought nearly $900,000 back into the community.

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. DACC's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. The College is considered to be a unit of local government per the Illinois Public Community College Act (IPCCA). A summary of expenditures of the 2019 budget is evidence that the College's resource allocation supports its educational purposes and not a superordinate entity. Nearly half is allotted to instruction. Almost twenty percent is allotted to academic support and student services. Just under twenty percent is allocated to institutional support. Slightly over two percent is public service.

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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 operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument
Danville Area Community College acts with integrity and operates ethically and responsibly. This is consistent with its mission, vision and values. When the College established its core values in 1998, integrity was ranked as being the most important. Integrity was defined as having "trusting relationships and an ethical reputation with those the institution serves..." The College has policies and procedures in place to assure fair and ethical behavior for all divisions and departments, employees as well as students. Board members ensure the overall integrity of the institution as well as the fiscal stability of the College.

DACC operates ethically and responsibly in its financial, academic, personnel, and auxiliary functions. The College is recognized by the Illinois Community College Board (ICCB). 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, which is referred to as the Recognition Visit, is very similar to a Comprehensive Visit from the Higher Learning Commission. It requires a self-study focused on the institution's compliance with ICCB rules. It also requires a team visit from ICCB to review financial, enrollment, and other records. DACC's most recent ICCB Recognition Visit occurred in 2016. DACC responded to all of the concerns noted as a result of that visit. The College received certification through 2021.

In 2015, ICCB selected DACC for an on-site civil rights compliance review. DACC was selected based on specific selection criteria that were approved by the Department of Education's Office of Civil Rights. The visit was conducted on December 2 and 3, 2015. A letter of findings was received in February 2016, and the College responded to the Findings of Noncompliance with a Voluntary Action Plan by the March 18, 2016 deadline.

Finance and Administration
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 and the reports are published on the College website.

The Comprehensive Annual Financial Report (CAFR) verifies the College's financial statements are accurate and presented fairly. The CAFR provides a snapshot of the College's financial performance and major initiatives as well as an overview of trends in the local economy. Above all, the report represents the College's commitment to inform members of the community about the College's finances.

The Vice-President of Administrative Services is responsible for the procurement of all supplies, materials, equipment, and contracted services necessary for College operations. The office must assure that all state and federal laws are followed and that the bidding process is transparent.

The Purchase Order is the College's formal offer to buy specified supplies, materials, equipment or service. When the vendor accepts it, the Purchase Order becomes a legal and binding contract, obligating the College and the vendor. The issuance is the responsibility of the Vice-President of Administrative Services. Provisions are made for when formal state bidding is required, when DACC bidding is required, when three written quotes are required, when documentation of two oral quotes is required, and when competitive pricing is appropriate. The Vice-President of Administration is the only one authorized to sell surplus college equipment.

Academic Services
The Executive Vice President of Instruction and Student Services has oversight of the College's academic and student service functions. The College has policies and procedures to assure integrity in academic affairs and student services. The College has policies in regards to academic freedom for faculty. Faculty have control of the curriculum. All curricular decisions must be approved by the Academic Affairs Team, which is composed of faculty from all divisions, and the Office of Instruction.

In FY 2017, the College developed 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. The process is described in greater detail in Criterion 3.C.

The Faculty Qualifications Review form is kept in each instructor's personnel file and is also included in a database housed in the Human Resources office. 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.

All required consumer/student information disclosures are listed on the College website for easy access to students and future students.

The Financial Aid Office, which is housed within Academic Services, is in full compliance 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 DACC Financial Aid Office has made great strides in reducing student debt and default rates.

The Danville Area Community College (DACC) Chemical Hygiene Plan (CHP) complies with the Occupational Safety and Health Administration's (OSHA) Occupational Exposure to Hazardous Chemicals in Laboratories standard (29 CRF 1910.1450).

Personnel
The Vice President of Human Resources and Affirmative Action Officer oversees College-wide policies that assure fair and ethical treatment for the entire College. Examples of these policies include Affirmative Action, Anti-Harassment in Employment, Title IX, Drug Free Workplace, Ethics Policy, Employee/Employee Relationships, Nepotism, Formal complaint process for non-represented employees and a Grievance Policy for faculty and classified staff.

The College has in place hiring procedures that are consistent and fair. Position descriptions are created for full-time positions in all classifications – faculty, administration and support staff. Minimum qualifications are set up for each. Procedures for posting job descriptions, setting up interview teams, interviewing candidates, and recommending candidates are in place. All teams are comprised of individuals who represent a diverse workplace environment. Positions are advertised in places that will reach a diverse pool of candidates. All postings include the Notice of Nondiscrimination approved by the OCR. An Employee Checklist form is completed upon hire of a new employee. These forms ensure that all required policy reviews, required trainings, and background checks have been completed. New employees are required to complete the New Employee Orientation which is online.

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 for full-time faculty and the DACC Classified Staff Association IEA/NEA. 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. A formal evaluation of non-tenured faculty is conducted twice a year, once during the fall semester and once during the spring semester. A formal evaluation of each part-time faculty is conducted each semester for the first two semesters and annually after that. All members of the same group (faculty, administration, staff) are evaluated using the same form. Employees have the opportunity to include personal goals in their evaluations.

Auxiliary Services
Auxiliary service areas contribute to what the College can offer students, employees, and the larger community. These service areas include Follett's Bookstore, the DACC Child Development Center, food service and vending, athletics, and the DACC Foundation.

Follett's Bookstore

DACC had operated an in-house bookstore for many years. The College had been concerned with high textbook costs, so in FY2014 the College investigated partnering with an experienced company to provide full bookstore management and operations which many thought would help to reduce textbook costs based on other colleges' experiences. The College sent a Request for Proposal to the three companies that are most utilized by Illinois community colleges: Barnes & Noble, Follett Higher Education Group, and Neebo. All three returned proposals. The committee evaluated the proposals and sought input from faculty and students. They agreed that the proposal from Follett Higher Education Group would serve DACC best. The Board approved contracting with Follett Higher Education Group to provide bookstore management and operations for five years. Follett has provided up to $200,000 in renovations to the

existing Bookstore facilities, $28,000 towards the installations of point-of-sale and store management systems and $5,000 annually in textbook scholarships.

DACC Child Development Center

The DACC Child Development Center provides childcare to students, employees, and community members while supporting the academic goals of the college. The Center is licensed by the Illinois Department of Children and Family Services and by the City of Danville. It is authorized to operate a Food Service by the Vermilion County Health Department, which has consistently given the Center 100 out of 100 possible points on food service sanitation inspections. The Center has obtained a Silver Circle of Quality Rating by ExceleRate Illinois, a statewide initiative to prepare children for success. The director and the experienced teaching staff provide high-quality care and education for children ages two-five years. They partner with families and work closely with local childcare providers. They also work closely with early childhood, education, and nursing faculty to provide observation, interaction, and internship opportunities for their students.

Food Service and Vending

In 2011, the College sent area food service providers Requests for Proposals to provide food service on the DACC campus. *O'Leary's* was selected and approved by the Board. *O'Leary's* provided food service on campus until July 8, 2013, at which time they notified the College that they would no longer be able to provide services, effective immediately. Due to the emergent nature of the need for food service in Fall of 2013 and the recent RFP process that occurred in 2011, a RFP process was not conducted. Instead the then Director of Administrative Services contacted *Subway®*, who was the second choice during the 2011 RFP process. *Subway®* agreed immediately to fill the need. They invested between $30,000 and $50,000 in remodeling and in approximately one month opened for service. *Subway®* does not pay rent nor does the College receive commission. *Subway®* operates during the fall and spring semesters Monday through Friday. They are closed during breaks and over the summer due to lower sales volume. This helps to curtail their potential losses and maintain them on campus as the College's food service provider. They also provide catering services on campus.

Canteen has provided food service, catering and vending since 1992 and is the College's current provider of food vending. *Pepsi* provides DACC's beverage vending, with the exception of *Subway®*, which utilizes *Coca-Cola* products. The College does receive commissions from both of these vendors. Vending is available at all buildings on campus and at the Hoopeston Higher Learning Center.

Athletics

Danville Area Community College is a member of the National Junior College Athletic Association (NJCAA) and Region 24. The College offers the following intercollegiate sports: men's and women's basketball, men's and women's cross country, and men's baseball and women's softball. In 2018, the Board approved adding men's and women's golf starting in the 2019 academic year. Student participation is governed by eligibility rules set forth by the NJCAA and the College. The Athletic Department routinely checks the eligibility status of all student athletes.

Foundation

The DACC Foundation is a non-profit corporation organized and operated exclusively for the benefit of Danville Area Community College. The Foundation works with the College to obtain gifts of money, property, and services. This brings to the College the necessary financial support that is vital to meet the needs of today's diverse student body. The audit report provides evidence of financially responsible support to the College. The bylaws of the DACC Foundation provide evidence that the Foundation operates with integrity on behalf of the donors and the students.

The College has established and follows policies and processes for fair and ethical behavior on the part of its Board, administration, faculty, and staff. The Board of Trustees derives its authority from and is governed by the State of Illinois. The Board consists of seven voting members who are chosen at large on a nonpartisan basis in public elections held in odd-numbered years. These members serve six-year terms which are staggered. A student member of the Board is elected by the student body for a one-year term. 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. Board members are asked to review the policy on an annual basis and sign a document indicating such. 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.

The Board meets publicly each month to hear reports from various areas of the College and to conduct official College business. The policy manual and minutes of monthly public board meetings show that the board regularly exercises its statutory powers and duties.

In compliance with the Illinois Open Meetings Act the Board established policies in regards to Special Meetings, Meetings Open to the Public, and Meetings Closed to the Public.

Every Trustee elected or appointed after January 2017 is required to complete a minimum of four (4) hours of professional development leadership training. (PA 99-0692) The training must be completed during the first, third, and fifth years of a trustee's term. 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.

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.

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* 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, the Student Loan Code of Conduct Policy, the Employee Conflict of Interest Policy, and the Fraud Awareness and Whistleblower Policy.

In its efforts to be transparent DACC makes a wealth of institutional information available to the public on its website. Examples include annual reports, the *Board Policies and Procedures Manual*, as well as

Board meeting agendas, minutes and packets, strategic management documents, and employment contracts for the President, the Executive Vice President, and the Vice-Presidents.

The College allows public access to public records in accordance with the Illinois Freedom of Information Act (FOIA) and with Public Act 96-0542. The College has a process in place for requesting information and a process for responding to requests. 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. DACC is in compliance with the Gramm-Leach-Bliley Act, the Fair and Accurate Credit Transactions Act, Red Flag Regulations, Family Educational Rights and Privacy Act, Health Insurance Portability and Accountability Act, the Health Information Technology for Economic and Clinical Health Act and the United States Department of Labor Training and Employment Guidance Letter No. 39.11. The College's Information Security Team oversees compliance with the Information Security Plan which includes periodic evaluation of the Plan and staff training.

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. This includes transfer-in-credit and credit transferred to other institutions.

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. 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.

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. 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.

The College has a well defined complaint process for students who have issues or concerns with grades or faculty members. Complaint procedures are outlined on the DACC website, in the catalog, and in the student handbook. Danville Area Community College participates in the State Authorization Reciprocity Agreement (SARA), which is an agreement that establishes national standards for the offering of online courses and programs. If a complaint cannot be resolved internally, students may file a complaint with the state in which they reside. 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. The Student Conduct Code is published in the DACC Student Handbook, which is available in print and online. There are specific board policies in regards to a drug-free learning environment, sexual harassment and preventing sexual violence. A student's right to protest on campus is also protected by board policy.

The College has established guidelines for the use of DACCnet, which is defined as the entire DACC computer system, and peer-to-peer file sharing. This includes all DACC-owned and DACC-leased computer hardware and software, the campus network, the campus Internet circuit(s), and other remote-access hardware and software.

