Danville Area Community College - IL

HLC ID 1082

OPEN PATHWAY: Reaffirmation Review   Visit Date: 3/4/2019

Dr. Stephen Nacco
President

Eric Martin
HLC Liaison

Jeanne Swarthout
Review Team Chair

Joyce Hardy
Federal Compliance Reviewer

Carla Connor
Team Member

Paula Davis
Team Member

Scott Searcy
Team Member

Context and Nature of Review

Visit Date

3/4/2019
Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Reaffirmation Review
- Federal Compliance
- On-site Visit
- Multi-Campus Visit (if applicable)

- Federal Compliance 2018

Institutional Context

Danville Area Community College (DACC) is a public community college based in Danville, Illinois. DACC originated as an extension center for the University of Illinois in 1946. It became an independent community college in 1966 and changed its name from a junior college to the current one in 1979. DACC serves four counties in eastern Illinois and has a Learning Center in Hoopeston as well as providing dual enrollment in various high schools throughout its service area.

The Higher Learning Commission visit of March 4-5, 2019, is a Reaffirmation Review and includes a Federal Compliance Review. The visiting team also conducted a facilities review of the campus as well as a Distance Education review. The institution has been in good standing with HLC since its last Comprehensive Visit and thus, with no Multi-Campus Visit required, no additional review is required.

Interactions with Constituencies

President's Cabinet

Assistant Dean Student Services/Chief Diversity Officer

Dean of Student Services

Executive Vice President of Instruction and Student Services

Vice President of Finance/CFO

Vice President Human Resources/Title IX

President

Assistant to President/Board Secretary/Director of Grants

Dean Liberal Arts & Sciences/Library

Director of Online Learning/Webmaster

Executive Director Institutional Effectiveness & Planning

Dean Math, Sciences, & Health Professions

Executive Director of Foundation

Dean Business & Technology

Assurance Process Committee

Vice President of Human Resources

Vice President of Finance/CFO

Executive Vice President, Office of Instruction & Student Services

Dean Student Services

Director Adult Education

Mechatronics Instructor

Rhetoric Instructor

Director of TRIO

Biology/Science Instructor

Executive Administrative Assistant/Secretary Board

Dean of Liberal Arts

Director Online Learning

Dean Math, Science, Health

Marketing Instructor

Focus Area A - Governance

Faculty (17)

Students (14 including President's Scholars, 1 Trustee)

TRIO Director

Administrator (2)

Maintenance

Director Medical Imaging

Coordinator Recruitment & Social Media

ALO/Executive Director Institutional Effectiveness & Planning

Support Staff (3)

Executive Vice President Instruction & Student Services

Focus Area C - Strategic Planning

Instructor (3)

Executive Vice President Instruction & Student Services

Director of Admissions & Records

Director of Advising and Transfer Coordinator

Director Small Business Development Center

Director of Nursing Education

HIT Administrator

Director Medical Imaging

Director Corporate Education

Director CNS

Vice President Finance/CFO

Support Staff

Adult Education Specialist

TRIO Director

Dean Student Services

Assistant Dean Student Services/Chief Diversity Officer

Online Learning Services (2)

Director of Testing/Academic Services

ALO/Executive Director of Institutional Effectiveness & Planning

Librarian

Biological Sciences Professor

Marketing & College Relations

Dean Liberal Arts/Library

Vice President Human Resources

Coordinator Social Media

Dean Math, Science, & Health Professions

Administrative Assistant Math, Science, & Health Professions

Board of Trustees

Chair

Vice Chair

Trustees (3)

Student Trustee

Focus Area B - Assessment

Faculty (26, all divisions including Lead Instructors, Assessment Champions)

Radiology Clinical Coordinator

Prison Coordinator

Director Medical Imaging

Executive Vice President Instruction & Student Services

Coordinator Recruitment & Social Media

Dean Math, Science, & Health Professions

Dean of Student Services

Registrar

Dean Liberal Arts

ALO/Executive Director Institutional Effectiveness & Planning

HIT Administrator

Vice President Finance/CFO

Director Financial Aid

Director Nursing Education

Librarian

Executive Director College Relations

Director Small Business Development Center

Open Forum Criterion 3&4

Coordinator Recruitment and Social Media

13 Faculty (includes Criterion 4 Facilitator, Assessment Champions)

HIT Administrator

Director Corporate Education

DACC Foundation Director

Coordinator of Campus & Community Relations/Academic Advisor

Director Advisement/Transfer Coordinator

Director Child Development Center

Student (1)

Career and Veteran Services

Online Learning Services (2)

Dean Liberal Arts

Executive Director College Relations

Dean Math, Science & Professional Health

Adult Education Director

Assistant Dean Social Sciences

ALO/ Executive Director Institutional Effectiveness & Planning

Librarian

Director Medical Imaging

Director Small Business Development Center

Executive Vice President Instruction & Student Services

Director CNS

Driving Training Coordinator

Director Nursing

Prison Director

Drop In Session 1

Students (8 all President's Scholars, 3 also student workers, 1 Trustee)

Drop In Session 2

Students (8 all President's Scholars)

Open Forum Criterion 1 & 2

Support Staff (3)

Online Learning Services (2)

Coordinator Recruitment & Social Media

Career & Veterans Services

Administrative Assistant Counseling

TRIO Director

DACC Foundation

Adult Education Specialist

Dean Math, Science, & Health Professions

Office Assistant

CDO/Assistant Director Student Services

Admissions

Prison Coordinator

Faculty (13 from all divisions)

Director Small Business Development Center

Library

Executive Director College Relations

Director Medical Imaging

Vice President Finance/CBO

Director CNS

ALO/Executive Director Institutional Effectiveness & Planning

Dean Liberal Arts & Library

Executive Vice President Instruction and Student Services

Director VCW

Adult Education Counselor

Driver Training Coordinator

Foundation Controller/Office Manager

Prog/System Administrator

Corporate Education

Adult Education Director

Human Resources

Office Assistant President & Foundation

HIT Administrator

Open Forum Criterion 5

Faculty (2)

Support Staff (3)

Administrative Assistant Counseling

Director

Director Advisement/Transfer Coordinator

Academic Adviser

Assistant Director Financial Aid

Dean Student Services

Director Small Business Development Center

Online Learning Services (2)

Executive Director College Relations

Programmer/DBA

Registrar

Director Medical Imaging

Literacy Coordinator Adult Education

Technology Services Librarian

DACC Foundation

Programmer/DBA

Data Analyst

Director Hoopeston Extension

Coordinator Campus & Community Resources/ Academic Adviser

Campus Services

Academic Adviser

Financial Aid Director

Controller

ALO/Executive Director Institutional Effectiveness & Planning

Director VCW

Director CNS

Librarian

Admissions

Vice President Finance/CFO

Director Testing & Academic Services

Director Corporate Education

Human Resources

TRIO Director

Additional Documents

Faculty Credential Review of Files (full time 20 from all divisions; adjunct 14 from all divisions; dual enrollment 12)

Online Course Review (10 courses: ARTS115; BIOL 101; BMGT 117; BOFF225; CBUS 150; DEVM 100; HIST 151; HLTH 130; HUMN 101; MATH 115)

Two emails dated 3/6/2019 (Visiting Team did not receive until after 10pm given size of files transmitted). Combined, the emails contained in excess of 143 individual subfiles. Approximately 80% of these files and subfiles contained redundant or process/descriptive information.

Spring Schedule 2018

Course Outlines in Addendum with special attention to AUTO244, BACC228A, CACC 105W, and CACC105

2018-2019 Danville Area Community College Catalog

College Website

Transfer Policies https://www.dacc.edu/ar/transfer-in-credit

Proficiency Credit https://www.dacc.edu/catalog-2018-2019/proficiencycredit

Dual Credit https://dacc.edu/dual-credit

Specialized Programmatic Accreditation https://dacc.edu/catalog-2019-   2019/about/accreditation

Strategic Matrix documents 2016-2017, 2017-2018, 2018-2019

Program Reviews https://www.dacc.edu/depts/ier/data

Articles concerning Vice President for Instruction and Student Services and his affiliation with the Airport Authority Board edgarcountywatchdogs.com

State of Illinois Website containing WIOA data www.illinoisworknet.com

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.)

Rating

Met

Evidence

Danville Area Community College (DACC) developed and continues to review its mission through a process appropriate to the nature and culture of the institution. In its inception, the college was created and housed at Danville high school to serve as an extension of the University of Illinois and to veterans returning from World War II who were eligible for the GI Bill. The college's mission expanded after that era and became a two-year comprehensive college. A cross-functional group developed the philosophy into a mission statement and the Board approved it in 1991 and again in 1998. In 2008, the self-study team, faculty, staff, administrators, community members, Foundation Board members, and DACC reviewed and slightly revised the mission statement and the revision was approved by the Board of Trustees and published in the 2008-2009 DACC Catalog. It was again reviewed in 2018 and no changes were recommended. It now 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".

The institution indicates in the Assurance Report that it offers 34 Associate Degree programs and 51 certificates, although the catalog located in the evidence file and report located in the addendum indicates different numbers. The College also offers adult (including remedial) and Basic Education Classes, English as a Second Language, Citizenship classes, and training to meet the needs of local employers through the Corporate Education department. The Community Education department (located off-campus at the Village Mall) offers courses and week-long summer camps for young people through College for kids, https://assurance.hlcommission.org/review/301/evidence/viewfile?fileId=735842, and courses for senior citizens where the tuition is waived for in-district. The Assurance Argument reports that the number of credit hours generated is consistent with the college

mission, 54% transfer, 36% career/technical (CTE), and 5% Adult, Corporate, and Community Education.

DACC states in the Assurance Report that part of the mission is to provide accessibility, thus the college strives to keep costs affordable. The institution provides "bonus classes" to help keep the cost of education affordable. The college offers to those taking 12 hours or more a $500 waiver toward an additional course. Another program is for dual enrollment where the college reduces the tuition to high school students under certain guidelines. DACC also offers other programs to reduce cost such as Foundation scholarships. The institution strives to meet the needs of the students and increase affordability by offering courses in different formats and times to meet student needs. DACC offers completion programs through partnerships with Franklin University and Eastern Illinois University.

DACC has participated in Achieving the Dream (ATD) since 2009. The college reports that, through this program, they have identified achievement gaps in retention and completion and looked for ways to reduce those gaps. In 2013 and again in 2016, the college was designated as Achieving the Dream Leader College for demonstrating measurable gains on the student success metrics over a three year period.

The college has addressed equity gaps through programs such as the college's ATD Equity and Inclusion Team which introduced a program called "Getting ahead", https://assurance.hlcommission.org/review/301/evidence/viewfile?fileId=740510#page=3. This program reaches out to people living in poverty throughout the community. The program includes a course to help economically at-risk individuals aspire to a better life for themselves and their families. The college reports, over the past three years, 5 of these classes were taught but provided no data on how successful this program has been.

The college reports that one completion gap is the percentage of African-American males graduating. A new program M-SWIFT, https://assurance.hlcommission.org/review/301/evidence/viewfile?fileId=735904#page=4, has been created to focus on this population. Student academic progress is tracked by the Equity and Inclusion Team, providing intrusive interventions as needed.

The college reports it offers courses and programs to Danville Correctional Center. Students at this site will be able to earn certificates in a variety of career programs, as well as Associate of Arts, Associate of Science, and Associate of General Studies.