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2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Danville Area Community College endeavors to be transparent with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships. 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 College's advertising and recruitment materials and other public information are also accurate, timely, and appropriately detailed. The Board has designated a Public Information Officer. 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. DACC communicates with its stakeholders in many ways, both face-to-face and through print and digital media.

The College makes every effort to ensure that students have easy access to the required information. The College provides a notification of pertinent policies and data reports to students the first time they log into their students services portal in the fall and spring semesters. All of the information the College is required to provide is available on the College website. This includes the FERPA notice; what financial aid is available; the rights and responsibilities of students receiving financial aid; the College's academic programs; college costs including tuition, fees, books and other supplies; withdrawal procedures; accreditation and licensure; disability services information; transfer of credit policies; contact information; copyright penalties and policies; student activities; student body diversity; net price calculator; financial aid shopping sheet; completion, graduation, transfer, retention, and placement rates; gainful employment; campus crime and safety information; drug and alcohol abuse prevention; drug free workplace; athletics; textbook information; loan counseling; private education loans; misrepresentation of DACC programs, tuition and fees, and/or employability of graduates; anti-lobbying provision; and voter registration information. The web address for each of these can be found in Required Information for Students and the Public.

Website

External and internal audiences can access information about Danville Area Community College's programs, services, and staff on its website and through digital signage located throughout the campus, the Village Mall, and the Hoopeston Higher Learning Center. The website is maintained by the Office of Online Learning and Services. 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.

College Catalog

The catalog is the primary source for academic and student services policies, costs to students, degree and program requirements, and course descriptions. It lists the student code of conduct, student grievance process, and all student services procedures for students. The catalog is reviewed annually in November. The process is facilitated by the Marketing Department. Every academic division and department reviews and updates program and course information. Student Services personnel review areas under their supervision, and the business office reviews students cost information to assure it is current. The catalog is available to all on the DACC website. A limited number of catalogs are printed for use by advisors and others on campus who are involved in registration and advisement of students. Print copies are shared with the high school counselors at the annual Counselor Articulation Workshop that is held every spring prior to the start of registration for summer and fall classes. The online version of the catalog is updated throughout the year as changes are made. An official copy is retained for when it must be determined under what catalog a student began his or her academic career.

Student Handbook

The Student Services department annually updates the Student Handbook, which can be accessed on the College website. Print copies are available throughout campus. DACC students can find information on their rights and responsibilities and guidance on academic and disciplinary policies. Input is collected from the appropriate departments and divisions to assure that information is up-to-date.

Social Media

DACC uses several social media platforms to communicate with internal and external audiences. These include Facebook, Twitter, YouTube, Instagram, flickr, LinkedIn, and Snapchat. They are managed by the Executive Director of Marketing and College Relations, with assistance from the Coordinator of Recruitment and Social Media for Student Services. The primary focus is on student activities and events and college closings. In addition to following the College via these social media outlets, internal and external audiences are invited to communicate directly with the President of the College on Twitter.

President's Report to the Community and Alumni

The Annual Report provides highlights about the College, as well as updates on the status of the Foundation to the community and alumni. The report is an official publication of the College and is produced by the Marketing and College Relations Department, with assistance from the President, Board Chair and Vice-Chair, Executive Vice President of Instruction and Student Services, and Executive Assistant to the President and Secretary to the Board. It is available on the website and is mailed to residents throughout the College district.

Alumni Association

The DACC Alumni Association was formed to assist in advancing the mission of Danville Area Community College, which is to provide higher education for people of diverse ethnic, racial, cultural, educational, and socioeconomic backgrounds. The Association will maintain a continuing relationship between alumni and the College and strengthen the relationship between the College and the community. Membership in the Association is open to all former students of DACC and DJC who have ever taken a class or workshop at the College, or any friend of the College. In order to be considered for an officer or

board position, the member in good standing must hold a degree, diploma, or certificate, or have completed at least 30 credit hours at the College.

DACC is accredited by the Higher Learning Commission, 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. DACC has been affiliated with Achieving the Dream since 2009 and has been an ATD Leader College since 2013.

Sources

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2.C - Core Component 2.C
The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. 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.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument
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. The Board of Trustees is a political body and no member has authority except when the board is legally in session. It is expected that Board members operate ethically with external constituents. It is also expected that they operate ethically with respect to the College President. Board members are required to submit the state of Illinois economic interest form and complete ethics training. The *Board Policies and Procedures Manual* identifies the scope and duties of the Board, including oversight of the development of policy, education, finance and business, personnel and students.

There are eight members, seven members 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.

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.

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. 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 with the local County Clerk's office to be in compliance with the Governmental Ethics Act. Board members must complete Open Meetings Act training, as described previously, 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. 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. These professional development opportunities reinforce requirements that Board members maintain their independence.

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. The President, administration, faculty and staff work together on important topics through shared governance. Several standing committees oversee the day-to-day workings of the College. These include Senior Leadership, Administrative Council, Expanded Administrative Council, Office of Instruction, and

the Student Services Administration Team. DACC has a rich, inclusive committee/team structure. The College has had a Continuous Quality Improvement structure since the early 1990s. Since 2009, the College has participated in Achieving the Dream (ATD). In an effort to assure that everyone has a voice in how the institution moves forward and that all parts of the College are working together, the Governance Forum was initiated in February 2018. The standing committees, CQI teams, ATD teams, and the Governance Forum are discussed in more detail in Criterion 5.B.

Sources

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2.D - Core Component 2.D

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

Argument

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 2001.0, a statement outlining academic freedom is included in the faculty contract. 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 3014.0, 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 2011.0, 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.

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, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument
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 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 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 3007.0, 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.

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.

The College has maintained a license for the anti-plagiarism software Turnitin.com. This tool is not used simply as a punitive measure. Faculty use it to help students understand what constitutes plagiarism and how to write with academic integrity. The service has been widely used on campus by all campus academic divisions, with 59 full-time and adjunct faculty members using the service over the last 20

years. Thousands of students have submitted more than 10,000 papers over the years. As of April 2018, in excess of 610 students had active accounts through DACC, and since January of 2018 they had submitted 1944 papers to the service. Turnitin.com is fully integrated with DACC's learning management system, Blackboard.

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.

Sources

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- 3007.0_Student_Conduct
- 6031.0_Copyright_Peer-to-Peer_File_Sharing
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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 high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for 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

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. 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. All of DACC's associate degrees require a minimum of 60 credit hours. DACC's degree and certificate requirements are outlined in the College catalog and on the College website.

There are several ways DACC faculty, staff and administrators assure the College's courses and programs are current and require appropriate levels of student performance. All curricula offered at public, two-year institutions in Illinois must be approved by ICCB. These include baccalaureate/transfer programs, as well as career and technical education programs. Each of these programs requires a specific application be submitted to ICCB staff for review and for final approval. When applying for new degree or certificate programs, DACC must submit the appropriate form to ICCB and include the need for the program, curriculum, faculty credentials, an assessment plan, and facilities available to support the program. For career and technical programs the College must supply labor market data, as well as employment opportunities in the field. 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. ICCB completed its most recent recognition visit for the College in 2016. 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.

When DACC wants to offer a course that is not part of the general education core, it must first submit it to baccalaureate institutions. Once at least three four-year institutions have accepted a course for transfer, DACC may then submit the course to ICCB for approval. Courses in career and technical programs not

designed to transfer are submitted directly to ICCB for approval. 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.

DACC participates in the Illinois Articulation Initiative (IAI), which is a statewide transfer agreement consortium. All institutions participating in IAI agree to accept a package of from 37 to 41 general education credits. Subject matter panels 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. The IAI panels review courses every five years to ensure that the content of courses is relevant and rigorous. 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.

The College assures its curriculum is current and relevant by maintaining University Transfer Curriculum Guides with many four-year institutions. These guides help to facilitate the transfer process. DACC partners with four-year institutions in several other ways that assure the College's programs are high quality. DACC has University Transfer Agreements in place with many four-year institutions. DACC has also established a Reverse Transfer Agreement with Eastern Illinois University. The College has established 3 + 1 Agreements with Franklin University and Eastern Illinois University. Students can complete an Associate Degree at DACC, take an additional year of classes on the DACC campus at the College's tuition rate, and then complete the fourth year of a baccalaureate degree online with Franklin in many fields. Students have the option to complete a 3+1 RN to BSN degree program with Eastern Illinois University.

In addition to the 3+1 agreements, DACC has established 2+2 Agreements with many four year institutions. These agreements allow students to take two years of prescribed coursework at DACC, transfer those credits to a four-year institution, and then complete the last two years of a specified bachelor's degree program at the transfer institution.

The College has also established Dual Admission Programs with the University of Illinois, Eastern Illinois University, and Olivet Nazarene University. Students can be simultaneously accepted into DACC and their intended four-year institution. They must take their first two years of coursework at DACC, and then they are guaranteed admission to their intended four-year institution provided they have met certain academic requirements.

DACC's internal process for curriculum development helps to ensure that courses and programs are current and rigorous. DACC's Academic Affairs Team and Office of Instruction both review all new courses, programs and degrees, as well as changes to existing courses, programs and degrees. The Academic Affairs Team is composed of faculty from all divisions, the deans, and the Executive Vice President of Instruction and Student Services. The Office of Instruction meets weekly, and is comprised of all of the deans and directors who report directly to the Executive Vice President of Instruction and Student Services. Proposals are submitted on the New Course Development Proposal form. The Curriculum Management process is outlined on the back of that form. In their review of proposals both Academic Affairs and the Office of Instruction verify the proposals have been compared with similar offerings at other institutions and that the curriculum is rigorous.

Compliance with ICCB requirements is another way DACC ensures its courses and programs are current and rigorous. DACC adheres to the ICCB Program Review process, which is described in Criterion 4.A. The College also adheres to ICCB's rule that all career- and technical education programs must have an advisory committee. These 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.

Students have an opportunity to voice their opinion in regards to program quality and relevance through course evaluations discussed in Criterion 3.C and through the Graduate Follow-Up Survey Transfer Students and the Career and Technical Education Follow Up Study. Transfer students are asked how well the College prepared them for their continued education. CTE students are asked if they are employed in their field of study and how well the College prepared them for employment and/or transfer. Student input is also gained from the Community College Survey of Student Engagement (CCSSE) and the Ruffalo Noel Levitz Student Satisfaction Inventory, both of which the College administers on a regular basis.

Another way DACC measures program quality and rigor is by looking at the percentage of students who successfully pass licensure exams in their fields, including the NCLEX, the Medical Imaging test, the RMA, and the CNA certification test. The high rates of graduates who successfully pass these exams is evidence of aligned learning outcomes and professional standards.

DACC has articulated learning goals at the institutional, program (degree and certificate), and course level. The College's General Education Outcomes (GEOs) were identified in 2003 by the Assessment of Student Learning Committee. Course level outcomes were first identified in 1999 and were later linked to the GEOs. They are reviewed annually as part of the course syllabi review process. Program outcomes were first identified in early 2000 and have been refined several times, most recently in 2016. Outcomes have been identified for almost every degree and certificate program and course at DACC. Each career/technical program has outcomes that align with the College's GEOs as well as outcomes specific to the field. All transfer programs have outcomes that align with the College's GEOs and in some cases outcomes specific to the discipline. These outcomes are discussed in greater detail in Criterion 3.B. How they are assessed is discussed in 4.B.

DACC offers face-to-face courses on campus, at the Hoopeston Higher Learning Center and at the Danville Correctional Center and through dual credit at high schools in the College district. The College also offers hybrid and fully online courses. To meet the needs of a diverse student body, courses are offered not only in the traditional 15-week format but also in 12-week, 10-week, 8-week, and 7-week formats. A few classes are offered in an accelerated 3-week format.

Regardless of where or how long a class meets, whether it is face-to-face or online, the College strives to ensure program quality. DACC adheres to a generic course syllabus for each individual course and a generic course outline for each section of a course. The course description, intended student learning outcomes and amount of time students are expected to be engaged with the course materials should be the same in the course outline as they are in the generic course syllabus. The topical outline, class schedule, and methods of evaluation may vary, allowing faculty academic freedom. Each semester faculty are asked to submit to their division's administrative assistant their own course outlines for each class taught, using the generic course outline template. Faculty are also asked to follow the College's Credit Hour Practices and Procedures when designing their classes. Beginning fall 2017 faculty have been asked to complete a

Credit Hour Verification Worksheet for each format of a class they teach. The goal is to assure that students will be engaged enough to meet the learning outcomes for the course, whenever, however, no matter how long it is offered.

The College used in-service time in 2017 and 2018 to introduce full-time faculty to the generic course syllabus and outline and the Credit Hour Verification worksheet. They were discussed at the Part-time Faculty Academy, January 2018. All part-time faculty are invited but not all attend. The College continues to work with all part-time faculty, including those who teach at the Hoopeston Higher Learning Center, the Danville Correctional Center, and dual enrollment classes at the various high schools, to bring them into alignment with the new requirements. Information and expectations have been added to the Part-time Faculty Handbook that was revised this year. It will also be included in handbooks developed specifically for dual credit instructors and instructors at the Danville Correctional Center.

In order to maintain high academic standards in online courses specifically, DACC has developed and implemented procedures that create a robust quality control program. First, the majority of online courses at DACC are taught by full-time faculty (86% of undergraduate online credits were taught by full-time faculty in 2017-18). Only a few courses are taught by part-time faculty and most if not all of those are retired DACC faculty or part-time faculty who have been with the College for years. Second, to ensure students get the individual attention sometimes needed in online classes, enrollment is limited to 23 students per section. Third, students taking an online class for the first time are required to complete an Orientation to Online Learning, which is available both face-to-face and online.

Fourth, DACC uses Blackboard to deliver online instruction. This platform provides a secure class environment that supports the posting of class materials such as handouts, discussion notes, lecture slides, links, and videos. It also provides interactive tools that support communication, including discussion boards, whiteboard, and email. The system also supports assessment activities, such as quizzes, discussions, and drop-box assignment submissions, as well as access to a grade book that displays individual records for each enrolled student. Students are automatically enrolled in the Blackboard course based on their enrollment in that course within DACC's student information system.

Fifth, the Director of Online Learning and the Online Support and Web Technician provide leadership and support to faculty and students in online courses. They generate the course shells each semester and work closely with faculty to assure they have the resources they need. For faculty they provide one-on-one assistance, hold workshops during in-service days, and provide tutorials that are available 24/7 on Blackboard. For students they provide one-on-one assistance, offer the Online Orientation that is required for students taking their first online class, and provide resources that are available 24/7 on the DACC website.

Sixth, the Online Learning Advisory Team, which consists of faculty from all divisions, meets about once each semester and provides leadership to the online program. That team adopted Online Course Standards for faculty to use when developing online courses. When a new course is developed online, the appropriate dean reviews the course before it is put on the schedule and assures the online course standards have been observed. The standards are based on best practices in developing online courses and address course introduction, organization and design, and instructional design.

Seventh, online courses are evaluated in many ways. Each semester students in online courses are sent an email inviting them to evaluate the class and are provided a link to the evaluation they can complete. Deans periodically review the online courses an instructor is teaching in conjunction with annual faculty evaluations. As part of the Program Review process, deans look at all courses in a program, including online classes. Data that are reviewed include student evaluations, enrollment, and course completion rates.

Eighth, several faculty teaching online sections have participated in peer review and have made adjustments to their classes based on that experience. The process was piloted in 2014 and was used most recently fall 2018.

In fall 2018, in response to an ICCB requirement to have a continuation plan in place in the event the College had to be closed for a period of time, a course shell was generated for every class section. Course shells were to include the course outline/syllabus, the instructor's e-mail/contact information, and office hours. Instructions for setting up a Blackboard course shell in preparation for academic continuity were posted to the website. The College is continuing to refine this process.

The institution's program quality and learning goals are consistent across all modes of delivery. One way the College is striving to assure this is through the generic course syllabus and outline described above. The Online Learning & Services department has developed and implemented a systematic review/update process for common course syllabi to ensure currency and accuracy, as well as ensure the same learning outcomes regardless of course format.

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3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. 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. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

Danville Area Community College's degree and certificate programs aim for students to acquire, apply, and integrate broad learning skills. 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.

DACC articulates the purpose, content and intended learning outcomes of its general education requirements. The College's General Education Outcomes (GEOs) were identified in 2003 by the Assessment of Student Learning Committee and were officially added to the College's mission documents by the Board at its meeting in January 2008. These are the skills and competencies every student completing a program of study at DACC should have. They are promoted throughout the curricula in all degree areas. The four broad areas of competency are communication; critical inquiry and problem solving; technological competence; and cultural awareness and social skills. In 2018, the College strengthened the intent of its general education program by adding descriptive statements to each of the learning outcomes.

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. Students in baccalaureate or transfer programs (AA, AS, AFA/AFAE, and AES) 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 and the

Associate in General Studies program 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 or certificate have similar competencies.

Over a decade ago, in an effort to more clearly explain the intention of its general education program, the College divided the transfer degrees into programs based on the State general education definitions. Using the general education categories defined by the State of Illinois and the IAI, these programs 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 developed for every program at the College. For Career/Technical programs some of the outcomes are specific to industry standards whereas others are related to the College's GEOs. Program outcomes for the transfer program were developed with the overarching question being, "What should a student know after taking 9 credit hours in the social sciences, for example, no matter what courses the student took to complete those 9 credit hours?" Regardless of whether it is a career/technical program or a baccalaureate program, at least one program outcome links back to at least one of the College GEOs. Newer programs are not reflected in this database but program outcomes have been developed for them.

Within each program, course level outcomes have been developed, with at least one course outcome that links back to one of the College's GEOs. Faculty were provided resources based on best practice to use in the development of student learning outcomes on professional development days in fall 2016 and spring 2017. While it is expected that certain disciplines engage heavily in particular general education outcomes, it is important to note that a breadth of disciplines promote communication, critical thinking, use of technology, and cultural and social awareness.

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, which says DACC wants to ". . . meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share." It is evident in the College's Core Value Diversity, which is defined as "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." It is evident in the College's Statement of Inclusion, which reads: "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 . . ." It is evident in the general education outcome Cultural Awareness and Social Skills, which is defined as: "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."

This emphasis on recognizing and appreciating cultural diversity translates into DACC's curricular offerings. Students completing an Associate Degree in Illinois, whether it is a transfer, an applied science or a general studies degree, must complete a class that meets the state Human Relations requirement. The College offers 17 courses that meet the requirement for a transfer degree and 24 courses that fulfill the

requirement for an applied science or general studies degree. Courses are in a variety of disciplines, including communication, economics, history, literature, philosophy, psychology and sociology.

In 2018, the Illinois House of Representatives passed HB4346 which amended the Public Community College Act. Effective January 1, 2019, every community college in Illinois must offer a course studying the events of black history, including the history of the African slave trade, slavery in America, and the vestiges of slavery in the United States. The events should include not only the contributions made by individual African-Americans in government and in the arts, humanities, and sciences to the economic, cultural, and political development of the United States and Africa, but also the socio-economic struggle that African-Americans experienced collectively in striving to achieve fair and equal treatment under the laws of this nation. Taking the course should be seen as an affirmation by students of their commitment to respect the dignity of all races and peoples and their intention to eliminate every form of discrimination in their lives and careers. DACC's course HIST 190 African American History has been active with ICCB since 1992. The master syllabus has been updated with student learning outcomes that align with the legislation.

DACC faculty and staff facilitate many activities that celebrate diversity and educate employees, students and the larger community on a variety of topics. The Diversity Team, one of the most active teams on campus, sponsors events and activities that support campus diversity and inclusion. The Diversity Team's Master Event List shows the wide range of issues the team supports. Faculty and divisions often sponsor special events focusing on topics that promote diversity and inclusion. In FY 2017 and 2018, the Liberal Arts Division hosted events for Hispanic Heritage Month, National Coming Out Day, Black History Month, and Women's History Month.

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. For example, the College's music professor recently received a grant from the Illinois Humanities Council to help fund the recording of one of his original compositions in a studio with a professional orchestra. In addition, a biology professor sponsors the Mussel Survey Service Learning Project, in conjunction with the Illinois Nature Conservancy every fall.

One of the most prominent examples of faculty and students contributing to scholarship, creative work, and the discovery of knowledge outside of the classroom is the Sustainability Farm, a five-acre tract of farmland that is less than a mile from the Danville campus. A Foundation Board member offered the land to the College in 2016. Over the past three years, the Farm has engaged faculty and students across several disciplines, including agriculture, art, biology, culinary arts, horticulture, and sustainability.

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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 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; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. 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.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

The faculty and staff employed by DACC are effective at providing high-quality programs and student services. DACC currently has sufficient numbers and continuity of faculty to carry out the various roles that faculty play on campus. Although there are more part-time faculty than full-time faculty at any given time (approximately 75 part-time compared to 65 full-time currently), the College does not rely heavily on part-time faculty. IPEDS data show that 78 percent of undergraduate credits were taught by full-time faculty in both FY 2017 and FY 2018. The full-time faculty contract outlines the core responsibilities and expectations for DACC faculty with respect to teaching load, professional development, participation in departmental work, and college-wide committee service.

DACC faculty have oversight of the curriculum and expectations for student performance. Faculty are the only persons authorized to assign grades or changed grades. All curricular decisions must come through the Academic Affairs team and the Office of Instruction. 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 and in the Part-time Faculty Handbook. It is also included on the faculty evaluation form. 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.

All faculty must meet the minimum titles and qualifications to teach. This includes: full-time faculty; part-time faculty on campus, online, at the Hoopeston Higher Learning Center, at the Danville Correctional Center; and dual enrollment instructors at the local high schools. In FY 2017, the College developed 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. This initiative was led by the Academic Deans and the Executive Vice President for Instruction and Student Services with input from faculty. An Academic Credentials Chart was adopted as a tool to use when reviewing qualifications for teaching at the discipline and course level. The chart provides information on minimum teaching requirements, qualifying graduate fields/majors, and alternative qualifications such as professional licensures or certifications for all disciplines at the college. Once completed, this tool was used as a guide when verifying that faculty met the minimum qualifications as defined by the HLC and ICCB.

After the Academic Credentials Chart was adopted, the deans and the Executive Vice President for Instruction and Student Services then agreed upon a Faculty Qualifications Review Form and reviewed every faculty member's qualifications. They reviewed undergraduate and graduate transcripts, work experience, and certificates or professional licensures. Using the chart that had been developed, the deans indicated on the FQR form what disciplines each faculty member could teach and verified each current faculty member was qualified to teach the courses he or she was teaching.

In cases where a faculty member was not qualified, the instructor was to be notified and given the option to update his or her personnel file with documentation of additional credentials or to agree to complete additional graduate coursework or hours of work experience by a specified date. A Faculty Qualification-Professional Development Plan of Action form was to be completed. If an instructor did not meet the requirements of the plan by the due date, the instructor was no longer eligible to teach at the College.

The Faculty Qualifications Review Form is kept in each instructor's personnel file and is also included in a database housed in the Human Resources office. 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.

In 2018, the State of Illinois amended the Dual Credit Quality Act. The new law allows high school faculty who do not meet the qualifications under the current ICCB Rules or the guidelines of the Higher Learning Commission to teach dual credit courses *"if the instructor has a professional development plan, approved by the institution and shared with the State Board of Education, within 4 years of the effective date of this amendatory Act of the 100th General Assembly, to raise his or her credentials"* to meet the required standards.