DACC states in the Assurance Report that the college's Mission Statement is the driving force for all strategic planning and budgeting, both long-term and annual strategic matrices. The planning process starts with the long-range Academic Services Master Plan and Student Services Master Plan, which are supported by the Marketing Master Plan, Technology Plan, and the Facilities Master Plan. All of these are developed with input from Board of Trustees, the President, Administrative Council, employees, and external stakeholders. Input from external stakeholders is gathered through forums. These plans become the foundation for annual planning and budgeting through creation of the annual Strategic Matrix and annual budget. DACC reports that, while some processes are occurring concurrently, each is reviewed and considered as the other is developed. DACC reports that timelines have been adjusted in recent years to insure that all information is available when the budget is developed. The planning process is confirmed through interviews with the Board of Trustees, administrators, and employees. It is further confirmed by review of 1) Strategic Planning Process Flow Chart, 2) Planning Schedule, 3) Assessment Process Timeline, 4) Strategic Planning Process Timeline, and 5) Budget Process Timeline, all available in the Assurance Argument of Addendum.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Danville Area Community College (DACC) articulates the mission through public documents is evidenced through Facts at a Glance on the College's website (https://www.dacc.edu/depts/ier/data), about us on the website (https://www.dacc.edu/about/mission-and-vision), and the print college catalog. Priorities and actions discussed in the Assurance Report indicate that goals, planning, and priorities are aligned with the mission. In the Assurance Report, the college lists several additional documents that include the mission such as the Annual Report, monthly board packets, strategic plan, the employee newsletter, employment applications, and the Human Resources web page that shows open positions, student handbook, Student Services Master Plan, Annual Strategic Planning Matrix, New Employee Online Orientation, Graduation booklet. Supporting document are also found in several sites.

DACC, through the Assurance report, shows that the programs and services are aligned with the mission and planning and budget processes appear to support the programs and services. In 2008, the Board voted to include the General Education Outcomes in the College's mission documents (located in the addendum). 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 outcome and this was approved by the Academic Affairs team and the Office of Instruction. After that, the recommendations were approved by the Criterion One team who submitted it to the Governance Forum and the Board where the recommendations were approved.

 DACC 's mission documents demonstrate the emphasis on the mission and areas such as academics, community, diversity, economic development, and students through the programs offered and the emphasis on student success and clearly indicate the college is emphasizing participation in a global society.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Danville Area Community College serves a 4-county area rich in ethnic and economic diversity. DACC's IPEDS student data reflect the richness of population diversity; a review of staff and faculty diversity reflects that staff diversity is similar to the population diversity; faculty data do not evidence such diversity. The institution reaches out to diverse populations in a number of ways including MSWIFT (African American males), TRIO, programs for incarcerated individuals, directed scholarships as well as a wide variety of diversity outreach activities.

One of Danville Area Community College's General Education outcomes is cultural awareness and social skills. The goal is that students will be able to work in a global economy and have an understanding of not just local and national issues but also global issues. Board policies specifically addressing this are the Affirmative Action Policy, Anti-Harassment in Employment Policy, and Anti-Harassment in Education Policy (found in Board Policy and Procedures, under About on the College website, and Student Conduct Code, located at https://assurance.hlcommission.org/review/301/evidence/viewfile?fileId=740213#page=83).

The College's Human Resources Department also has practices and procedures (located in sources) related to the recruitment of employees and students and has used minority recruitment publications. Human Resources provides EEO information for applicants, promotions, transfers, and resignations. Part of the interview team processes is gender balancing and diversity representation The College has an Access, Equity, and Diversity Advisory Committee. DACC also provides transfer of courses for international coursework through Council for Higher Education Accreditation (CHEA).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

As part of the Assurance Report and meetings during the Comprehensive Visit, the College provided examples illustrating the understanding of its educational role in serving the public. An example of public service is the college as the One Stop Operator for the County's American Job Center (AJC) and manager of partner agencies such as Department of Human Services, Department of Rehabilitation Services and the Illinois Department of Employment Security. The goal of these relationships is to provide the public with seamless services ranging from basic skills instruction and occupational training to job preparation and placement.

Working with the area school districts to provide access to career education at the high school level, DACC hires instructors, develops curriculum, and provides facilities and equipment to fulfill the needs of the students by creating the College Express.

DACC provides adult education, transfer courses, CNA classes, College for Kids, and other community programs through the Hoopeston Higher Learning Center. The college also works with local businesses to fulfill their workforce needs and works with labor through the Labor-Management Council to promote good labor-management relations. DACC provides many other services to support the College's stakeholders, engage with its constituencies, communities, and respond to their needs as its mission and capacity allow.

DACC reports that the 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 summary of expenditures of the 2019 budget is evidence of that https://assurance.hlcommission.org/review/301/evidence/viewfile?fileId=744801#page=12 .

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

Danville Area Community College articulates its mission, which is current, through a variety of documents and the mission helps to guide its operations. The college's academic programs, student support services, and enrollment profile are consistent with its mission. The college's planning and budgeting priorities support its mission. DACC understands the relationship between its mission and the diversity of society, The institution is committed to the public good and responds to the needs of the diverse communities it serves as its mission and resources allow. DACC has intentionality in how it focuses on diversity.

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.

Rating

Met

Evidence

In 1998, Danville Area Community College (DACC) established its core values with integrity ranked amongst the highest. Under the auspices of the Illinois Community College Board (ICCB), the institution undergoes review every five years; the review includes ethical guidelines in the college's functions including finance, instruction, student support, and facilities management. DACC has established policies and procedures regarding ethical behavior appropriate to students (Policies 3007 and 4016.1), employees including faculty (Policy 4016), and members of the Board of Trustees (BOT) as confirmed in the meeting with Trustees. The institution's Comprehensive Annual Financial Report summarizes its financial integrity and transparency.

The Vice President for Human Resources oversees all legal, hiring, and performance evaluation processes. DACC has policies and procedures related to Human Resources including performance evaluation processes for employees and faculty, notice of non discrimination (inclusion) (Policy 4028.1), nepotism (Policy 4018), drug-free workplace (Policy 4014), harassment (Policies 4003.1, 4003.2, 4053, and 3019), and other similar legal compliance requirements. DACC operates in a union environment and utilizes appropriate contract language to assure union requirements are met and employees treated fairly and equitably. DACC's auxiliary services, foundations, and athletics are managed with transparency and equity as well. ICCB training and guidelines for the BOT are clear and include annual conflict of interest statements, Open Meeting requirements, and Statements of Economic Interest for all BOT members (eg. Policy 1010).

The Executive Vice President for Instruction and Student Services oversees these broad areas of the institution. The three academic departments follow a traditional model and are supervised by deans.The faculty understands that it has primary responsibility for curriculum although DACC has no specific shared governance policy. Curriculum changes evolve from faculty through the deans. Once decisions are made at that level, curriculum proposals are taken to the Academic Affairs Team composed of faculty and the Office of Instruction. Eventually curriculum proposals are presented to the Board and approved at that level.

The Vice President of Finance and CFO provides institutional direction in budget planning, yearly reports, single-year and special audits, and daily business operations. The Vice President of Administrative Services oversees the procurement process, bidding processes and related legal compliance, and facilities management.

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

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

DACC presents pertinent and required information to its students and the public through its website. Website information includes:

- FERPA (https://www.dacc.edu/student-handbook-2018-2019/student-communications-privacy),
- financial aid (https://www.dacc.edu/finaid),
- college costs (https://www.dacc.edu/tuition-fees),
- academic programs (https://www.dacc.edu/programs),
- disability access (https://www.dacc.edu/ssc/oa) ,
- transfer (https://www.dacc.edu/aac/cguides),
- Campus crime statistics and safety information (https://www.dacc.edu/student-handbook-2018-2019/security-report-statistics-main)

Materials on the web are checked as needed for accuracy and currency. The college catalog (https://www.dacc.edu/catalog) is also maintained on the institution's website and is the primary location for the student code of conduct, programs and course information, student grievance procedures, and student services. The Student Handbook (https://www.dacc.edu/student-handbook) is available on the website and provides students' rights and responsibilities as well as academic and disciplinary processes. A thorough review of DACC's website confirms all information presented in the Assurance Argument is present on the site. DACC uses several venues of social media, primarily to communicate regarding clubs and student activities but also for closure alerts.

The division deans build the schedule with oversight of the Vice President of Instruction & Student Services. Once the schedule is verified for accuracy, it is posted to the institution's website (https://www.dacc.edu/schedules). The schedule is monitored regularly for continued accuracy.

All communication efforts are maintained by the Executive Director of College Relations and staff. Such communication efforts include, but are not limited to, the college catalog, college website, and social media accounts.

The Office of Institutional Research & Effectiveness creates, reviews, and disseminates all Federal and State mandated reports. The office reviews IPEDS data and the Federally required Student Net Price Calculator (https://www.dacc.edu/tuition/npc).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Under the authority of the ICCB, DACC's BOT is required to undergo periodic training regarding its rights and responsibilities (Policy 1021). The BOT is made up of seven elected members, joined by a student trustee elected from the student body to a one-year term (Policies 1004 and 1007). Board members are elected at large and thus, do not represent specific communities in the service area (Policy 1005).

A review of board minutes (https://www.dacc.edu/board/meetings) indicates that the board receives reports and presentations from different areas of the college, including academic departments, on a regular basis. Thus, the board has ample opportunity to be well informed about the college's operations. The review of the minutes indicates that the board also has opportunity to discuss and debate issues before them on which they will make decisions. Finally, board minutes combined with CAFR information clearly indicate the board preserves independence from outside influences and delegates operation of the institution to the president and executive staff once the board has set policy direction (Policy 1020 Code of Ethics Board & President and Policy 1010 Conflict of Interest).

The Board has the primary responsibility to determine, control, supervise, and manage the educational, financial, and business policies and affairs of the institution. These responsibilities are defined in the board policies. DACC conforms to board policy in that it sets policy and leaves implementation the president and cabinet as confirmed in discussions with the Board and administration of the institution (Policy 1020 Code of Ethics Board & President).

DACC's BOT policies do not include a clear statement on Shared Governance. During interviews and meetings including faculty members, the faculty and administrators report understanding that matters of curriculum were exclusively within faculty purview. The lack of a Shared Governance statement could alter that understanding in the future.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

DACC has an appropriate statement regarding academic freedom related to instruction (Policy 2001.0) and, as the policy directs, the statement is included in faculty contracts. The board also has a policy regarding students' rights to protest by lawful means (Policy 3014). The College also complies with the Illinois Freedom of Information Act (Policy 5003). The Library and Learning Resource Center support academic freedom for students and faculty by abiding by the American Library Association's Library Bill of Rights (http://www.ala.org/advocacy/intfreedom/librarybill), Freedom to Read Statement (http://www.ala.org/advocacy/intfreedom/freedomreadstatement), and the Intellectual Freedom statements (http://www.ala.org/advocacy/intfreedom).

Meetings with students and those including faculty indicated that the rights regarding Academic Freedom are preserved and respected within the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Danville Area Community College uses several policies to ensure the integrity of research and scholarly practice such as the Net Acceptable Use, Copyright & Peer to Peer File Sharing, and the Student Code of Conduct policies and procedures (https://dacc.libguides.com/copyright_and_fairuse and Board Policy 6031).

Student Information Literacy: Courses such as English and Psychology include standards for conducting research and the evaluation of information for validity. APA and MLA citations are covered in the course material and used in course assignments. The Library and Writing Center have web based materials available for faculty to embed into their courses on APA and MLA. The library website provides student support software tools for citation. The librarian also provides in class instruction.

Faculty Information Literacy: The library provides training in plagiarism and citation in the use of course packs and links to other resources. Information is shared on what can and cannot be used in a course. The librarian sends out emails to faculty on a regular basis reminding them of instructional materials available and the appropriate use of those materials.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Danville Area Community College includes integrity in its core values. ICCB conducts a five year review, which includes a review of ethical guidelines. Policies and procedures are in place regarding ethical behavior for students, employees and the BOT. Comprehensive Financial audits are done annually. BOT conflict of interest statements are signed annually. Pertinent and required information is shared with students and the public through the website, college catalog, and Student Handbook. The BOT is guided by policies and is trained in the rights and responsibilities to be undertaken. The board preserves independence from outside influences. Daily operations are delegated to the President of the institution. Policies are in place in regard to academic freedom as well as integrity in the use of information.

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).

Rating

Met With Concerns

Evidence

DACC provided evidence of the currency of courses and programs by offering academic programs and courses designed with clear faculty involvement, as outlined in the minutes of Office of Instruction committee (minutes available at: https://dacc.edu/depts/inst/meetings) and appropriate review at the institutional and state level (See evidence linked in the argument and also view https://www.iccb.org/academic_affairs/programcourse-approval/). The visiting team reviewed ten online courses submitted to the team on request through the Addendum. The institution conducts structured program reviews on a five-year cycle in accordance with State of Illinois standards (See evidence linked in the argument as well as https://www.iccb.org/academic_affairs/program-review/). Course learning outcomes of transferable courses are aligned with state standards to provide a seamless transfer of credit to other state institutions (See https://www.iccb.org/academic_affairs/baccalaureate-transfer/).

The evidence cited above indicates that the degrees and certificates offered by the college are aligned with national norms and reviewed by the State of Illinois.

The college offers courses in multiple locations and multiple modalities. There is evidence in the assurance argument and the evidence file that the institution is aware of the need to align both the learning goals and program quality to assure consistency. The college indicates they employ a traditional departmental based system to align course syllabi expectations and ensure equivalent rigor in the assessment of student performance expectations across all sections.There is clear evidence that this system is insufficient to assure the alignment of the course syllabi with the other course sections as outlined below.

A review of course syllabi provided in the evidence file revealed significant differences in the learning outcomes of two courses that shared the same course numbering and description. Further, these outcomes are not stated in measurable terms. The course in question is:

CACC 105 Managerial Accounting(Fall, Spring and Summer) 3 hours Managerial Accounting provides a preview of accounting as related to making business decisions internally. The relations of business documents, business forms and records, cost accounting, income taxes, and budget accounting as a means to manage the separate components of a business. The ability to analyze and control costs in producing goods and services play a critical role in this course. Decision models utilized within businesses long and short term will be reviewed. Prerequisite: CACC 101 with grade of "C" or better. [T] IAI: BUS 904

This course is listed in the catalog as a transfer course.

The evidence provided by the institution listed two syllabi for two different sections of this course. The course outcomes, copied below, differ significantly between the sections:

CACC105 Managerial Accounting Section A

- Develop an understanding of the theoretical support for the practices and procedures in managerial accounting
- Develop an understanding of current account terminology.
- Develop the ability to analyze business transactions and events.
- Develop the ability to communicate effectively orally and in writing generally accepted accounting principles and their application to specific business situations
- Develop the ability to solve selected problems to assist management.

CACC105 Managerial Accounting Section B

- Develop an understanding of the concepts, principals and terminology of Managerial Accounting
- Describe and illustrate accounting for manufacturing business. Including transactions, financial statements, and internal reports specific to manufacturing
- Develop an understanding and illustrate different costing methods
- Develop the ability to formulate various budgets
- Develop the ability to apply variance analysis
- Develop the ability to construct differential analysis.
- Describe lean manufacturing

In addition Section B course outcomes do not seem to be in alignment with the course description to the same degree as Section A.

A review of the syllabi placed in evidence revealed the following additional information:

- Nursing 111: 3 sections with matching course outcomes.
- Nursing 110: Five sections with no listed course outcomes.
- Nursing 120: Three sections labeled as Health Occupations I that do not list course outcomes in the syllabi (syllabi lack course numbers for this course and are matched by name via the catalog))

- AUTO 128: Two section with matching course outcomes.
- BACC 228A and 228W: Course outcomes reference the Topical Outline listing the section heading from the text and may be difficult to measure due to the shear number of outcomes.
- INFO 230: A combined syllabus (labeled as on-campus and online) provided as evidence that lists course outcomes.
- LGST 050: Three sections placed in evidence each with the same matching learning outcome. The learning outcome stated lacks specificity.
- ARTS 112: Two sections placed in evidence with matching course learning outcomes.
- ENG 102:Thirty two sections were place into evidence. Of these 23 used a nine item course outcomes list and 5 course used and 8 item course outcome list. These two course outcome lists were mostly compatible and would serve as a basis for a common assessment. Four course listed a condensed course outcome the was worded in the style of a course description. It might prove difficult to align these courses with a common assessment scheme.
- PSYC 100: Thirty Two sections were placed in evidence. All sections had matching course outcomes.
- BIOL 140: Four sections were place into evidence. All sections had matching course outcomes.
- MA 115: Of the 18 courses placed in evidence, one did not include student outcomes in the syllabus. The remaining 17 course use a common list of 24 outcomes located on the web at: https://www.dacc.edu/courses?id=MATH115.
- MA 140: Two sections were placed into evidence. Both sections had the same shared course outcomes.

The college provided syllabi which listed course outcomes for a single section of the courses listed below, as such they did not provide evidence of comparable course outcomes across location or modalities.

Course list: Nursing 110, AGRI 180, AGRI 207, AUTO 111, AUTO 224, AUTO 245, INFO 245, BACC 130, SUST 100, SUST 150, ARTS 103, ARTS 122, ARTS 120E, ARTS 153. CULA 420H, CACC 166, HORT 101, HORT 282, CULA 455H, CULA 460N, CULA 456C, ECHO 101, ECHO 106, ECHO 107, MA 211, PHYS 108, and SONO 104,

A thorough review of the assessment reports provided to the team did not reveal any attempt to compare student learning outcomes across varying modalities. Discussion with faculty and administrators revealed that the institution is aware of the need to assure section comparability. The evidence presented by the disparate outcomes discussed in Criterion 4, Core Component B reveal that the current system of course review in insufficient to assure the comparability of section outcomes.This lack of comparability raises challenges for assessment that will be further discussed in Criterion 4, Core Component B.

While DACC has invested in assessment training, tools, and planning, that investment has not yet resulted in integrated assessment activities which yield data on improvement of student learning based on stated outcomes. There is a lack of maturity in assessment data, closing of the loop results are uneven, and there is not a consistency in process.

Interim Monitoring (if applicable)

Monitoring related to Core Component 3.A is specified in the Review Summary at the end of this report.

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.

Rating

Met

Evidence

The general education program of the college is aligned with the mission and has been refined through a faculty-driven process. The current General Education Outcomes were set in 2003 and were voted on by the Board to be included in the college's mission documents in 2008. (Board Minutes are included in the Addendum: Board_Minutes_Approving_Mission_2018-11-15.pdf). The general education program has been recently reviewed through a faculty-driven process and aligns with the standards of the State of Illinois. (https://dacc.edu/ar/iai-cert)

The General Education Outcomes are articulated in the catalog and on the college website. The purpose of the General Education Outcomes is articulated in the Statement of Purpose and Inclusion published on the website (https://dacc.edu/catalog-2018-2019/gen-ed-outcomes) and in the catalog. The framework is aligned with the standards of the State of Illinois. The outcomes are in the areas of *Competence in Communications, Competence in Critical Inquiry and Problem Solving, Technological Competence, and Cultural Awareness and Social Skills*. These four areas are aligned with the requirement for a general education framework outlined in the criterion.

The general education curriculum recognizes human and cultural diversity in the Cultural Awareness and Social Skills outcome. The institution also complies with a specific directive from the state of Illinois (HB4346) to either develop or adapt a specific course to address the issues of the African - American experience throughout history and into modern day society. The college has aligned the

syllabus to HIST 190 African American History to serve this purpose.

 As a comprehensive community college, the institution shows an expected level of engagement in scholarship, creative work and knowledge discovery centered on the scholarship of teaching as outlined in the evidence related to the Teaching and Learning Academy. The institution also highlighted the work of Biology, Music and Sustainability faculty who have engaged in traditional scholarly service as an indication that traditional scholarship is respected by the college community.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The college provided IPEDS data to show that the institution has an expected number of full-time faculty who are engaged in teaching about 78% of undergraduate credit. The provided faculty contract outlines typical duties and expectations for the engagement of faculty members with the student body. A review of the minutes of the Academic Affairs Team, available on the college website, indicates the faculty are responsible for developing curriculum and setting performance expectations. These items are reviewed internally through the Academic Affairs Team and the process includes a reasonable contingent of peer faculty members. Transfer courses are reviewed through the Illinois Community College Board (ICCB) process to assure transferability of credits (http://itransfer.org/courses/participatingschools.php). This review provides a further check on the curriculum.

The college has developed a discipline-specific Academic Credentials Chart and placed this document in evidence. The document outlines alternative qualifications in the majority of teaching disciplines that the institution claims meet HLC standards. A faculty qualification form has been developed and placed in evidence that provides a framework for the verification of faculty qualification in alignment with the Academic Credentials Chart. A review of faculty files revealed that the college faculty qualifications are aligned with the Academic Credential Chart.

During the review of personnel files, team members observed documentation of classroom observations of faculty performance. The observed instrument matched the form placed in evidence

by the college. The observation forms indicates an appropriate breadth and depth of classroom observation. Faculty, staff and students all indicated that student evaluations are routinely used to evaluate instruction in all course and in all modalities.

The college provided a document in the evidence file of the activities related to the Teaching and Learning Academy within the Achieving the Dream activities. Many of these activities serve as professional development opportunities for faculty and staff. The college provides evidence of professional development for part-time faculty through the Part-time Faculty Academy and a mentoring program encapsulated in the Partners in Education document. This program includes significant opportunities for part-time faculty to participate in professional development and an on-going increase in the stipend for the part-time faculty who complete the program. Details of this program are documented in the Part-Time Faculty handbook included in the evidence file. The institution also provides a $400 per year budget to support individual faculty development.

The Faculty Agreement provides evidence that faculty are required to be accessible for student inquiry. The faculty contract outlines a requirement for up to ten office hours or up to 5 tutoring hours per week. A review of the tutoring schedule for the Spring 2019 semester reveals that several full-time faculty members are scheduled to be available for students in the tutoring labs.

The college provides evidence of initial and ongoing training and development for staff. Initial development is summarized through material provided by the Human Resources office during the on-boarding process. The college also provides staff training where required by state and federal regulations. In addition the college documented the tuition waiver for staff as included in the staff contract.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

A review of the website confirms that the college provides services as claimed including academic advising, admissions and records, career services, disability services, financial aid, testing services, TRIO Student Support Services, tutoring, veteran services, and Vermilion County Works. These services are appropriate for the support of the student population

Based upon the provided evidence, the college uses ACCUPLACER for student placement exams in reading, writing, and English. The ALEKS system is used for math placement. Along with placement exams to determine appropriate course level work for students, the college recognizes SAT and ACT test scores and high school GPA as valid indicators of proper placement. ESL courses are offered for those students who would otherwise face a language barrier. The college has also instituted a quality initiative to provide mandatory advising to all students. This project has received a favorable panel review as an open pathway quality initiative.