All community colleges in Illinois were required to develop a plan for how they would work with high schools who want to offer dual credit but the faculty members do not yet meet the requirements. The College developed a plan that is in line with the opportunity HLC provided institutions when not all of their faculty met the requirements when Assumed Practice B.2 was revised in 2015-2016. HLC allowed institutions with dual credit programs to apply for an extension to the September 1, 2017, deadline for all dual credit faculty to meet the required qualifications. Institutions granted an extension would have until

September 1, 2022, to come into compliance with the revised Assumed Practice at the institution's first regularly scheduled accreditation review that occurs after September 2022.

The Executive Vice-President of Instruction and Student Services, Dean of Student Services, and a lead instructor in the social sciences served as the leadership team to assemble the plan. They worked closely with faculty and deans in all of the academic divisions and shared documents with the Office of Instruction and Academic Affairs. The documents included a Cooperating DACC Teacher Orientation Checklist, a DACC Dual Credit Partner Site Visit form, a Dual Credit Partnership Agreement form, instructions for Working with New Dual Credit Instructors, and a Dual Credit Faculty Handbook. At the time of this writing, the documents were still being reviewed by parties at the College. Currently, all faculty teaching dual credit for DACC meet the HLC and ICCB requirements.

Faculty evaluation requirements are outlined in the Faculty Association Contract. All faculty are regularly evaluated to validate their teaching and are provided both written and oral feedback. Every year tenured faculty are observed by the division dean. Non-tenured, full-time faculty members are evaluated twice each year during the first three years by their dean. The Executive Vice President of Instruction and Student Services contributes to the final evaluation prior to the recommendation for tenure. Part-time faculty are observed by their dean, lead instructor or other approved individual every year. The classroom observation is an important part of the evaluation but not the only component. Evaluators also look at student evaluations, course completion data, assessment data, and evidence of campus involvement. The evaluation form developed by faculty is used for all evaluations.

Students evaluate faculty every fall and spring semester. Most evaluations are available to students online. EvaluationKIT, an online course evaluation and survey system, has been integrated with Blackboard in order to launch course evaluations through the LMS as well as distributed to student email accounts. Examples of evaluations used for online courses as well as face-to-face courses are provided. For students without immediate access to computers for online evaluations (such as for those in culinary studies, adult education, the Correctional Center and high school dual enrollment classes), DACC provides paper copies of evaluations.

DACC values professional development and recognizes the vitality of such activities to maintain highly effective teaching and learning. Each full-time faculty member has an individual pool of $400 every year that can be used for approved professional development activities, including: travel, instructional materials, memberships in professional organizations, books, and tuition.

The College ensures that faculty are adept in their teaching roles by providing professional development through the ATD Teaching and Learning Academy. The Teaching and Learning Team is composed of faculty members and administrative personnel who take an added interest in best practice and evidence based professional development. They develop academies based on their research. The Teaching and Learning Academy is available to full-time and part-time faculty. The Math, Science and Health Professions division has an induction manual used with all new faculty.

Another way the College ensures that faculty are adept in their teaching roles by providing one-on-one professional development using the Partners in Education Program. New faculty, including part-time and dual enrollment faculty are assigned peer mentors to assist in guidance with College policies and teaching techniques. Mentors are expected to visit classrooms and provide feedback to new faculty on teaching

techniques, as well as course policies. Faculty may have more than one mentor assigned depending on needs.

All current part-time faculty are invited to attend the Part-time Faculty Academy which is held four times a year. Topics at these academies parallel the information provided to full-time faculty and staff during in-service. After part-time faculty members have attended four academies, they receive an increase in pay per credit hour. They receive a small stipend for any additional academies they attend. The Part-time Faculty handbook provides additional information.

Tenured faculty may apply for Endowed Chair Awards through the DACC Foundation. These can be used for professional development.

Instructors at DACC are accessible to their students. Full-time teaching faculty members are required to hold ten office hours per week. At least six of these hours must be maintained in the office or other on-campus site and posted on office doors and on course outlines. Four hours may be held remotely. This is because faculty are in contact with their students many other ways, such as through Blackboard, 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.

The College's Human Resources Department has processes in place that ensure all staff members providing student support services meet the credentials 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. For example, in 2018 employees in the Financial Aid office completed all training required by the U.S. Department of Education. The MASS Peer Tutoring Center provides training for its tutors. Peer tutor training has been developed for use at the Danville Correctional Center.

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. Full-time employees are eligible for tuition reimbursement for credit courses completed at other institutions of higher education.

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 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 programs 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, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument
DACC provides the infrastructure and support for student learning and effective teaching. The Student Services division offers a range of important services for new and returning students. The core services include: academic advising, admissions and records, career services, disability services, financial aid, testing services, TRIO Student Support Services, tutoring, veteran services, and Vermilion County Works. Information about all of these is available in the *Student Handbook* and on the DACC web site.

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. This is a facet of the College's Quality Initiative Project (Mandatory Advisement) which was approved by the HLC reviewers in September 2018. This is discussed in greater detail below.

The Admissions and Records office offers walk-in student registration, telephone registration, and student schedule changes for students enrolled for less than twelve credit hours. The Records office maintains all student academic records; provides transcript evaluations; issues transcripts and grade reports; and evaluates candidates for graduation.

As a campus-based partner with the DACC-managed and federally funded American Job Center, the Career and Employment Services Center assists students in making career and life planning choices. It also assists with their full-time, part-time and seasonal employment needs. The Center offers a wide array of services for non-traditional students. Students and job seekers are assessed for job interests by filling out a Basic Customer Information form. By December of 2018, more than 900 job seekers had been engaged in the BCI process for career management.

Disability Services is coordinated through the College's Testing & Academic Services Center, rendering comprehensive assistance to all qualified students with disabilities. Students must register with the office and provide documentation to be eligible for services. Accommodations must be requested each semester.

In addition, the Testing & Academic Services Center administers a variety of tests including placement tests for new students, College-Level Examination Program (CLEP) tests, alternative delivery course tests, and proctored exams for students at other institutions. The Center also serves as a testing site for local businesses administering WorkKeys exams and serves as a Pearson Vue Authorized Test Center.

The DACC Financial Aid Office has made great strides in reducing student debt and default rates. Besides assisting students in acquiring financial aid, grants, and scholarships, Financial Aid staff give students strategies for funding their education without incurring mountains of debt.

For more than 25 years, TRIO Student Support Services (SSS) Program has been a safety net for at-risk students. A competitive, five-year grant funded by the United States Department of Education, TRIO SSS provides support services and interventions to help first generation, low-income, and/or students with disabilities compete college. TRIO offers Smarthinking online tutoring for its program participants.

The College offers tutoring services in a variety of ways to all students. All full-time DACC instructors have office hours where students can receive assistance outside of class. General tutoring is provided through the Testing & Academic Services Center. Math and Science Solutions (MASS) provides quality-learning support in the following math and science courses: Algebra, Statistics, Calculus, Biology, Anatomy and Physiology, Chemistry, Physics, and Nursing. The Writing Center provides students with hard copy and digital resources to assist with their academic writing and research tasks. Students can meet with staff members for face-to-face conference, use Google Chat for a video conference, or use their DACC Gmail account for the Feedback By Email (FBE) Program. The Business & Technology Tutoring Center offers assistance with coursework, project planning and feedback, and study tips. Beginning in spring 2019, the College will expand Smarthinking tutoring services to online students. A peer-tutoring program has been established at the Danville Correctional Center.

The Veterans Multipurpose Center (VMC) serves the Veteran population in the areas of career services and veteran education benefits. The VMC is designed to help Veterans successfully compete in the job market while alleviating employment-related barriers. Services provided by the VMC include information and assistance with state and federal educational benefit programs. Services also provide assistance with the DACC enrollment process. This includes: application, assessment testing, enrollment, and navigating the campus or on-line systems used at DACC. Students can also inquire about the Veteran Work-Study program through the VMC. Students are provided a handbook outlining basic information.

As the chief partner in the DACC-managed American Job Center, the Vermilion County Works (VCW) program partners with eight social-service agencies to support students and local residence in finding jobs and careers. The VCW oversees and funds training and services in basic education and high school equivalency classes, vocational skills, transitional employment, incumbent worker, on-the-job customized, Dislocated Worker services, client support services, and financial assistance. The main office is located off-campus, but VCW staff maintain office hours on-campus and a DACC staff member serves as a liaison.

The College uses Accuplacer, ALEKS, ACT, and SAT scores, as well as other measures, including high school grade point average, to place DACC students in reading, writing, and math. Studies show that prior academic performance, as measured by high school grade point average, is the single best predictor of success in college English and math courses.

New Student Orientation (in person and online) provides students with information regarding degree types, transfer guides, placement, the student portal, classroom resources, advising, registration, payment, financial aid, withdrawal, student handbook, and student services. Additional specialty information is provided for veterans, international students, online platform training, athletic students, and out-of-district students.

Completion of the Online Learning Orientation is required for all students taking an online course at DACC for the first time, or using Blackboard Learn for the first time. The orientation focuses on technical and practical preparations for the virtual classroom. Within the hands-on modules of the orientation, students practice common online course activities including attaching files and submitting assignments, posting and responding in a discussion forum, sending e-mail, and navigating within a course. Activities and quizzes/exams help students check their progress throughout the orientation. Students completing all activities will be eligible to print a Certificate of Completion. Students are expected to pass an orientation comprehension exam with a score of 70% or better. The orientation is offered in face-to-face and online formats.

Success in College (in-person and online) is required for all full-time, degree-seeking students. This one-credit hour course covers topics such as study skills, time management, computer literacy, and critical thinking.

The College went to Mandatory Advisement 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. The College chose this for its Quality Initiative Project for HLC. It is discussed in greater detail in Criterion 4.C.

DACC provides students and instructors the infrastructure and resources to support effective teaching and learning. 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 seven areas of campus technology provide a platform for the College's educational environment: academic end-user technology, employee end-user technology, network infrastructure, the student information system, instructional media, online learning technical support, and the College website. Infrastructure is further discussed 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.

DACC has invested heavily in the development of workspaces and laboratories.

Building	Classrooms	Labs
Bremer Conference Center	2	state-of-the-art kitchen; performance center
Cannon Hall	5	8
Clock Tower	12	6
Department of Corrections	6	
Hoopeston HLC	3	2
Lincoln Hall	7	5
Mary Miller Complex	18	8
Ornamental Horticulture	3	
Prairie Hall	11	1
Technology Center	9	13

The Mary Miller Math, Science and Health Professions Center, houses the College's anatomy, biology, chemistry, nursing, rad tech, sonography and physics programs. 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. In addition, DACC's health career/clinical programs use various clinical practice sites throughout the Danville area. All affiliated clinical practice sites must meet the criteria of the accrediting body or the state (Illinois Department of Public Health).

The DACC Library 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. 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 on its web page. 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 College has policies in place to deter students from using information incorrectly. These resources include the Internet Acceptable Use Policy; Peer-to-Peer File Sharing Policy; and the Student Conduct Code. The code, which specifically references plagiarism, is on the website, in the catalog, and in the Student Handbook.

The Student Conduct Code is embedded in the generic course outline and syllabus files as well as in the Health Information Technology Handbook. Students are provided several resources to guide them in the effective use of research and information resources. These are discussed in 2.E.

Sources

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- Student_Handbook_2018-19
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3.E - Core Component 3.E
The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument
DACC's Mission Statement describes a College that "is committed to providing quality, innovative, and accessible learning experiences . . . which meet the needs of our diverse communities and the world we share." In the same vein the 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." DACC lives up to these promises, not only through its academic programs and services, but also through its extracurricular activities, its commitment to student success, its extensive engagement with the community, and its contribution to economic development.

While DACC offers many extracurricular opportunities for students, the College has no co-curricular programs, per se. The closest analogue is service learning, which has been approved by ICCB, and immerses students in apprenticeships and internships with local manufacturers. The Assessment Team will be looking at service learning as a starting point for developing a robust co-curricular program for DACC's students.

DACC does not just say it is a nationally recognized leader in student success. It IS a nationally recognized leader in student success. In 2013 and again in 2016 the College was named a Leader College by Achieving the Dream based on changes DACC made that led to student success. Each designation was for a three-year period. In 2018 DACC received performance based funding from the State of Illinois for the previous year's results in improved students success. DACC received the second highest allocation among Illinois Community Colleges.