The college has developed a Technology Plan, available on the website, as a part of the Strategic Planning Matrix. This plan outlines appropriate investments in technology and technological infrastructure maintenance. The team verified the technological support in the classroom and laboratories was more than sufficient to support instruction.

The college provides guidance for the students for the effective use of information in the student handbook as well as through materials on the web-page for the DACC library.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The college provides a mechanism for the establishment of student groups. These groups are consistently referred to as extra-curricular activities groups. A careful review of the catalog and website indicates that the college does not claim any education enrichment from these student activity groups. In an interview with faculty and administration on the afternoon of March 4, the college insisted that there were no co-curricular activities on campus. This topic receives additional consideration in Criterion 4, Core Component B.

The college does offer internship and apprenticeships. A review of the Program Review report indicates that this is limited to a single program, Manufacturing Engineering Technology/CAD Option. Although this experience is mentioned in the program review documentation, there is little evidence to indicate how this experience contributes to the education of the student. The college does not claim that the apprenticeships enhance the education experience in any of the available documentation. If the college determines that these experiences are indeed co-curricular, a plan will need to be developed to properly assess the effectiveness of these experiences.

The college provides strong evidence to show it fulfills its claims for curricular activities that have a positive impact on the educational environment. Evidence provided includes:

- High licensure pass rates in all nursing program.
- 59% of graduate have no student debt.
- A student survey showed: 90% of transferring graduates report that all their DACC courses transfer as expected and 100% of transferring graduates report that DACC was helpful in providing knowledge and skills needed to be successful at their transfer institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

With a single significant exception, DACC has provided evidence to show that it provides high quality education. The institution must take clear and appropriate steps to provide evidence that course outcomes and rigor are comparable across modalities as stated in Core Component 3.A, which was determined to be Met with Concerns. Developing this evidence will provide additional insight for the institution and instill confidence that the institution is serving the needs of all students by assuring the quality of the educational experience regardless of the modality. There is a clear lack of consistent assessment processes, inconsistency in outcomes through courses and sections, and an inability to use assessment of programs to improving student learning. The Visiting Team notes that concerns raised in Criterion 5, Core Component D have impacts on effective assessment practices and results.

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).

Rating

Met

Evidence

Danville Area Community College conducts programs reviews consistent with the requirements established by the Illinois Community College Board (ICCB). Programs are reviewed on a 5 year cycle and include academic programs as well as academic support and student service programs. Program reviews were found on the college website at https://www.dacc.edu/depts/ier/data. The department of Institutional Effectiveness supports the program review process by providing the schedule for review, timeline for review, data to support the review, and a summary of all the programs under review which is submitted to the ICCB.

Danville Area Community College has policies regarding the evaluation of transfer credits that it

transcripts. The transfer policies can be found on the college website under "Academics" and in the College Catalog. The credits are evaluated against the State of Illinois General Education Core Curriculum and Illinois Articulation Initiative (IAI) standards as well as the declared major. Transferology is used to ensure consistency and applicability of transfer credits. Courses that cannot be aligned with these standards are evaluated through catalog description and syllabus review on a case-by-case basis. International coursework is evaluated through CHEA. Acceptance of AP credits is required by Illinois house bill 3428. Required scores for acceptance are set within the policy for CLEP, AP, and IB evaluations. Policies are also present for Dual Credit applications. Proficiency credit policies are in place for knowledge obtained informally prior to entrance to the college. A test out process is used to determine competence in proficiency credit. International courses are evaluated by the Educational Credential Evaluators.

Danville Area Community College has four dual credit programs:

- Traditional Dual Credit - based upon the Illinois Articulation Initiative the student can transfer in components of the Illinois General Education Core Curriculum. Courses can be taken at DACC, online, high school or during the high school day.
- Project Lead the Way - students who are interested in pre-engineering can take up to 4 courses (14 credits) are the college level.
- College Express - offers 16 courses in partnership between DACC, the High School and the Vermilion Vocational Education Delivery System. The courses are taken at DACC and are designed to prepare students for college with support and safeguards in place.
- Middle College - is designed for junior and seniors in high school who are facing barriers to their high school completion. This is a high school drop our prevention program with support to graduation. Courses are taken at DACC but the student is still a student of the home high school.

The dean or faculty member involved with a dual course at DACC reviews the course syllabus, course outline, and textbooks to ensure that the same rigor is applied as to the on campus course. The dean or faculty member also observes and completes an evaluation of the faculty teaching dual credit courses. Students evaluate the faculty and dual credit course using the same evaluation form as is used on campus. Students taking the courses abide by the same placement requirements. In the Drop In sessions, students who had taken dual enrollment classes reported that the dual enrollment classes were consistent in regard to rigor as those they are currently taking face to face on the Danville campus.

Danville Area Community College has an Academic Credentials Chart which indicates the minimum qualifications for each academic discipline. A Faculty Qualifications Review Form is completed for each faculty member regardless of location or type of delivery and placed in the faculty member's personnel file. In 2018, the State of Illinois Dual Credit Quality Act was passed which indicated that high school faculty who were not qualified to teach college classes could teach as long as they had a professional development plan which would allow them to become qualified in four years. Guidelines used for faculty qualifications include those established by the Higher Learning Commission, Illinois Community College Board and the Dual Credit law. A review of faculty qualifications was conducted by the HLC peer review team and all files were found to be in compliance with the guidelines established by the DACC.

A tour of the Danville Area Community College facilities demonstrated learning technology and equipment consistent with the programs and learning opportunities provided by the College. All buildings appeared well maintained and the technology found in the buildings for learning appeared

to be current.

Danville Area Community College has four programs that have received specialized accreditation.

- Nursing - Accreditation Commission for Education in Nursing (ACEN)
- Radiologic - Joint Review Committee on Education in Radiologic Technology (JRCERT)
- Health Information Technology - Commission on Accreditation of Health Infomatics and Information Management (CAHIIM)
- Manufacturing Technology - National Institute for Metalworking Skills (NIMS)

The list of specialized programmatic accreditors are found on the college website-https://www.dacc.edu/about/accreditation

Danville Area Community College's Office of Institutional Effectiveness and Strategic Planning collects student success data. Industry specific licensure and certification exams pass rates are evaluated. The percentage of graduates employed or enrolled in further education within one year of graduation is also calculated. Alumni and Employer surveys are conducted to determine satisfaction. Review is also undertaken of graduates who were authorized by the WIOA program (Workforce Innovation and Opportunity Act). The results of this analysis are retained on the state website www.illinoisworknet.com.

The Office of Institutional Effectiveness and Strategic Planning develops an annual Institutional Effectiveness Report FY18. In the report trend data are compared over time. Enrollment is evaluated along with graduation transfer, retention (Fall to Spring and Fall to Fall), and student loan default rates. Retention Fall to Fall is tracked over time with performance against annual goals. Persistence is evaluated by the number of full time students who attained 24 credits and part time students who attained 12 credits during their first year of enrollment. It should be noted that the data is tracked by location but not by program.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Evidence

Course Outcomes: Danville Area Community College course outlines (syllabi) per the syllabus template are to contain course outcomes for which performance is to be assessed. Some syllabi reviewed did not contain the course outcomes. In the sample of course outlines reviewed, it was noted that some of the course outcomes as stated are not conducive to measurement and assessment. Example courses include AUTO 244 with the course outcome - Road test a vehicle after repair and adjustment - where the level of performance and the items to be assessed in doing the road test are not indicated. Course BACC228A&W contains an outcome statement that is narrative/paragraph in nature providing challenges sorting out each outcome for assessment. In other courses, course outcomes are not the same for different sections of the same course. Course descriptions are the same as well as course number and credits, yet the course outcomes are different for each section. This makes student learning assessment for the same course across sections and delivery methods challenging. An example of the course referred to is CACC105 Managerial Accounting. Below are the Course Outcomes for the different sections.

CACC105 Managerial Accounting Section A

- Develop an understanding of the theoretical support for the practices and procedures in managerial accounting
- Develop an understanding of current account terminology.
- Develop the ability to analyze business transactions and events.
- Develop the ability to communicate effectively orally and in writing generally accepted accounting principles and their application to specific business situations
- Develop the ability to solve selected problems to assist management.

CACC105 Managerial Accounting Section B

- Develop an understanding of the concepts, principals and terminology of Managerial

Accounting
- Describe and illustrate accounting for manufacturing business. Including transactions, financial statements, and internal reports specific to manufacturing
- Develop an understanding and illustrate different costing methods
- Develop the ability to formulate various budgets
- Develop the ability to apply variance analysis
- Develop the ability to construct differential analysis.
- Describe lean manufacturing

General Education Outcome Assessment: There are four institutional general education outcomes - Communication, Critical Inquiry/Thinking, Technology, and Cultural Awareness. One general education outcome is assessed each academic year. Each program of study is required to participate and is responsible for selecting a course where the outcome can be measured. Results are due in December of the academic year and reported to the college community in January. At the time of the peer review team's site visit, all general education outcomes had been assessed once. In the Focused Session on Assessment with faculty, they described how the faculty teams developed the rubrics and standards used for General Education Assessment. A rubric and standard was developed for each of the outcomes. Assessment results were provided for Communication, Technology, and Cultural Awareness. Data were analyzed showing student performance based upon the number of credits the student had taken to that point in their college career This showed the students' level of learning in relation to the outcome at the point in their college career. Analysis included percentages and for some outcomes linear regression to determine the level of performance compared to the entire population under study and validity of the results. The results were analyzed and corrective action recommended. The results of the corrective action have not been assessed at this time. The second round of assessments will begin with Communication in 2019-2020.

Program/Department Assessment: Academic departments assess "at least one program outcome" each academic year. All program outcomes are to be assessed over a 4 to 5 year period of time.The program outcome and assessment tools are selected by the program. The execution of the program outcome assessment takes place in the Spring semester. The results of assessment and areas for improvement are due to the Institutional Effectiveness department in May. Non-academic departments also look for areas of improvement. Results of the programmatic/departmental assessment lead to plans for improvement. Where monetary support is needed to carry out the improvement, assessment results are tied to the budget and prioritized by the Strategic Matrix. Following initiation of the change, assessment is again undertaken to determine if the action has resulted in improvement - closing the loop. The programmatic/departmental assessments provided as examples used generalized statements to document performance - in a majority of the reports provided as evidence, rather than quantitative data, general terms such as "all students" or "overwhelming number" or "doing well" were used to document the results. The conclusions drawn for areas of improvement seem to be based upon generalized interpretation rather than quantitative data, even though rubrics may be used.   The use and analysis of quantitative measures is a best practice in the area of assessment of performance.

In the assurance argument and during discussion with faculty, a graduate survey was referred to which is an indirect measure of performance. It is a subjective assessment of performance and improvement not objective and measureable.

Co-Curricular Assessment: There was no evidence of co-curricular assessment at Danville Area Community College consistent with a co-curricular assessment plan. During the Focused Session on

Assessment (3/4/19), it was evident that there is confusion as to the definition of co-curricular and the differentiation between co-curricular and extra-curricular activities. Danville stated that the institution only has extracurricular activities. In a follow up submission on 3/5/19, minutes of the Assessment Team from 11/17, documented a definition of co-curricular activities and extracurricular activities. It could be argued that since Danville does departmental assessment that they at some level do co-curricular assessment - such as in the assessment of online learning and the need for a mechanism for online tutoring or support services provided by the student services department. Yet, this assessment is not a cognizant and purposeful undertaking to assess the effectiveness of co-curricular activities consistent with a co-curricular assessment plan.

In Conclusion: The assessment process at Danville Area Community College, in particular programmatic and co-curricular, lacks structure and coordination in a process where structure is necessary in order to assess whether learning is, and at what level, occurring. The fact that the Course Outcomes are not, at times, worded in a manner that leads to objective, measureable assessment and are not consistent across course sections directly impacts the ability to assess the program outcomes for which the course outcomes are hierarchically tied. The lack of data in the programmatic assessments again is impacted by the inability to objectively quantify and assess the program outcomes. For co-curricular assessment, while a definition for co-curricular assessment was provided from 11/17 minutes, confusion was present in the Focused Session on Assessment where co-curricular and extracurricular could not be separated. It was stated in the meeting that co-curricular does not take place, just extracurricular activities. As such there is no plan for co-curricular assessment and no implementation of such plan.

Evidence reviewed by the visiting team indicate the following assessment issues: inconsistent program outcomes across sections; outcomes which are often not measurable; lack of comparison of data across modalities; and the absence of co-curricular assessment.The conclusion resulting is that the institution lacks a systematic and intentional strategy for meaningful assessment of programmatic and co-curricular activities to document improvement in student learning in co-curricular and program improvements. For the reasons stated above, it is the determination of this team that Criterion 4, Core Component B is Met with Concerns.

Interim Monitoring (if applicable)

Monitoring related to Core Component 4.B is specified in the Review Summary at the end of this report.

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.)

Rating

Met

Evidence

Danville Area Community College's Office of Institutional Effectiveness and Strategic Planning works with retention, persistence, and completion data and develops an annual Institutional Effectiveness Report. In measuring retention, persistence and completion, DACC uses the cohort model - first time, degree or certificate seeking registered in the fall. IPEDS data are used with comparison to ICCB peer institutions. Before setting the annual goals in each area, the institution established baseline markers using FY10-FY14 data. Goals were set at 1% increase each year in each category over 3 years. In reviewing the annual report for FY18, evidence indicates that retention Fall to Fall is tracked over time with performance against annual goals. Persistence is evaluated by the number of full time students who attained 24 credits and part time students who attained 12 credits during their first year of enrollment. These data are tracked by location but not by program. Completion is the percentage of students who earn a credential within four years. The data is disaggregated to identify rate for various populations. The college provided evidence on how the data for special populations, such as those participating in the First Year Experience, WISE, and A Male Programs, provide guidance as to program improvement.

In 2009 Danville Area Community College became an Achieve the Dream institution focused on using ATD data for decision making to improve retention and student success. In both 2013 and in 2016, DACC was named an Achieve the Dream Leader College. In 2018, DACC was awarded the second highest performance based funding bonus by the State of Illinois.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Evidence

Danville Area Community College conducts program review, evaluates the credits it transcripts and determines the quality of those credits. The college also maintains authority over the courses it delivers including dual credit courses. Specialized accreditation is maintained for programs where programmatic accreditation is available and appropriate. Graduate success is tracked whether the student obtains employment or transfers to another institution of higher education. Student retention, persistence, and completion data are collected, analyzed, and monitored to ensure that the student's educational needs are being met and that students are succeeding. In regard to the assessment of student learning, general education assessment is conducted and utilizes quantitative measures to identify areas for improvement.

The assessment process, in particular programmatic and co-curricular assessment, at Danville Area Community College lacks structure and coordination in a process where structure is necessary in order to assess whether learning is, and at what level, occurring. The fact that, Course Outcomes are not, at times, worded in a manner that leads to objective, measureable assessment and are not consistent across course sections directly impacts the ability to assess the program outcomes for which the course outcomes are hierarchically tied. The lack of data in the programmatic assessments again is impacted by the inability to objectively quantify and assess the program outcomes. For co-curricular assessment, while a definition for co-curricular assessment was provided from 11/17 minutes, confusion was present in the Focused Session on Assessment where co-curricular and extracurricular could not be separated. It was stated in the meeting that co-curricular does not take place, just extracurricular activities. As such there is no plan for co-curricular assessment and no implementation of such plan. For the reasons stated above, it is the determination of this team that Criterion 4, Core Component 4.B is Met with Concerns. Programmatic/departmental assessment is taking place but the results collected, displayed, and analyzed are generalized and could be improved through the collection and analysis of quantitative measures. DACC needs to develop a process for co-curricular assessment to determine purposefully evaluate the activities related to student learning.

In summary, DACC's assessment of programs lacks coherence and intentionality. While the institution has invested in substantial training on assessment, assessment plans, implementation, the results lack robustness, consistency, and application to improvements in student learning and institutional improvement. Team findings in Criterion 5, Core Component D have an indirect affect on the institution's ability to provide data coherence in Core Component 4.B.

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.

Rating

Met

Evidence

Based on a review of the Assurance Report, Comprehensive Annual Financial Report (CAFR) FY18, and HLC financial indicators, the Danville Area Community College (DACC) has the fiscal resources sufficient to support its operations wherever and however programs are delivered. The college's Composite Financial Index has been over 5.0 over the last three fiscal years and higher when Illinois state funding was stable. The college maintains a healthy fund balance and has had no audit findings. The institution has also received the Governmental Finance Officers Association Award (GFOA) for its comprehensive annual financial report and It has maintained a Moody's rating of A1 with a negative outlook (the negative outlook due to state funding instability). The DACC has used bonds to help fund such items as technology, deferred maintenance, and capital projects. The college foundation has funded student scholarships. DACC reports that, in 2017-2018, 82 percent of students received scholarships and the Foundation has grown from six to over fifteen million dollars. The college strives to maintain the HLC recommended operating fund balance of 40 percent with nearly half going to instruction, 20 percent to academic support and student services,

IPEDS data shows that 78 percent of undergraduate credits are taught by full-time faculty. DACC

states in the Assurance Report that the qualifications of full-time faculty and part-time faculty in all areas and locations, including dual-credit, are the same. Full-time faculty have $400 per year for professional development and Tenured Faculty can apply for Endowed Chair Awards through the Foundation (limit is not indicated). Administration and support staff are provided funds to train in their areas (limit also not indicated) Tuition waivers and reimbursements are available for employees and their spouses and dependent children who can enroll with waived tuition. The institution reports that between 2014 and 2018, they waived $368,707 and reimbursed for tuition $159,272. Issues with employees who have not stayed current in their field are addressed through the evaluation process.

Dependence on technology, wireless access, administrative data systems, computer networks, and end user services, and online learning has increased. In 2018 6.5%, and in 2019 6.1% of the total budget has been dedicated to these resources. The college has a three-year replacement cycle for desktops in offices and academic labs and replaces other computer, printers, and other electronic equipment as need arises. Additional funding for technology and equipment comes through Perkins and the DACC Foundation.

The Facilities Master Plan was updated in 2012 and many of the projects have been completed. While this update was over six years ago, during this period state funding has been unstable. A tour of the Danville Area Community College facilities demonstrated learning technology and equipment consistent with the programs and learning opportunities provided by the College. All buildings appeared well maintained and the technology found in the buildings for learning appeared to be current.

In the Assurance Report, DACC indicates the budget process starts each spring with the CFO sending out a budget packet for capital projects which is then compiled into a spreadsheet and linked to the strategic plan or assessment results, reviewed by administration team, and a working list is sent to the Board. The Board approves the list as developed. Other requests are put into a separate spreadsheet that links the request to department assessments and the annual strategic matrix. The spreadsheet is then reviewed by the same team, and a final list is sent to the Board for approval and then made 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.

DACC's Mission, "Danville Area Community College is committed to providing quality, innovative, and accessible learning experiences which meet the lifelong academic, cultural and economic needs of our diverse communities and the world we share", is expanded through the vision statement "Danville Area Community College will continue to be a nationally recognized leader in student success and an active partner in building and maintaining academic excellence and the economic vitality of the communities it serves", and through the College's Statements of purpose and inclusion". While the college is committed to these statements and has successfully been meeting these, based on the evidence in the Assurance Report, the DACC may be challenged in maintaining the national recognition in student success if funding should become an issue in the future.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

Based on the information in the Assurance Report, appendices, and meeting with the Board during the Comprehensive Visit, the governing board which is made up of 8 members (7 elected serving six year terms, and one student trustee serving a year), participates in professional development activities to enhance their governance skills. The board is also knowledgeable about the college as members have college email accounts and constant access to what is happening on campus. The president shares the monthly DACC Flash (also available online) with the Board members.

The Board of Trustees hires and empowers the president who in turn empowers his team. The policy and procedures manual are regularly updated. The Board routinely reviews and approves the budget and other financial items, requests for new programs of study, and changes to the mission statements.

Based on the information in the Assurance Report, the college's leadership team reports directly to the president. The leadership team along with others meets weekly. The president also meets on alternate weeks with the two union representatives and other groups. Monthly, he meets with an expanded Administrative Council made up of majority of administrators on campus. In that meeting, a core component from the HLC Criteria and shared evidence that could support meeting the criteria are discussed. Examples are shared of how a department impacted by the criteria assessed an activity or service and made changes based on the assessment.

The college reports that faculty and staff work together through standing committees and shared governance to address important topics. The curricular decisions are determined by faculty and academic deans. The College has teams such as the Continuous Quality Improvement (CQI) structure (made up of several teams), the Academic Affairs Team, Achieving the Dream Team (ADT) made up of a cross-section including administration and faculty, and the Governance Forum which is lead by the CQI Coordinator and the ADT facilitator. Through these teams, many items are discussed and addressed. Students are involved through the trustee on the Board, and the ability to join any of the

CQI and ATD teams.

Interim Monitoring (if applicable)

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.

Rating

Met

Evidence

DACC appears to have master plans that serve as the Strategic Plan. The institution develops academic, student success, marketing, technology, and facilities master plans with input from the Board of Trustees, President, Administrative Council, employers, and external stakeholders (through forums). The student and community forums alternate on a bi-annually basis. DACC indicates that the long term plans form the foundation for annual planning and budgeting and result in the creation of the strategic matrix and annual budget. Department heads must support budget request with assessment results and/or reference to the annual strategic matrix. The 2018-2019 Matrix consist of a list of plans that link back to curriculum, transfer programs, developmental skills, Career and Technical Programs, student engagement, access and affordability, guided pathways/career development, budget, infrastructure renewal and expansion, technological enhancements, 2019 accreditation, professional development, new revenue streams, brand marketing, community relations, corporate education/workforce. These in turn link back to the College's mission. However, the strategic matrix appears to be a list of tasks instead of goals and objectives.

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. The college has shared a schematic located on the College's website showing how linkage between planning and budgeting takes place https://www.dacc.edu/documents/StrategicPlanningBudgetAssessmentSchedule.pdf.

In 2016, the lack of state contributions (see Sources: Essential_Spending_Documents) led to the HLC requesting a letter from the college addressing its ability to "weather the storm" through the year and what strategies they planned to employ (Sources: HLC_Budget_Status_Letter). DACC responded with a letter that they were positioned to make it through the year and what strategies they would employ (Sources: DACC_Response_to_Budget_Status_Letter). Since that time DACC has put

emphasis on planning and being prepared for these types of events. These strategies are evidenced through the Assurance Report, appendices, and plans.