The College has other indicators that it is a leader in student success.

- The College's LPN-NCLEX pass rate is 97% and RN-NCLEX pass rate is 75%.
- DACC's Nursing Assistant licensure pass rate is 90%.
- Of the College's transfer graduates, 59% graduate with no student debt.
- In addition, 90% of transferring graduates report that all their DACC courses transfer as expected.
- More importantly 100% of transferring graduates report that DACC was helpful in providing knowledge and skills needed to be successful at their transfer institution.

DACC values being an active partner in the College's district. DACC administrators serve on numerous boards and community groups. The College's career program advisory committees represent over 300 community and college members partnering together to align curricula to meet industry needs and create opportunities for students.

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 Manufacturing & Logistics 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.

Sources

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- Annual_Report_2016-2017 (page number 10)
- ATD_Leader_College_Recertification_Letter_2016
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3.S - Criterion 3 - Summary

The institution provides high 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. DACC will continue 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; seeking technology tools that provide real-time data to support programmatic improvements and decision-making; continuing to set goals and actively pursue 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 demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

Danville Area Community College adheres to the program review process required by the Illinois Community College Board (ICCB). All instructional, academic support, and student service programs complete program reviews on a five-year cycle. 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. A critical component of program review is the action plan based on the evaluation. The ICCB Program Review Manual details the process and schedule for completing these reviews. Early in the academic year the Director of Institutional Effectiveness and Strategic Planning generates a list of the programs being reviewed that year, the person or persons responsible for conducting the review, and a timeline for submission of the reports. That office also supplies data to use when conducting the reviews. The College prepares a summary of all of the programs under review and submits it to ICCB. Program review summaries 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.

DACC evaluates all credit that it transcripts and has policies in place to assure the quality of the credit it accepts. This includes experiential learning, prior learning, and evaluations completed by responsible third parties. All avenues and policies related to awarding credit for prior learning, including the College-Level Examination Program (CLEP), Advanced Placement (AP) credit, International Baccalaureate (IB) Credit, and Credit for Military Service, can be found on the College website. In 2015, Illinois passed HB 3428, which requires all Illinois institutions to accept college credit for all AP exams with a score of three or above. In response to this legislation, the academic deans and the Registrar reviewed AP exam learning objectives and assigned credit accordingly. The College has determined required scores, available credit, and course equivalencies for CLEP, AP, and IB.

In addition to exams, the College may accept credit for prior learning by other experiences affirmed by the faculty and deans, such as learning from non-credit courses, continuing education, professional training, licensing or similar learning alternatives which demonstrate the student has acquired the knowledge, skill and behavior commensurate with successful completion of a DACC course or courses. DACC accepts transfer credit from other accredited or approved institutions. If courses do not fall under an articulation agreement, the Registrar, in conjunction with the appropriate dean, evaluates transcripts on a case-by-case basis, awarding credit, but not grades. Transferred courses do not count automatically as prerequisites for DACC courses. DACC also accepts transfer of international courses; however, these receive evaluation by an independent agency, the Educational Credential Evaluators.

The College maintains and exercises authority over the curriculum, including prerequisites for courses, course rigor, and student learning outcomes. DACC assures courses taught for dual credit at area high schools or at other sites are equivalent to those taught on the DACC campus. The Academic Affairs team, with input from the Office of Instruction, oversees all matters relating to curriculum. Prerequisites are clearly identified in the course descriptions in the catalog as well as in the generic syllabi. The Academic Affairs team and Office of Instruction evaluate changes to existing courses and/or programs, new courses, and programs making specific provision for their currency and appropriate levels of competencies.

The expectations for student learning, as detailed in the course and program learning objectives, meet DACC's high standards for teaching and learning. The College's Assessment Team oversees institutional efforts in the development and assessment of student learning outcomes. The Assessment Team is composed of the academic deans, the Assessment Champion from each division, faculty representing all academic divisions, the Dean of Student Services, the Director of Institutional Effectiveness and Strategic Planning, and the Executive Vice President of Instruction and Student Services. DACC has extensive resources that provide students access to learning. Services that help students overcome barriers to learning are discussed in Criterion 3.D. The College's fiscal, human, physical, and technological resources which support student learning are described in detail in Criterion 5.A.

DACC assures that faculty teaching dual credit courses for high school students have the same qualifications as faculty teaching on the DACC campus. The College developed an Academic Credentials Chart listing minimum qualifications to teach in each academic discipline. Faculty transcripts are compared with this chart to verify they meet the requirement to teach in the respective disciplines. A Faculty Qualifications Review Form is completed for each faculty member and included in his or her

personnel file. Faculty teaching on campus, online, at one of the College's additional locations, or at high schools for dual enrollment must meet the same standards. At the time of this writing, all faculty teaching dual enrollment classes meet these minimum standards. In 2018, however, the State of Illinois passed a bill amending the Dual Credit Quality Act. This bill allows faculty at the high schools who are not currently qualified to teach dual enrollment classes to teach those classes if they set up and follow a professional development plan that will get them qualified within four years. DACC was required to develop a plan for how it would work with these faculty members. The process DACC uses to verify faculty qualifications and assure that all faculty, meet the minimum qualifications as defined by HLC and the Illinois Community College Board, as well as the plan for working with dual credit faculty who are not yet qualified, are described in greater detail in Criterion 3.C.

DACC assures that dual credit courses and programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum. DACC faculty and deans are heavily involved in the establishment and ongoing review of dual credit courses. In addition to verifying faculty credentials, the appropriate dean or faculty member reviews the course syllabus, course outline, and textbook to verify the course meets the same rigor as the course on the DACC campus. The appropriate dean or faculty member observes and completes an evaluation of faculty teaching dual enrollment at area high schools using the same evaluation tool that is used on campus. Students complete a paper-pencil version of the online evaluation provided to the students on campus. Student Services has processes in place to assure that students registered for dual enrollment courses meet the same placement requirements as all DACC students.

Four of DACC's programs are accredited by specialized accrediting agencies: The Nursing Program is accredited by the Accreditation Commission for Education in Nursing (ACEN). The Radiologic Program is accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT). DACC's Health Information Technology Program is accredited by the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). The College's Manufacturing Technology Program is accredited by the National Institute for Metalworking Skills (NIMS).

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 Office of Institutional Effectiveness and Strategic Planning collects data to facilitate these objectives. Regarding graduates pursuing advanced study, DACC looks at transfer rates and academic performance at transfer institutions. DACC's Transfer Graduate Survey asks graduates about their current educational status and how prepared they felt for future study.

The Office of Institutional Effectiveness and Strategic Planning looks at a number of indicators that track the success of the College's career and technical education students. One measure is the percentage of graduates from a program that pass an industry specific license or certifications, such as the NCLEX-RN, NCLEX-LPN, the national medical imaging exam, and the RMA licensure test. The percentage of occupational degree or certificate completers employed or enrolled in further education within one year of graduation, compared to the College's peer institutions, is yet another measure DACC uses to evaluate the success of its graduates. How graduates completing the Alumni Survey respond to a number of questions about employment, salary, relationship of employment to area of study, and the extent to which the student felt their education prepared them for a job in their field is also used by the College to evaluate the

effectiveness of its programs. 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. Currently, the State of Illinois and the Vermilion County Workforce Innovation Board collect and track information in the following areas to evaluate the successes of students enrolled in WIOA for each approved training program at DACC:

1. Number of completers (completed coursework)
2. Number of individuals that completed the program successfully (passed required industry assessments)
3. Number of individuals that completed the program successfully and exited WIOA
4. Number of individuals hired into a job
5. Number of individuals hired into a training related job
6. Average wages of individuals hired into a job

This performance data is maintained on a state website, www.illinoisworknet.com to maximize transparency and to assist potential students in making informed decisions on possible training opportunities.

Sources

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- Transfer-in-Credit

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

DACC has been engaged in the assessment of student learning since 1999. Over the last twenty years it has continued to make enhancements to its assessment process. In 2014, the academic deans and Assessment Champions participated in an Assessment Academy hosted by HLC and brought back many ideas that focused squarely on program outcomes with general education and course goals being crucial parts of that. The Assessment Team then developed Program-Level and Department Assessment report templates. Programs are required to submit a program-level report each spring. The Faculty Assessment Reporting Process (flowchart) and the Annual Faculty Assessment Overview of Reporting document outline the reporting and assessment process.

All non-academic departments of the College are required to submit a department level report each spring. Program reports are reviewed by the appropriate dean and Assessment Champion before being submitted to the Office of Institutional Effectiveness and Strategic Planning. The departmental level reports are reviewed by the immediate supervisors and then sent to the Institutional Effectiveness and Strategic Planning office, where they are compiled and then sent to the parties working on College budget and strategic planning. How these are used is discussed in Criterion 5.C.

Since FY 2016 faculty have focused on student learning outcomes. Professional development time has been devoted to ensuring program outcomes and course outcomes are appropriate; that the College's General Education Outcomes (GEOs) are reflected in program outcomes; and that program outcomes are addressed in sufficient course outcomes. Program outcomes that link back to the GEOs have been developed for every degree and certificate program at the College. Courses have been linked back to program outcomes. Faculty have been provided resources that reflect good practice to guide them in their work. DACC's student learning outcomes are discussed more fully in Criterion 3.B.

Faculty representing all academic divisions were involved in a four-year effort to create rubrics to assess the College's GEOs using information already being collected in classrooms

across campus. The Communications rubric was developed in FY 2015, Critical Thinking in FY 2016,Technological Competence in FY 2017, and Cultural Awareness and Social Skills in FY 2018.

The College assesses one General Education Outcome each year using the rubrics. Communication was assessed in fall 2015, critical thinking in fall 2016, technology in fall 2017 and cultural awareness in fall 2018. Faculty in all divisions participated in the assessment process using the GEO rubrics. Results from the assessment of Communication were collected, analyzed, and shared with faculty during professional development days. Results from Critical Thinking and Technology were shared after those were completed. Results from the assessment of Cultural Awareness and Social Skills were reviewed by the Assessment Committee and the ATD Data Team but were not available to present to faculty during their January in-service. They will be shared with faculty at a later date.

The College makes a concerted effort to include online, College Express and Middle School classes in the assessment process, as well as classes taught off campus at area high schools, the Danville Correctional Center, and the Hoopeston Higher Learning Center. The number of classes and students that were assessed in fall 2018 was significantly higher than in previous years. Faculty believe that collecting more data will strengthen the assessment process.

Programs must assess one outcome each year and are required to submit a Program-Level Assessment Report. In these reports they indicate how many faculty participated in the report and who they are, how many are full-time and how many are part-time, the program they are in, and the number of students they assessed. They identify their program outcomes, describe what they learned from their assessment activities, indicate what changes they made as a result of their assessment results, and share what changes they are considering making as a result of their assessment. They identify which program-level outcomes were impacted, what general education outcome the assessment related to, and what impact the assessment had on that outcome. Faculty are asked if there is some form of institutional support that would help to improve learning and teaching, based on the results of their assessment. Deans use this information when making budget requests. The faculty in each program take turns writing their report and submitting it to the appropriate Assessment Champion by May of each year. The Assessment Champions are responsible for making sure all of the reports are submitted and that the appropriate dean and the Director of Institutional Effectiveness and Strategic Planning receive a copy of the report. Examples of program level assessment reports are provided.

One-step that has been added to the process is "Closing the Loop." These are reports faculty submit based on changes they have made to their courses or programs based on their assessment activities.

To strengthen the assessment process, faculty have started tracking which general education and program outcomes they are assessing each year. In January 2019, they were provided a schedule for each program showing the outcomes for the program, the general education outcomes, and an

indicator of which program/general education outcome was assessed each of the previous four years. Faculty were asked to indicate on the program schedules which program/general education outcome would be assessed over the next four years. Faculty involved in the same program were to work together when deciding which program outcomes to assess and when. The completed forms are due with the program assessment reports which are due in May.