Like most colleges over the past several years, enrollments have continued to decline at DACC. An environmental scan (Sources: Environmental Scan) completed by the DACC Marketing department in 2018 indicated that enrollments will continue to decline. In the past several years, the college has and continues utilizing bonds to help finance their needs along with developing growing sources through the Foundation, especially scholarship sources.

Based on the Assurance Report, the college develops a five-year budget forecast each year. This forecast considers enrollment trends, state funding projections; property tax projections, and other pertinent data regarding major revenue and expenditure categories. Institutional planning for the budget anticipates emerging factors, such as technology, demographic shifts, and globalization.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met With Concerns

Evidence

In the Assurance Report and information provided during the Comprehensive Visit, the college identified faculty-developed rubrics for assessment of General Education outcomes, program level outcomes, and department assessments. DACC reports on closing the loop to the expanded Administrative Council. The college cites the five-year program reviews conducted by the Illinois Community College Board and the data provided through these reports such as IPED data, and other data such as course enrollment and completion, program enrollment and completion, assessment of student learning outcomes, success rate at 4-year institutions for transfer programs, and employment data for career and technical programs. The college uses input from advisory committees on the need for the programs locally and globally and how programs align with the college's mission and services such as advising, career services, library, and tutoring services. The institution, through Achieving The Dream (ATD), provides additional information and regularly participates in the Community College Survey of Student Engagement (CCSSE) and the Ruffalo Noel Levitz Student Inventory.

To develop the strategic matrix, each division/department submits plans that are used to help develop one of the master plans. The Academic and the Student Services Master Plans (strategic planning process flowchart) and the other master plans that support them are then used to develop the annual Strategic Matrix. Plans and the matrix are then linked to the budget (DACC planning schedule). While the Strategic Matrix appears to help guide the institution, the breadth and scope are limited (one year at a time). Each division/department appears to then use the items originally submitted to the Master Plans and link them to the Strategic Matrix. Each division/department decides on if, how, and when they will conduct activities to support the item and what evidence will be provided to support the initiative.

The college has divisional master plans and the annual Strategic Matrix https://www.dacc.edu/documents/Matrix2018_FINALpdf. Each of the divisions/departments reports on the items in the plan and the progress toward achievement periodically. The college reports that Strategic Matrix results are shared annually. DACC provides evidence that the Office of Institutional Effectiveness and Strategic Planning prepares an annual report that includes retention, persistence, and completion goals; student outcomes data; assessment initiatives; and college planning (https://www.dacc.edu/depts/ier/data). DACC reports data on Achieving the Dream which provides

great data showing student progress.

The one-year Strategic Matrix approach to what is conceived of as strategic planning is relatively new to the institution and employees are enthusiastic about it. Despite meetings and testimony regarding the Strategic Matrix and how the various division/department plans contribute to its development as well as schematics, it is not entirely clear to the visiting team how the institution manages the various plans (Master Facilities, Master Academic, Technology, Student Services, and division/department plans, etc.) coming together to form the annual Strategic Matrix. it is equally unclear how the Strategic Matrix then drives activities in divisions/departments. At the division/department level, many of the "strategic" activities appear to be regular operational ones.

While these results and progress on strategic matrix tasks are reported, some of the data the team obtained were housed at the divisional level. The College does not have an aggregated database or reporting structure that allows institution wide access to divisional data and thereby limited overall institutional data. Data should support institution-wide goals that, in turn, support the mission and goals of the institution. Sound data help guide the institution toward long-range goals and meet the desire of the institution to be fully and completely transparent to all stakeholders. DACC's ability to learn from its operational experiences and improve the operations of the overall institution are hampered by its lack of data planning and accessibility.

Interim Monitoring (if applicable)

Monitoring related to Criterion 5 Core Component D is specified in the Review Summary at the end of this report.

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.

Evidence

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 develops a one year Strategic Matrix to develop a working plan.

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. A student trustee serves each year to help provide the student perspective.

DACC engages in annual systematic and integrated planning that is mission driven. Based on the evidence provided, addendums, and discussion while the team was on campus, the processes for assessment of student learning, evaluation of operations, planning, and budgeting are linked and internal and external constituent groups have input into the planning process. The planning takes into account the institution's current capacity, potential changes in resources, and emerging trends. However, the process is limited to a one-year strategic matrix to guide the institution. DACC also struggles with data access and the ability to plan accordingly due to some data housed at the lowest level. The college's ability to look at aggregated data to help guide them is therefore limited. As a result, the ability of the institution to develop long-range plans is limited in its effectiveness.

In order to learn from its operational experiences and apply that learning to improve its overall effectiveness (data-decision making), DACC lacks a comprehensive data strategy, database, and relatively accessible datasets. Certain types of data appear to be housed in division shared drives where data security is questionable, disaster back ups questionable, and accessibility tedious. Improvements in institutional operations, student learning, and other measures of effectiveness are hindered by the lack of integrated and systematic data planning and implementation. After considerable reflection, the visiting team found that DACC's lack of Data Governance policies and procedures contribute to these complex issues, also noted as affecting Criterion 3 Core Component A and Criterion 4 Core Component B. Further, the lack of a data strategy can inhibit the institution's expressed intention to be fully transparent to its student and public as possible.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met With Concerns
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met With Concerns
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Unique Aspect of Team Visit

The visiting team arrived in Danville, Illinois, late the afternoon of March 3, 2019 and began a team meeting. During that meeting, the team developed a list of additional data-related documents it needed to continue its work. The list of additional document needs was given to the ALO first thing Monday morning, March 4, at the beginning of the visit. Throughout the scheduled meetings on March 4-5, the team focused on eliciting data-specific evidence related to assessment, program review, and institutional planning. Late on the evening of March 5 after the team had exited the institution, a team member received two emails from a DACC dean. The two emails received contained 3 and 4 files each from division shared drives. On reviewing the contents of the two emails, the team chair found in excess of 143 documents. Of these 143+ documents, approximately 80-85% were either documents already available to the team or process/descriptive items. Within the remaining 15%, the team found assessment reports not previously available, a few with quantitative data and analysis. DACC has delegated responsibility for compliance data and reports to the Executive Director of the Office of Institutional Effectiveness and Strategic Planning. However, the uneven responses for documentation and questions posed at various meetings directed the visiting team's attention to the larger issue of data governance.

Summary of Visiting Team Findings

Overall, Danville Area Community College (DACC) is a strong two-year, public institution led by a fiscally and student-oriented Board of Trustees (BOT). The board adheres to Illinois Statutes governing board practices and behaviors. All BOT documents reviewed and confirmed in a meeting with board members documented ethical standards and adherence to training and best board practices. The visiting team found evidence to demonstrate the institution's statements of ethical behavior on the part of all employees as well. The institution is well positioned to support the mission and activities of the college. Through careful and proactive planning, the college has implemented measures to not only survive but grow in periods of fluctuating student enrollment and state and property tax-based revenues. DACC has been proactive in facing resource and enrollment issues by working to establish new revenue streams, stabilize enrollment, and establishing new partnerships.

The institution's BOT delegates daily operations of the college to the president who works with administrators to implement board policy. Policies are in place regarding academic freedom for students and faculty as well as integrity in the use of information.

DACC has an appropriately developed and BOT-approved mission statement. Evidence indicates that the mission statement has college-wide support and its programs, support services, and enrollment profiles are consistent with the mission. Pertinent and required student information is disseminated through the college website and catalog. DACC addresses diversity and global awareness through activities, curriculum, and policies.

Overall, DACC provides evidence to demonstrate it provides high quality education with the exception of issues

around course outcomes, assessment of student learning, and co-curricular assessment. Evidence indicates that there is a lack of consistent assessment processes, inconsistency of outcomes across sections of the same course, and an absence of comparison of assessment results across delivery modalities. Frequently assessment outcomes are not stated in measurable, quantitative terms, resulting in generalized evaluations of student learning and lack of specificity in activities designed to improve student learning.

The institution engages in multiple, layered institutional planning activities culminating in an annual Strategic Matrix. The Strategic Matrix and contributing master and division/department plans appear to be linked to budget development. Through an unclear process, the Strategic Matrix results in division/department activities related to the strategic direction. The Matrix and some of the contributing plans lack quantifiable measures and though the results are communicated to the college, the terminology of these communications is often "completed" or "ongoing".

Visiting Team Recommendations

After considerable team reflection and work after returning from the visit to DACC, the team concluded that Core Components 3.A, 4.B, and 5.D are Met with Concerns and recommends Notice for the institution. Team reflection resulted in the insight that concerns at DACC all directly or indirectly are highlighted in Core Component 5.D, the lack of institutional policies and procedures related to data governance (data definitions, ownership, reliability and integrity, warehousing, disaster recovery, and dissemination).

Recommendations for remediation and improvement comprise the remainder of this report.

In relation to Core Components 3.A and 4.B, the institution must include the following in its Notice report:

1. Five different faculty-driven academic assessment reports to include course outcome documents, completed and analyzed over a given time period. Show next steps in the improvement process, reflect student learning in terms of gains and/or maintenance at a specific level. The five courses must be from programs without external, programmatic accreditation.

2. Five different program review reports to include assessment data (from the reports in item 1) with specificity about how the gathered assessment information is reflected upon and analyzed within program reviews to document learning gains and/or maintenance that affect program quality. Include two improvement plans updates for each of the five requested program review reports documented during the last two years.

3. Three of the general education outcomes measured, analyzed over a given time period. Show next steps in the improvement process, reflect student learning in terms of gains and/or maintenance at a specific level, and report successes and/or needed adaptations.

4. Documented alignment of minimal course outcomes across all sections and modalities and comparative, quantitative data on student learning across all delivery modalities. Report will include how these outcomes align with course descriptions in the catalog as well as any course expectations set through transfer agreements. Course outcomes will be objective and measurable.

5. A completed co-curricular assessment plan including a definition of co-curricular and list of programs/activities related to the definition.

6. Three co-curricular goals/assignments completed, analyzed over the given time period, showing next steps in the improvement process. The report will show reflection on student learning gains and/or maintenance at a specific level over the given time period and documented improvement plans for future co-curricular assessments. Include documentation on methodology on how co-curricular assessment is conducted.

7. A revised, updated schematic for planning processes at the institution to include co-curricular assessment.

In relation to Core Component 5.D, the institution must include the following in its Notice report:

1. A revised, updated schematic more clearly demonstrating the links between all planning processes and the Strategic Matrix.

2. The Strategic Matrix and associated planning documents will demonstrate measurable, quantitative outcomes and evidence of annual reports on planning that measure success on outcomes and plans to improve institutional effectiveness in the future.

3. Document the development process by which the institution has designed a Data Governance policy and related procedures using appropriate personnel and departments/divisions. The Data Governance policy and related procedures should fit the mission and structure of DACC.

4. Evidence of Data Governance policy/procedures which includes minimally data definitions agreed to; data ownership; data reliability, validity and integrity and where authority rests for various datasets; data warehousing; data recovery, and data dissemination including required reports.

5. Documented evidence of implementation of Data Governance policies and procedures including evidence the Data Governance Policy has been approved by the Board of Trustees.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
Notice

Pathways Recommendation
Limited to Standard

No Interim Monitoring Recommended.