Non-academic departments use a departmental assessment report much like the academic divisions use the general education rubric. They analyze the current condition of their department, plan for change, assess the change looking for office/department improvement, and report on the cycle. Department assessment reports for FY17 and FY18 are provided. They too complete "Closing the Loop" reports that identify improvements they made to their programs or services based on assessment.

Both the program and department assessments are tied to the budget and prioritized by the college Strategic Matrix. These ties are to ensure that College resources go to the institution's highest priorities.

DACC has a wide variety of extracurricular activities that provide students opportunities to apply what they are learning in the classroom to the larger environment. A list of students clubs and organizations can be found in the College Catalog, the Student Handbook, and the College website. The range of clubs and organizations gives evidence to the fact that DACC students have eclectic interests and have been provided a number of vehicles to explore those interests. Delete this. While the College assumes participation in extra-curricular activities contributes to student gains in the areas of general education, DACC makes no claims as such.

Faculty across the institution are involved in the assessment of student learning. Virtually 100% of full-time faculty are engaged in the process and each year more part-time faculty are involved. Information about assessment is shared during in-service activities and at the Part-time Faculty Academy and in the Part-time Faculty Handbook. Assessment is mentioned specifically in the Faculty Contract and on the Faculty Evaluation Form, which is used for full-and part-time faculty. This year a fourth Assessment Champion was added to address assessment of student learning at the Danville Correctional Center. Many new faculty were hired and the Assessment Champion worked with them individually and as a group to understand course, program, and general education outcomes; to understand how to use the rubrics developed by faculty at the College; and to how to complete their assessment and Closing the Loop reports. Faculty use assessment results to inform their teaching. Program-level assessments reports are 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 are documented. DACC's commitment to student learning and success through assessment has led to the development of best assessment practices.

Perhaps the best testament to the success of the College's focus on student learning and assessment comes from the students themselves. Students completing the Graduate Follow-Up

Study for Fall 2017-Summer 2018 were asked how satisfied they were with how their studies at DACC helped them improve their communication, critical thinking, technological, and cultural awareness and social skills. In regards to communication and technological competence, 98% were very or somewhat satisfied. Regarding critical thinking, 96% were very or somewhat satisfied. In regards to cultural awareness and social skills, only 87% were very or somewhat satisfied. There is always room for improvement.

Sources

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- Transfer_Graduate_Survey_Results_17FA-18SU

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to 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 but 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

DACC's ongoing attention to retention, persistence, and completion rates demonstrates its commitment to educational improvement in its degree and certificate programs. In 2009, DACC joined Achieving the Dream (ATD). ATD required the formation of a cross-institutional team to lead the initiative, usage of data to make informed decisions about how to enhance student success, and replication of effective student success interventions from other colleges. The College was expected to develop intervention strategies that were designed to improve student outcomes, to conduct further research and evaluation to understand how these strategies impact student success, and to bring effective programs to scale. Alignment with ATD is evident in DACC's commitment to improving key milestones in student success, such as course success, retention, persistence and completion, with a special focus on any equity gaps. Many of DACC's commitments are in direct alignment with the Achieving the Dream's seven capacities to create a student-centered culture. These capacities include: teaching and learning; engagement and communication; strategy and planning; policies and practices; leadership and vision; data and technology; and equity.

DACC has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings. DACC uses a cohort model that includes all first time, degree or certificate-seeking students registering for classes the fall semester in a given year. Retention is defined as retention from fall-to-fall. Persistence is defined as the percentage of full-time students in a cohort who earn 24 or more credits and the percentage of part-time students in a cohort who earn a minimum of 12 credit hours in their first year. Completion is defined as the percentage of students in a cohort who earn a credential within four years.

Before setting its goals in each of the three areas DACC looked at its retention, persistence and completion rates from FY10- FY14 to establish baseline data. The fall-to-fall retention rate in 2014 was 47.3%. Persistence for full-time students was 46% and for part-time students was 21%. The completion rate for students who started in 2011 and completed in 2014 was 33.7%. From these data the College

determined that setting a goal of 1 percent increase each year in each of these categories *over the next three years* was ambitious but attainable and appropriate to its mission, students, and offerings.

The College has exceeded its 3-year retention goal with 52% of the fall 2016 cohort returning fall 2017. DACC also exceeded its goal of increasing persistence by 1% per year over the next three years. The percentage of new full-time students earning 24 credit hours and part-time students earning 12 credit in their first year rose dramatically to 58% and 31% respectively, 10% and 6% higher than the goal for each respectively. Since completion is defined as completing a credential within 4 years, FY2018 provided the first opportunity to truly measure this. Again, the College exceeded its goal, which was 35%, with 41.9% of the students in that cohort graduating with a credential.

DACC collects and analyzes a variety of data related to retention, persistence, and completion of its programs and then uses this data to make improvements. These data include degree and certificate completion of at-risk students; completion of momentum points and advancement in developmental coursework; successful completion of all courses and completion of gatekeeper courses (defined as having high enrollment and low success rates); transfer to 4-year institution or another community college, licensure/certification pass rates; and employment of occupational degree or certificate completers. The College also regularly disaggregates student data by race, gender, ethnicity, age, socio-economic status, and full-time or part-time status.

Over the last decade the College has made many changes to its programs and services based on data related to retention, persistence and completion. In FY2012, the ATD First Year Experience (FYE) team recommended and implemented changes to DACC's Success in College course based on a comparison of how successful students who took the class were compared to students who did not take the class. The FYE team reviewed this course again in FY2016 and determined that students who took the class their first semester had better persistence rates than those who did not. Efforts were renewed to encourage all students to take the class their first semester.

In FY 2012, the ATD Equity and Inclusion sub team developed initiatives specifically for African American females (WISE) and African American males (A-MALE). The following year the team made changes to the WISE and A-MALE initiatives based on data collected the first year. Neither of these initiatives had the effect the team was hoping for. In 2018 the College renewed efforts to narrow the achievement gap between its African-American male students and their peers overall. While the College's graduation rate is in the top 10 percent among community colleges, DACC's African-American male students lag well behind the overall average of 38 percent. To address this, the College's Equity and Inclusion team launched M-SWIFT. This program addresses equity gaps for first time, full-time African American males through: Mentoring (M), Social engagement (S), Wrap –around services (W), Intrusive Intervention (I), Financial aid (F), and Tracking (T). These areas are "best practice" focal points for success in closing equity/completion gaps of minority males and their majority counterparts. The College provides training and available on-campus services information for mentors. Social engagement activities are scheduled throughout the semester for mentors and mentees. Student academic progress is tracked throughout their college career by the Equity and Inclusion team, providing intrusive interventions, as needed.

In FY2012, the ATD Teaching and Learning team began offering faculty professional development opportunities in relation to cooperative learning. In subsequent years many changes were made in

instruction, including moving to flipped classrooms, offering a math boot campus, and developing a new course Applied Mathematical Concepts. The Teaching and Learning team emphasized using research based evidence to make changes to instruction. Specific areas to look at included developmental education, experiential and service learning, learning communities, and an alternate mathematics track.

In FY2013, the FYE team implemented mandatory orientation for all students and in FY2017 Counseling and Advisement implemented Operation Graduation, whereby they contact students at least three times during the fall semester to keep them on track for success. They also implemented the Mandatory Advisement Process (the College's HLC Quality Project), and the Maxient reporting system so faculty and staff can easily report on concerns about students. In FY2014 and again in FY2015 ATD sub teams reviewed with faculty and staff student success rates in gatekeeper courses broken down by race, gender and socioeconomic status and focused on ways to reduce achievement gaps among the various groups.

In addition to all of the initiatives discussed above, the College has implemented many measures institution wide with the goal being to have a positive impact on student success. These include but certainly are not limited to improving the assessment of student learning process, making improvements to curriculum based on assessment, and making improvements to departments based on assessment. Together these initiatives and measures are working. In 2013 DACC was designated an Achieving the Dream Leader College for demonstrating measurable gains on student success metrics over a three year period. The College's designation as an Achieving the Dream Leader College was re-certified in 2016 for making measurable gains in fall-to-fall retention rates, fall-to-fall persistence rates, graduation rates, and course success rates. In addition to earning ATD Leader College status because of the gains it has made in these key student success areas, DACC earned "performance-based funding" from the State of Illinois. The $25,000 bonus was based on the previous year's results in improved student success in six key-performance categories:

1. Degree & Certificate Completion
2. Degree & Certificate Completion of At Risk Students
3. Transfer to a 4-year Institution
4. Developmental Advancement
5. Momentum Points (progress through the first year by first-time, full-time fall students and for adult education students)
6. Transfer to a Community College

DACC received the second-highest allocation among Illinois community colleges. DACC scored well in five of six categories.

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. 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.

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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. These efforts earned the College recognition as an ATD Leader College in 2013 and again in 2016. The College received performance based funding from ICCB in 2018 for improvements on six success measures related to this in 2017.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution'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. The institution plans for the future.

5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

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 five years the College has received the Government Finance Officers Association Award (GFOA) for its comprehensive annual financial report. The awards is the highest form of recognition in the area of governmental accounting and financial reporting. 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 FY2018 was $16,050,686 on projected total revenues of $18,837,622. The College's budget for FY2019 is $16,636,620 on projected revenues of $16,636,620. The large difference in FY18 of revenues over operating expenses is due to having to record the 2017 state appropriation in 2018. Over the past ten years the percentage of revenue from local property taxes has remained stable while the percentage coming from tuition and fees has increased to offset the percentage from the state which has declined.

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 Comprehensive Annual Financial Report (CAFR). The budget and the CAFR, including the audit reports, are published on the DACC website.

The CAFR 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.

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 5.0 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.

Despite the continuing funding challenges within the State of Illinois and declining enrollments, the College has maintained a Moody's rating of A1 with a negative outlook. The A1 rating is considered to be an upper medium grade and is the highest in that category. The negative outlook is a reflection of the College's dependence on state funding, which is unstable, and the fact that the College does not have the flexibility to increase revenue in other ways or to reduce costs.

Because the College does not have many options for increasing revenue other than local taxes and tuition and fees, it must 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 13 years (including the planned issuance) is $7,000,000.

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 2017-2018, the Foundation awarded 556 student scholarships totaling $599,951 with 82 percent of the students at DACC receiving a scholarship. Over the last decade, thanks to donor generosity and strategic investment practices, the DACC Foundation has grown from $6 million to more than $15 million.

Human Resources

DACC has a President, one Executive Vice President, three Vice Presidents, and 62 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 enrollment programming at area high schools. With an average of 180 full- time 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.

The Vice President of Human Resources reports annually to the Board and provides an update on the number of employees in each group and comparison data on age, years of service, gender, and ethnicity. The report typically will include the amount of money the College has spent on tuition waivers for employees, spouses and children, and what it has spent on tuition reimbursement to employees obtaining higher education. The report shows the employee education levels, the amount employees have pledged to United Way, and updates on health benefits for employees. Although there are more part-time faculty than full-time faculty (on average about 75 compared to 65), the College does not rely heavily on part-time faculty. IPEDS data show that 78 percent of undergraduate credits were taught by full-time faculty in both FY 2017 and FY 2018.

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.

Physical Resources
The Vice-President of Administrative Services oversees the College's physical resources and is responsible for the College's Facilities Master Plan, which was last updated in 2012. The seven major components of the plan include an addition to the Technology Center to support Green Technology programs, remodeling of and building of an addition to the Clock Tower Center, rehabilitation of the Ornamental Horticulture building, repairs to several parking lots across campus, roof replacement for several buildings on campus, construction of a campus storage facility, and air conditioning the gymnasium in the Mary Miller Center. The plan includes the Capital Development Board's green building guidelines to assure all projects meet the LEED NC standard or the most applicable standard of the LEED Family.

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. 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 more recently funds designated for facility repairs from the 2016 technology bonds. These enhancements are detailed in the Facilities Improvement Projects List.

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 RAMP report prior to the deadline submission.

Technological Resources

DACC's technology infrastructure provides substantial support for the delivery of academic programs and administrative services. The Directors of Administrative Data Systems, Computer Network and End User Services, and 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 Directors are guided in their work by the Colleague Core team and the Information Security Team, as well as the Technology Team. The Colleague Core team is made up of a cross section of approximately 25 Colleague users across campus. It meets monthly and discusses Colleague issues that impact multiple users. Examples of these issues include system set up changes to accommodate new initiatives (bonus classes, waivers, etc.); functions that don't seem to be working properly (i.e. a Web Consult needed with an Ellucian consultant); progress of new module implementation; etc. The Information Security Team meets periodically and is comprised of approximately 16 employees from varying departments across campus. One of its tasks is to periodically review and approve the Information Security Plan and Procedures. Emerging security issues are also reviewed. A sub-team was created to review the existing Colleague security of all users and enhance the overall security access request and termination process. Information security has been a topic at in-service and e-mails are sent to all employees regarding information security (cyber security tips; current events; phishing ploys; appropriate response; etc.). The Technology Team is one of the College's CQI teams. It is made up of faculty across all divisions and staff. The team reviews and prioritizes academic technology expenditures and advises the College on a variety of technology issues. The team helps evaluate emerging technology use on campus, recommends and prioritizes instructional technology expenditures, and helps frame academic IT principles, policies, and standards that have College-wide impact.

DACC's dependence on technology has grown substantially over the years. The College's hardware inventory has grown to 20 servers. This growth has allowed the College to implement Active Directory and add new file servers and support servers in its Virtual Environment. The College supports over 1000 desktop computers, more than 80 laptop computers, and 50 to 75 printers with 3 remote locations. All of this equipment is tied together by the College's network, which includes over 1500 on campus ports. In addition, the College supports more than 100 projectors, Smartboards and classroom aid devices. DACC's wireless system continues to grow and presently has over 60 access points in 8 buildings. The operating budget for technology has maintained pace with the overall total budget. In FY2009, the operating budget for Administrative Data Systems, Computer Network and End User Services, and On-line Learning was 6.5% of the total budget. For the FY2019 budget, it is 6.1% of the total budget.

DACC maintains a three-year replacement cycle for desktop computers in offices and academic labs. Other technology products, such as monitors, printers, classroom screens and projectors, and network switches have variable useful lives and are updated when they are out of support, failing, or on an extended replacement cycle.

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. These funds have been used to purchase tangible equipment and to fund hardware for the following:

- Campus-wide WiFi
- Upgrade to the Core Network infrastructure
- Upgrade to campus building network infrastructure
- New server backup system
- Virtual server environment
- Partial network upgrade to 10Gbit
- Wireless controllers to support new wireless access points
- Data Backup Appliance server
- Upgrade to virtual environment to support Active Directory
- Upgrade to virtual environment so support Windows 10 in specified student computer labs
- Replacement of older servers to move Administrative Data Systems (Colleague) servers to a virtual environment
- Firewall to upgrade network security
- Upgrade to virtual environment to add storage
- Purchase over 1,500 computer desktops and laptops to maintain a 3-4 year inventory recycle
- Smart Boards, Smart Board replacements and Smart Board upgrades

The College has also been fortunate to receive over $1.7 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. The DACC Foundation also provides financial support for various instructional equipment.

The infusion of funds through the alternative revenue sources described above has allowed the College to use operating funds to purchase intangible technological infrastructure, such as software and application licensing. These advances are necessary in order to maintain momentum in the ever-advancing world of computer software, mobile applications, cloud-based applications and more. Over the last 10 years these funds have been used by the College to continue support for the Ellucian Colleague ERP/SIS system, which is currently over $200,000 per year; launch a website re-design; implement a HelpDesk on the College website; and support integration between Blackboard and Colleague. These funds have also been used by the College to purchase:

- Additional Colleague modules to provide enhanced student services (Student Planning and Self-Service Financial Aid)
- NextGen Scholarship Manager software to increase communication between the Foundation and Recruitment to assist in growing enrollment
- Monsido to provide ADA web accessibility for the College website
- Smarthinking software to expand online tutoring for students at a distance
- PeopleAdmin employment tracking software
- Entrinsik Informer reporting software (integrates with Colleague)
- Synoptix reporting software (integrates with Colleague)
- Maxient student conduct/early alert software

Online and hybrid courses have seen dramatic growth over the last several years. From 2014 to 2018, the number of students taking online classes at DACC increased 12.5%, higher than the .3% increase for community colleges statewide. DACC uses Blackboard to support online instruction. The current annual cost is $120,000 under a multi-year agreement. A 3% yearly increase is anticipated with each renewal. In fall 2018, the College started supplying a Blackboard shell for every section of a class offered so faculty can provide their syllabus/outline, office hours and other supporting course materials on the web.

DACC's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity. The College is considered to be a unit of local government per the IPCCA. DACC must set its budget in accordance with this act but the College has significant autonomy in how it allocates its resources. The Board provides leadership locally, and the Illinois Community College Board (ICCB) provides leadership statewide. DACC adheres to generally accepted accounting principles, ICCB's Fiscal Management Manual and applicable Federal and State regulations. These include adopting a tax levy and budget annually, setting tuition and fee rates, and engaging in an annual external audit.

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. The CFO reports monthly to the Board. This monthly report 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. A summary of expenditures of the 2019 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.

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. 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 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. 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 enrollment classes at area high schools. The College is also guided by the contract with the DACC Education Association IEA/NEA and the Classified Staff IEA/NEA.

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. In fall 2017 all employees who were hired prior to July 1 of that year were required to complete three online training programs: 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. Employees were asked to complete the trainings by November 30. They were to print the certificate of completion at the end of each training and submit it to Human Resources for placement in their personnel files. There was 100 percent compliance. HR offers a number of other trainings for employees and for students via Safe Colleges.

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 Achieving the Dream Teaching and Learning Team provides professional development opportunities for faculty via the Teaching Excellence Academy. The team gets input from faculty members on topics they are interested in learning more about. The team then researches the topics and presents their findings to the faculty. The CQI Employee Development Team provides training for non-faculty positions. It is currently working on a 5-year Professional Development Master Plan. Department heads were asked to review any trainings they would like to see for their departments in the next five years. They were asked to provide the names and positions of their employees, the type of training they desired, a cost estimate for the training, and an approximate date and year for the training. The team asked that information be submitted by March 29, 2019, to be included in the plan.

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. 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.

DACC encourages its employees to continue to improve their knowledge and skills by providing tuition waivers and reimbursement. Board Policy 4001.2 allows employees, their spouses and their dependent children to enroll in credit courses at DACC with waived tuition. Board Policy 4001.2 provides employees reimbursement for additional education completed at other higher educational institutions. Between 2014 and 2018, the College waived tuition in the amount of $368,707. During those same years the College reimbursed tuition in the amount of $159,272.

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.

Danville Area Community College has a budgeting process which includes capital. In the spring the CFO sends an email to all budget managers and supervisors that it is time to begin the budget process. Attached to the email is the budget packet which includes the instructions for submission of the budget, the forms that need to be completed if the budget manager or supervisor has changes or requests, a checklist that must be submitted for every department for which the person is responsible, and a summary of all departments and the responsible budget manager. The deadline to submit the forms is highlighted. Budget managers may request funds to support new positions, pay for capital equipment, support special initiatives, and supplement general operating budgets. They may also request improvements to facilities. These requests must be justified and tied to the strategic plan or assessment results.

Capital requests, as outlined in the DACC Capital Budgeting Process, are compiled into a spreadsheet and are reviewed by the President, the Executive Vice President, the Vice Presidents, the Dean of Student Services and the Executive Assistant to the President. The "Working List" is the initial list compiled from requests by individual departments and includes decisions made by senior leadership regarding approval or deferral. The "Final - Board Approved List" is the current fiscal year recommendation for capital only that is presented to the Board for approval.

Concurrently, requests for new funds for other operating initiatives are also compiled into a spreadsheet that is reviewed by the same committee that reviewed the capital requests. These requests are linked to departmental assessments and the annual Strategic Matrix. Committee approved requests, along with any capital equipment that is to be funded by operations, are incorporated into the overall tentative budget. Once the Board approves the tentative budget, it is available for inspection by the public for 30 days. A public meeting is held immediately prior to the Board meeting at which the final budget is recommended for approval.

All purchases must comply with Purchasing Policies and Procedures, including Board approval when needed.

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5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

Danville Area Community College's Board is made up of dedicated community members who have served the College for many years. The Board members are knowledgeable about the institution and provide effective oversight of the College's policies and practices. They provide consistent leadership in all of its operations - academic, financial and general - and fulfill their legal and financial responsibilities. As detailed in Criterion 2.C, the Illinois Public Community College Act (IPCCA) not only gives board members the authority to perform their duties, but also the responsibility to do so. Board members are not influenced by outside entities in the performance of their duties. A summary of expenditures of the 2019 budget shows 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.

There are eight members on the Board, seven members elected by the public and one student trustee elected by the student body. The seven members are elected for six-year terms and the student trustee for a one-year term. The Board meets publicly each month to hear reports from various areas of the College and to conduct official College business. In addition to the Board members, the President, the Executive Assistant to the President, the Executive Vice President of Instruction and Student Services, the Vice Presidents, and the Executive Director of Marketing and College Relations regularly attend the board meetings. Faculty members take turns attending the meetings. The agenda for and minutes of each meeting are published on the DACC website. DACC Board members have participated in many professional development activities to enhance their governance skills. These are discussed in 2.C.

The Board has developed policies and procedures that provide direction to the College. 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* and are regularly updated. The manual is available to internal and external constituents on the DACC website.

The policy manual and minutes of monthly public board meetings show that the Board is knowledgeable about the institution and provides oversight to the operations of the College. At a regular monthly meeting the Board will hear reports from various departments on campus, as well as updates from the

Coordinators of Continuous Quality Improvement and Achieving the Dream. Presentations made by various departments at monthly Board meetings is an important way trustees keep abreast of institutional initiatives. The Board routinely approves the budget and other financial items, requests for new programs of study, and changes to mission statements. The President shares the monthly DACC Flash, which is available on the DACC website. 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 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. The President, administration, faculty and staff work together on important topics through standing committees and shared governance. DACC has a rich, inclusive committee/team structure.

Several standing committees oversee the day-to-day workings of the College. These include the Senior Leadership, Administrative Council, Expanded Administrative Council, Office of Instruction, and the Student Services Administrative Team.

The Senior Leadership Team consists of: the Executive Vice President for Instruction and Student Services; the Vice Presidents of Administrative Services, Finance, and Human Resources; the Executive Assistant to the President; and the Dean of Student Services. All of these are senior leaders who regularly interact with the Board of Trustees, and report directly to the President.

The President of the College meets weekly with the Administrative Council, which is made up of the Executive Vice President of Instruction and Student Services; the Vice Presidents of Administrative Services, Finance, and Human Resources; the Executive Directors of College Relations, Institutional Effectiveness and Strategic Planning, and Workforce Development; the Dean of Students; the Executive Director of Foundation; and the Chief Diversity Officer. At these meetings they review and discuss issues and concerns the College is facing. In addition to meeting with these key leaders on a weekly basis, the President also meets on alternate weeks with representatives from the two college unions and other groups, such as the academic deans. In this way he meets with each group at least once a month.

The President meets monthly with the Expanded Administrative Council, which is comprised of the majority of administrators on campus. At these meetings administrators are made aware of new policies or procedures, issues facing the College, the agenda for the upcoming board meeting, new initiatives across campus, legislative updates, and assessment activities, to name a few. For the last two years individuals have taken turns each month introducing the group to a particular Core Component from the Criteria and sharing evidence that could support that the College is meeting that component. At each meeting a department gives a Closing the Loop presentation and shares an example of how that department assessed an activity or service and then made changes based on that assessment. The President ends each meeting with his "Three Things" for the month and then invites attendees to share items with the group.

The Office of Instruction, which is composed of deans and directors who report to the Executive Vice President for Instruction and Student Services, meets weekly. Offices represented include: academic

divisions, student services, computer network and end user services, instructional media, online learning, corporate and community education, institutional effectiveness and strategic planning, marketing, small business development, American Job Center, adult education, Danville Correctional Center, and Hoopeston Higher Learning Center. The President of the College attends this meeting once a month. New developments and information from across campus are shared and discussed. This group provides additional oversight for curriculum development at the College.

With a focus on student success, the Student Services Administrative Team meets to discuss departmental and special initiative updates, data collection and review, enrollment management, strategic planning, staff training, technology, fiscal planning, and grants. Attendees of this team include the Dean of Student Services, Assistant Dean of Student Services/Chief Diversity Officer, Director of Child Development Center, Director of Financial Aid, Director of Advisement & Counseling/Transfer Articulation Coordinator, Director of Career & Veteran Services, Coordinator of Student Development & Conduct, Director of Admissions & Records/Registrar, Coordinator of Campus & Community Resources/Academic Advisor/International Student Services, Recruitment Coordinator, Director of Testing & Academic Services, Student Success Advocate.

The College has had a Continuous Quality Improvement (CQI) structure since the early 1990s. There are several teams, each led by at least one and often two facilitators. All teams are open to anyone interested in participating. Most teams meet monthly throughout the fall and spring semesters but a few meet during the summer, also. The initiative is overseen by a Coordinator, who facilitates the CQI Quality Council, which is made up of the team facilitators and meets monthly. Faculty and staff alike participate on CQI teams and all have leadership opportunities.

Curricular decisions are determined by faculty and academic deans. The Academic Affairs Team serves as the curriculum committee for the College. All new courses, changes to courses, new programs, and changes to certificate or degree programs, must be presented to and approved by this team. Changes in procedures or forms, such as the Credit Hour Verification Worksheet, the Faculty Qualifications Review Form (FQR) must be approved by the Academic Affairs team. In addition, they must be approved by the Office of Instruction.

Since 2009, the College has participated in Achieving the Dream. The ATD Leadership Team oversees this initiative. The Director of the TRIO Student Support Services program serves as the Facilitator. Responsibilities include scheduling meetings, setting agendas, providing minutes of the meetings, and writing the annual ATD report. The Facilitator also coordinates activities with the College's ATD coaches. The other members of the ATD Leadership team are the President, the Executive Vice President of Instruction and Student Services, the Dean of Students, the Dean of Liberal Arts and the Library, the Chief Diversity Officer, the Director of Adult Education and Literacy, and faculty from at least two of the three academic divisions. In addition to the Leadership Team there are four sub teams: Data, Equity and Inclusion, Student Experience, and Teaching and Learning. Faculty and staff alike participate on the ATD sub teams and all have leadership opportunities.

In an effort to assure that everyone has a voice in how the institution moves forward and that all parts of the College are working together, the Governance Forum was initiated in 2018 and bylaws were established. The Forum is held at 3:00 p.m. on the first Wednesday of each month, the time and day of the week determined to be most convenient for faculty. It is led by the CQI Coordinator and the ATD

Facilitator. Anyone is welcome to ask for an item to be placed on the agenda. The agenda is sent to all electronically before the meeting date so employees know what is being discussed and/or voted on so they can be sure to attend if there is a topic of special interest. The Forum has provided the opportunity for all employees to discuss issues of concern and interest and to vote on matters that impact the College as a whole.

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.

Students are always welcome to join any of the CQI or ATD teams, as student input is invaluable. The students at DACC often hold full-time jobs and have families, in addition to going to school. Time is precious and serving on committees is a luxury. The College finds other ways to gather student input such as surveys, student evaluations, focus groups, and one on one conversations. The College regularly administers the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE). In 2018 the Student Trustee surveyed students and asked several questions including why they chose DACC, what they would like to see offered at DACC, and what activities and clubs they were interested in. She shared this information with the Board of Trustees at their March meeting.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
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. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

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. 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.

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, and the Facilities Master Plan. 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 and the annual budget. 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); DACC Planning Schedule (Flow Chart); DACC Strategic Planning Process (Timeline); and DACC Budget Process (Timeline).

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. 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.

The institution plans on the basis of a sound understanding of its current capacity. 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 declined due to a decline in population in the district. Yet, over the last ten years, DACC's local taxes as a percentage of funding have remained stable at 26% in FY2009 compared to FY2019. The College generates new revenue through increases in the EAV only. While DACC's tax rate is above the state average (61.52 compared to 46.75 in 2016), the College's EAV is one of the lowest in the state. 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 FY2009 state funding amounted to 23% of total revenue. In FY2019, it amounted to 15% of total revenue. State funding has not only declined; it has also been unstable. In 2016, the State did not have a budget. DACC was to receive $3,777,634 in revenue from the state, 24% of the total expected revenue for the College. Instead, the College received just $912,809, 7% of of the total expected revenue.

The situation was so dire that on February 4th of that year, the Higher Learning Commission sent a letter to every state supported institution of higher education in Illinois accredited by HLC. In that letter they asked (required) each institution to prepare a brief report on the current availability of financial, physical, and human resources required to support their institution. They were to address current cash levels; cuts in full- or part-time faculty and/or staff; the impact of the situation on the availability of textbooks, supplies and related materials to support the curriculum; data and expectations for fall enrollment; and any other information HLC might need to know, especially how the institution was handling the loss of MAP funding.

The College responded in a 5-page letter dated February 16. The College President wrote "While the current budget impasse in Illinois has been very challenging and will continue to be challenging, Danville Area Community College has been planning for more difficult financial circumstances and is positioned to weather this storm." The President then addressed each of the areas requested. In regards to the loss of MAP funding, the President stated that the College had funded the grants for the fall semester. Concerned faculty and staff had worked with the Foundation to set up special scholarships to help students during the spring semester. The College also included information on essential spending measures which had been enforced.

While revenue from local taxes and the state have declined in the last decade, revenue from tuition and fees has increased. In FY 2009, 13% of the College's budget came from tuition and fees whereas in FY

2019 27% came from tuition and fees. Tuition rates have increased every year for the last 10 years, going from just $84 per credit hour for in-district students in 2009 to $155 in 2019. In fall 2019 DACC's tuition rate was slightly higher than the statewide average of $144.

Like most community colleges in Illinois, and higher education in general, DACC has seen a steady decline in enrollment during the past several years. From fall 2014 to fall 2018 DACC's overall headcount dropped 13%. The number of full-time equivalencies (FTE) dropped 9.2%. These percentages are less than the drops statewide, which were 16% for both overall headcount and full-time equivalencies. An Environmental Scan completed by the DACC Marketing department in 2018 indicated that enrollments will continue to decline.

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 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.

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5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

Danville Area Community College works systematically to improve its performance. The College has developed processes to document its performance in its operations. It does this in several ways, including participation in Achieving the Dream, assessment, program review, state and national benchmarking, and strategic planning.

Achieving the Dream/Student Success

In 2009 DACC was the first community college in downstate Illinois to join Achieving the Dream (ATD). The goals of ATD are to: increase student success by building institutional capacity for continuous improvement; enhance leadership commitment to student success; increase research capacity and the use of data-driven decision-making; develop interventions that are aimed at improving student achievement; and foster fundamental changes in the culture and operations of the College that lead to measurable and lasting improvements in student outcomes. As a result of participating in ATD 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. DACC not only collects but also analyzes information on student retention, persistence and completion of its programs. The ATD Data Team reviews longitudinal cohort data each year on the five student success metrics, disaggregated by race/ethnicity, sex, and socioeconomic status. The Office of Institutional Effectiveness and Strategic Planning shares information via the Data Brief and the Institutional Effectiveness Report. Various teams and departments use this information when setting their goals and priorities. DACC was recognized by ATD as a Leader College in 2013 and again in 2016 for improving success rates in these areas. Leader College designations are effective for a three-year period. DACC's student success effort is discussed more extensively in Criterion 4.

DACC learns from its experience and applies that learning to improve its effectiveness, capabilities, and sustainability, both in its overall performance and in its component parts. The College has multiple mechanisms designed to help it move forward. As stated in each of the areas outlined above, data are not just recorded but are used to evaluate programs and initiatives and shift directions when necessary. College assessment efforts guide each course and program to define learning objectives, and assess progress toward goals, hoping to see continued improvement over time. The departmental assessment forms require an action plan, so a loop was created that ensures the College continually assesses and reassesses. A Closing the Loop section was added to the Academic Assessment form effective spring 2019 so faculty have a way to track the effectiveness of initiatives. Program reviews are required to both identify the current status of each program as well as recommendations for the future. When submitted to the ICCB, the reviews must determine what actions the College is taking with the program: continue with improvements, significantly modify, discontinue, or review again. The state and national benchmarking

opportunities provide data that inform the College and allow DACC to expand successful initiatives or search for new practices when progress stalls.

Institutionally the areas the College is focusing on include: retention, persistence, completion/graduation, and equity. There are a number of new student success interventions that are expected to have a positive effect of each of these on all students, such as Mandatory Advisement for all certificate and degree seeking students and the college-wide mentoring program. The College believes that it will need to provide additional focus, however, on the retention, persistence, and completion/graduation rates of African-American students, who lag far behind all other student groups. This is especially true for African-American males and is why the College initiated the M-SWIFT program discussed in Criterion 1.A and 4.C.

Assessment

Since the last HLC visit in 2009, DACC has continued to put extensive emphasis on assessment, the ongoing systematic process of collecting and analyzing data and information used to inform decision-making to improve student learning. Through the use of faculty developed rubrics the College assesses DACC's General Education Outcomes, as well as program level outcomes. Individual faculty members assess student learning in their own courses. The departments that provide student support services, as well as all other departments on campus, also must complete an assessment report each year and periodically report on a Closing the Loop activity to Expanded Administrative Council. Assessment is discussed in Criterion 4.B. How it links to budgeting was previously mentioned.

Program Review

All academic programs and student support services at DACC participate in the Illinois Community College Board's (ICCB's) formal five-year program review process. The purpose of program review is to make sure the College continues to offer high quality programs. The College must indicate the current state of each program under review that year and recommend changes and/or improvements for the future. The institution looks at various data such as: course enrollment and completion data; program enrollment and completion data; assessment of student learning outcomes; success rates at 4-year institutions for transfer programs and employment data for career and technical programs; input from advisory committees for career and technical programs; and the need for the program both locally and more globally. The College also reviews programs to assure they are in line with its mission and strategic priorities. The support services that are reviewed as part of ICCB Program Review include advising, career services, the library, and tutoring services. The program review process is discussed in Criterion 3.A.

State and National Benchmarking

DACC uses state and national data to study college performance. The College shares this information in a variety of ways with stakeholders including Administrative Council, faculty and staff in-service, and the Board. The Illinois Community College Board collects substantial data from all state colleges, and also submits data to the Integrated Post-Secondary Data System (IPEDS). DACC's participation in ATD provides additional benchmarking information. DACC regularly participates in both the Community College Survey of Student Engagement (CCSSE) and the Ruffalo Noel Levitz College Student Inventory.

Strategic Planning

DACC's strategic planning process is described in detail in Criterion 5.C. DACC's strategic plans provide broad goals and clear detailed objectives. Progress toward these goals are measured periodically and give DACC the opportunity to continue to improve the institution's effectiveness. The strategic matrix results are shared annually.

The Office of Institutional Effectiveness and Strategic Planning prepares an annual report. The report includes student retention, persistence and completion goals; student outcomes data; assessment initiatives; and college planning. This report is shared with the appropriate stakeholders.

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5.S - Criterion 5 - Summary

The institution'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. The institution plans for the future.

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.