HIGHER LEARNING COMMISSION

FORM

Federal Compliance Worksheet for Evaluation Teams

Evaluation of Federal Compliance Components

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer's findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team's final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

Submission Instructions

Federal Compliance reviewer: Email this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

Team chair: Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours* to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheets to HLC at finalreports@hlcommission.org.

Institution under review: Danville Area Community College

Please indicate who completed this worksheet:

☐ Evaluation team

☒ Federal Compliance reviewer

Audience: Peer Reviewers
Form
Published: 2018 © Higher Learning Commission

Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
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To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Joyce Phillips Hardy

☒ I confirm that the evaluation team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the *Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours*. Submit the completed worksheet with this form.

   - Identify the institution's principal degree levels and the number of credit hours for degrees at each level (see the institution's Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:

     o Associate's degrees = 60 hours

     o Bachelor's degrees = 120 hours

     o Master's or other degrees beyond the bachelor's = At least 30 hours beyond the bachelor's degree

   - Note that 1 quarter hour = 0.67 semester hour.

   - Any exceptions to this requirement must be explained and justified.

   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

All Associate degrees are between 60-66 credits (Appendix A and the College Catalog 2018-2019, pg. 50-52). Differential tuition is charged in four select programs that have low faculty-student ratios and high equipment and supplies cost (Radiologic Technology, Sonography Certificate, Echocardiography Certificate, and the Tractor Trailer Certificates).

Additional monitoring, if any:

Audience: Peer Reviewers
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Institutional Records of Student Complaints
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.

   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.

   - Determine whether the institution has a process to review and resolve complaints in a timely manner.

   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.

   - Advise the institution of any improvements that might be appropriate.

   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution's compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

DACC has a well-developed process for informal and formal complaints that articulates the individuals involved in the sequence of appeals, the information that should be provided within an appeal, and the timeline for appeal. The appeals processes cover academic and behavioral, in-class and out-of-class activities, and articulate the ability to have legal assistance (and the role of that assistance) in the process, as seen in the information provided in Appendix B as well as on their website under "About Us" tab (https://www.dacc.edu/complaint-procedures) and in the Student Handbook (page 64). The Student Resolution Process Chart is especially well done. The processes align with the Board of Trustees Policy 2009.0, as provided in Appendix B.

Audience: Peer Reviewers
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A review of nearly 50 student, parent, and community complaints reveal that each complaint was reviewed individually and in a timely manner. Further, the complaints did reveal areas where additional action was appropriate (training, better communication practices, etc.), and these have been implemented. Finally, a review of outcomes reveal a lack of bias, with some resolutions occurring in the complainants' favor while others found for the institution's action.

Additional changes and improvement from the complaint process were detailed within the Federal Compliance Filing; these include trainings for faculty and staff, review of policies and procedures, addition of a Chief Diversity Officer, and greater sharing of expectations.

Additional monitoring, if any:

Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.

    - Review the institution's transfer policies.

    - Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.

    - Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.

    - Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

    - Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

    ☒ The institution meets HLC's requirements.

    ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

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☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

DACC publishes its transfer degree graduation requirements in its printed and online catalog (pages 29, 34, 50, through 69 of printed version) and on the webpage (link from front page "Academics" tab), and has a clear list of the institutions with which it partners for transfer. The student handbook (page 16), college catalog (page 28-29 of printed version) and the webpage also detail course transfer into DACC. CLEP score and AP score credit articulations and military credit articulation are also presented on the college catalog and website. Appendix D provides copies of many of these policies, and Appendix E provides a list of articulation agreements.

The process of credit evaluation for transferring in earned courses begins with the Registrar's Office and involves academic advisors. The State's General Education Core Curriculum and IAI standards as well as the frameworks for DACC's degrees and certificates provide the framework for analysis of these potential transfer credits. The process involves assurance that the college from which the courses are transferring is accredited, that the courses are appropriate for general education and/or the declared major, and utilizes Transferology to ensure consistency and applicability of the transferred courses. Courses that cannot be aligned with these standards are evaluated through catalog description and syllabus review on a case-by-case basis. International coursework is evaluated through CHEA. Appendix F provides four student transfer examples, showing the evaluation form in four different programs of study as evidence of application of transfer-in policy and processes.

Additional monitoring, if any:

Practices for Verification of Student Identity
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.

   - Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.

   - Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

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2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

DACC utilizes a secure login and passcode to verify student identify, has a process in place to ensure accurate assignment of accounts to individuals, and has an Internet Acceptable Use Policy that indicates sharing password or allowing others to use one's account is not acceptable. The Blackboard Learning System integrates with the College Authentication Services to ensure appropriate and secure access to courses and other Student Information Systems.

Students who apply for Financial Aid are verified; testing center procedures verify students are taking appropriate exams, and Turnitin is used by faculty to investigate unique authorship of submitted assignments.

Additional monitoring, if any:

Title IV Program Responsibilities
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.

- The team should verify that the following requirements are met:

  o **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities.

  o **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)

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o **Default Rates.** The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.

o **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations.

o **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution's policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

o **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

o **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC's website for more information.)

o **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs

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Offered Through Consortial Arrangements on HLC's website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution's compliance or whether the institution's auditor has raised any issues in the A-133 about the institution's compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution's compliance, decide whether these issues relate to the institution's ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity *(Core Components 2.A and 2.B)*.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Title IV General Program Requirements: DACC has no Title IV findings in the past 10 years, and has full certification for all Title IV programs (expiring 3/31/20). The institutional audits of the workstudy program (FY 2018, beginning page 129) do not indicate concerns with the institution's allocation or oversight of the Federal Awards program.

Title IV Financial Responsibility Requirements: The Federal Compliance reviewer requested Department of Education's review of composite ratios and financial audits. The institution responded, ". DACC provided the results of the CAFR to the Department of Education via the EZAudit and Federal Clearinghouse platforms. The Department of Education has not conducted an audit/review since 1994. Illinois does not have a separate Title IV audit." (email dated 21 February 2019 from DACC's Executive Director of Institutional Effectiveness and Planning)

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TITLE IV Default Rates: DACC's Default Rates have declined from 17.9% for the 2013 cohort to 14.3% for the 2015 cohort. These rates have not triggered a communication from the Department of Education.

Title IV Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures: DACC's campus security report and consumer/student information is presented on the website (Student tab – Security link; Athletics – Inside the Jaguar Den, respectively, and also Current Students tab)

Student Right to Know/Equity in Athletics: Easily accessible through DACC's website Current Students tab and also Athletics tab, Inside the Jaguar Den)

Satisfactory Academic Progress and Attendance Policies: Policies are presented on DACC's website (Student Services – Financial Aid), in the online and print catalog (starting page 38), and student handbook (beginning page 22).

Contractual Relationships: Additional information (February 11, 2019) requested from Mr. Bob Mattson as follows:

1.   DACC's Institutional Status & Requirements Report shows that Danville Area CC is approved for "contracts with non-accredited entities to offer 50% or more of a creditbearing program" in Cosmetology (unsure who you are partnering with, but approved in 04/27/2004) and the certificate and degree programs in Electrical Inside Wireman (with National Electrical Contractors Association and the International Brotherhood of Electrical Workers.).   I believe that these should have been discussed in Federal Compliance Filing #23, with documentation in Appendix P. I do not see this information here.   Did I miss this information, or are you no longer partnering with these entities for the approved programs?

DACC's response on February 12, 2019: "In response to 1, we are no longer partnering with either entity." (email from DACC's Executive Director of Institutional Effectiveness and Planning)

Consortial Relationships: None

Additional monitoring, if any:

Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

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☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

DACC presents the required information for students and consumers through its website. The Academics Tab links to the college catalog, programs & course descriptions, degree & certificate requirements, transfer and dual credit, and baccalaureate degree completion. The Admissions tab has admissions and tuition information while the Student Services tab has Title IX and student support services links. Academic program requirements are presented in the catalog and Academics – Programs page. The Current Students link accesses a comprehensive list of required and supportive information, including attendance and drop policies, complaint and grievance processes, consumer and student information, etc.

Additional monitoring, if any:

Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.

   - Review the institution's disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC's web address.

   - Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

   - Review the institution's catalog, brochures, recruiting materials, website and information provided by the institution's advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

   - Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

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☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The About Us tab on the front page takes to an accreditation website (which displays a "countdown to Reaccreditation timeline"). The Higher Learning Commission Mark of Affiliation is a clickable link, and the address and contact information is provided. Specialized Accreditation includes the following, as provided by the campus and as present in the Accreditation page of DACC's website:

- Health Information Technology Program (CAHIIM – website indicates next accreditation is in 2020-2021; https://www.cahiim.org/programaccreditationstatus/D/danvilleareacommunitycollege.html)

- Manufacturing Technology Program (NIMS – unable to verify next accreditation date on website: https://www.nims-skills.org/)

- Nursing (ACEN; next listed site visit was listed as Fall 2018)

- Radiologic Program (JRCERT; Next scheduled review 12/01/2022; https://portal.jrcertaccreditation.org/accredited-educational-programs/details/8bdd8c76-7047-488c-a5dc-5e1acb4a947c)

Programs are listed on the website and in the catalog.

Additional monitoring, if any:

Review of Student Outcome Data
(See FCFI Questions 32−35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.

   - Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.

   - Review the institution's explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

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2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Significant information is produced and available regarding student achievement, as seen on the About Us – DACC Data site, the Admissions – Consumer Information site, and the Department – Nursing site. The "Achieving the Dream" document in Appendix U provides key performance indicators that show a careful comparison of data (including of developmental courses, gatekeeper courses, student progression and course success, etc. An Assessment Team representative of the campus, Assessment Champions, Institutional Effectiveness Office, and Academic Department/Lead Instructors oversee discipline specific and broader assessment and of student learning. Tools for data collections, analysis, and reporting are available through the institution's Assessment webpage or through the Institutional effectiveness webpage. The Visiting Team noted concerns with uneven assessment outcomes, outcomes that are not measurable, and inconsistencies in outcomes across and within delivery modalities. These concerns are noted in Core Component 3.A of the visiting team report.

Student effectiveness data are used in the college's program review process, through state-directed performance assessment, and by the departments. Budget requests are due in April for the subsequent year, which might handicap a direct linkage of assessment to budget in a yearly fashion (assuming that assessment data are not collected and analyzed prior to the end of the academic year); this issue, however, seems to be common at most institutions.

Additional monitoring, if any:

The visiting team found Core Component 3.A Met with Concerns.

Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

   • Verify that student outcome data are made available to the public on the institution's website—for instance, linked to from the institution's home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

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- Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

DACC's website (Admissions – Consumer/Student Information) contains a list of specific communication information, including Job Placement Rates from FY 2012 through FY 2017. Through the Departments/Nursing/Accreditation page one can find the ADN Nursing outcome data.   Through the About Us – DACC Data link one can find retention and graduation rates, student engagement surveys for 2016 and 2017, completion data, and graduate surveys. Default rates, institutional effectiveness reports, student profiles, and more are listed in this prominent location.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

   The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

   Note: If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

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- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.

- Verify that the institution's standing with state agencies and accrediting bodies is appropriately disclosed to students.

- Determine whether this information provides any indication about the institution's capacity to meet HLC's Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

☒ The institution meets HLC's requirements.

☐ The institution meets HLC's requirements, but additional monitoring is recommended.

☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

DACC has full specialized accreditation status for its Program on Health Information Technology (Commission on Accreditation of Health Informatics and Information Management Education – CAHIIM; http://www.cahiim.org), Accreditation Commission for Education in Nursing (ACEN - http://www.acenursing.us), National Institute of Metalworking Skills (NIMS - https://www.nims-skills.org) and Joint Review Committee on Education in Radiologic Technology (JRCERT - https://www.jrcert.org). DACC's home page, bottom banner has a link to its Accreditation page, which details HLC and these specialized accreditations, and information is present in the College Catalog.

DACC's webpage regarding online programs articulates its approval by Illinois to participate in the National Council for State Authorization Reciprocity Agreements (NC-SARA; https://www.dacc.edu/online). Standing with other state agencies is evident through the webpage, college catalog, curriculum guides, student handbook, and program webpages, as appropriate.

Additional monitoring, if any:

Public Notification of Opportunity to Comment
(FCFI Questions 41–43 and Appendix Y)

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1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

   Note: If the team has determined that any issues raised by third-party comments relate to the team's review of the institution's compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

   - Review information about the public disclosure of the upcoming visit, including copies of the institution's notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.

   - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

   ☒ The institution meets HLC's requirements.

   ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

   ☐ The evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

   Rationale:

   DACC advertised on its website, through Facebook, in email, through newspapers, and through community magazine to reach a broad constituent base of students, parents, alumni, donors, community and business, and local schools. Copies of advertisements, Facebook message, and emails were provided in Appendix Y.

   Additional monitoring, if any:

Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement
(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

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- Review the list of direct assessment or competency-based programs offered by the institution.

- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.

- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students' mastery of tasks to assure competency.

2. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- ☐ The institution meets HLC's requirements.

- ☐ The institution meets HLC's requirements, but additional monitoring is recommended.

- ☐ The institution does not meet HLC's requirements and additional monitoring is recommended.

- ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Assurance Argument Appendices provided

Assurance Addendum Materials:

- Course Schedules (Summer 2018, Fall 2018, Spring 2019)

- Course Outlines (Syllabi)

DACC Website:

- About Us: Complaint Procedures. https://www.dacc.edu/complaint-procedures

- About Us: DACC Data site https://www.dacc.edu/depts/ier/data

- Academics: Catalog 2018-2019 https://www.dacc.edu/catalog

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- Academics: Transfer of DACC Credits https://www.dacc.edu/aac/cguides

- Admissions – Consumer/Student Information site https://www.dacc.edu/about/consumer-student-information

- Current Students: Student Handbook 2018-2019 https://www.dacc.edu/student-handbook

- Course Descriptions & Syllabi http://www.dacc.edu/courses

- Departments – Nursing https://www.dacc.edu/depts/nursing/accreditation

Illinois Community College Board

- Administrative Rule 1501.309; course classification and applicability (http://www.ilga.gov/commission/jcar/admincode/023/023015010C03090R.html)

Specialized Accreditation Websites:

- Health Information Technology Program (CAHIIM – website indicates next accreditation is in 2020-2021; https://www.cahiim.org/programaccreditationstatus/D/danvilleareacommunitycollege.html)

- Manufacturing Technology Program (NIMS – unable to find next accreditation date on website: https://www.nims-skills.org/)

- Nursing (ACEN; next listed site visit was listed as Fall 2018)

- Radiologic Program (JRCERT; Next scheduled review 12/01/2022; https://portal.jrcertaccreditation.org/accredited-educational-programs/details/8bdd8c76-7047-488c-a5dc-5e1acb4a947c)

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Team Worksheet for Evaluating an Institution's Assignment of Credit Hours and Clock Hours

FORM

Institution Under Review: Danville Area Community College

Review the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A.   Answer the Following Question

1. Are the institution's calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

    ☒ Yes   ☐ No

    Comments:

    Danville Area Community College (DACC) teaches courses in terms that range from 1 to 19 weeks (Appendix A, pg 2.) During Spring 2018, a review of 140 courses offered in shortened sections revealed that several courses were offered in which the student could earn one credit per week:

    - ARTS 105 WW (Theatre Appreciation; 3 credits)
    - ARTS 115 WW (Art Appreciation; 3 credits)
    - HIST 141 WW (U.S. History to 1865; 3 credits)
    - HUMN 101 WW (Introduction to Humanities; 3 credits)
    - NURS 110 HEX (Role of Nurse Assistant; 5 credits)

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- Two sections of NURS 194 (Adult Nursing; 8 credits)
- Two sections of NURS 298 (Advanced Nursing II; 8 credits)
- POLI 240 WW (Non-Western Comparative Government; 3 credits)
- PSYC 100 WZ (introduction to Psychology; 3 credits)

However, no courses were offered in a more accelerated format; if these were the sole courses students were taking during that time period, the time-on-learning requirements could be met. A review of the Fall 2017 schedule reveals additional courses offered in compressed time frames, but no courses were seen as being offered in a shorter time frame than one-credit per week (and nearly all were 8-week or longer in term).

B.   Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution's calendar and term length practices?

☐ Yes   ☒ No

Rationale:

Evidence presented within the Fall 2017 and Spring 2018 schedules in Appendix 2A, and as seen on DACC's website for Course Schedules (https://www.dacc.edu/schedules) reveals alignment of course credits and term lengths in accord with acceptable practice.

DACC is encouraged to review current enrollment practices to ensure that students enrolled in these compressed courses where 1 credit can be earned in one week are enrolled in only the compressed course at that time. As each credit assigned to the course represents no less than 45 learning hours, it would be inappropriate for a student to be co-enrolled in another course in addition to the compressed course.

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions

Review Sections 2–4 of the *Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours*, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team's review should be reflected in its responses below.

1. **Format of Courses and Number of Credits Awarded.** Review the *Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses* (Supplement A1 to the *Worksheet for Institutions*) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

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2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to *Worksheet for Institutions*, as applicable).

- At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

- Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

- Teams should be sure to scan across disciplines, delivery mode and types of academic activities.

- Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to *Worksheet for Institutions*). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

- For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

- At a minimum, teams should anticipate sampling at least a few programs at each degree level.

- For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

- Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. **Direct Assessment or Competency-Based Programs.** Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. **Policy on Credit Hours and Total Credit Hour Generation.** With reference to the institutional policies on the assignment of credit provided in Supplement A2 to *Worksheet for Institutions*, consider the following questions:

   - Does the institution's policy for awarding credit address all the delivery formats employed by the institution?

   - Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

   - For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

   - Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

   - If so, is the institution's assignment of credit to courses reflective of its policy on the award of credit?

   - Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

   - If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

   - If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

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- If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

Worksheet on Assignment of Credit Hours
A. Identify the Sample Courses and Programs Reviewed by the Team

COURSES – Sampled with actual faculty syllabi submitted into Addendum (Course Outlines):
  - AGRI 207 – Agriculture Pesticides. (offered alternating years; spring 2020 provided for 1 section)
  - ARTS 103 – Res Methods & Prof Practices. (1 syllabus, fall, web)
  - ARTS 112 – Art History II. (2 syllabi, summer & spring, web)
  - ARTS 120 – Basic Design 3-D I. (1 syllabus, spring, on-site)
  - ARTS 153 - Graphic Abstraction. (1 syllabus, spring, on-site)
  - AUTO 111 – Intro Engine Techn. (2 syllabi presented, from 2 instructors. No information of term or location)
  - AUTO 128 – Fuel Syst & Emission Contr. (2 syllabi presented, from 2 instructors. No information of term or location)
  - AUTO 244 – Alignment & Balance. (1 syllabus; course schedule shows it was offered in spring)
  - BACC 130 – Payroll Acct. (1 section, Spring, on-site)
  - BACC 228 – Computerized Acct. (2 sections, fall – 1 on-site; 1 web)
  - BIOL 140 – Microbiology. (multiple syllabi, multiple terms, 1 instructor, on-site)
  - CACC 105 – Managerial Acct. (6 syllabi, multiple terms, 2 faculty, on-site and web)
  - CACC 166 – Cost Acct. (1 syllabus, Spring, web)
  - CULA 420 – Bakeshop I. (1 syllabus, fall, onsite)
  - CULA 445 – Vegetables & Starches. (1 syllabus, fall, on-site)
  - CULA 460 – Farm to Fork. (1 syllabus, summer, on-site)
  - CULA 465 – Catering Fundamentals. (1 syllabus, spring, on-site)
  - DRAF 161 – Engineering Graphics. (1 syllabus, fall, on-site)
  - ECHO 101 – Cardiovasc. Anat. & Phys. (1 syllabus, fall, on-site)
  - ECHO 106 – Electrocardiography (1 syllabus, fall, on-site)
  - ECHO 107 – Echocardiography Procedures II. (1 syllabus, spring, on-site)
  - ENGL 102 – Rhetoric & Comp II. (multiple sections, multiple terms, multiple locations, multiple instructors)
  - HORT 101 – Intro Hort. Science. (1 syllabus, fall, on-site)
  - HORT 282 – Outdoor Landscape Constr. (1 syllabus, fall, on-site)
  - LGST 050 – Tractor Trailer Driver Internship. (3 syllabi, multiple terms, on-site)
  - MATH 115 – Survey of Statistics. (multiple syllabi, multiple terms, multiple instructors, on-site and web)
  - MATH 140 – Calculus and Analytic Geom. (2 syllabus, fall and spring, on-site)
  - MATH 211 – Differential Equations. (1 syllabus, spring, on-site)
  - NURS 207 – Health Occupations I (multiple terms, multiple instructors, on-site)
  - NURS 111 – Basic Nursing Proc. – (multiple terms, multiple locations, and multiple instructors, on-site)
  - PHYS 108 – Physics- Wave Mot/Optics/Mod. Phys. (1 syllabus, spring, on-site)

- o PSYC 101 – Intro to Psychology. (multiple sections, multiple terms, multiple locations, multiple instructors)
- o SONO 104 – Sonography Physics & Instrum. (1 syllabus, fall, on-site)
- o SUST 100 – Princ of Sustainability. (1 syllabus, fall, on-site)
- o SUST 150 – Green Facilities Mngt. (1 syllabus, fall, on-site)

PROGRAMS: (*Note – transfer programs are not specific as to major coursework; the catalog stresses that the student needs to know where they are progressing to, what is required, and what will transfer.)

- Associate of Arts and Associate of Science (differ in general studies)
  - o Horticulture
  - o Accounting
  - o Mathematics
- Associate of Applied Science
  - o Automotive Technology
  - o Environmental Horticulture
- Associate in Engineering Science
- Associate of Fine Arts in Art
- Certificates
  - o Accounting
  - o Advanced Certified Nurse Assistant (Adv CNA)
  - o Automotive Technology
  - o Culinary Arts
  - o Echocardiography
  - o Nurse Assistant (CNA)
  - o Tractor/Trailer Driver Training

B. Answer the Following Questions

1. Institutional Policies on Credit Hours

   a. Does the institution's policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)

   ☒ Yes   ☐ No

   Comments:

   The Illinois Community College Board's (ICCB's) Administrative Rules, and Board Policy 2003.0, designate the expectations for assignment of credits for lecture courses, laboratory courses, clinical practicum courses, and internship courses. "Existing courses are routinely evaluated for adherence to the federal credit hour regulations during the ICCB Program Review (completed on a five-year rotation)." Using the Rice Course Workload Estimator, faculty fill out a Credit Hour Verification Form for every course they teach (beginning Fall 2017). These completed forms are kept on file in the Dean's offices (Appendix 2A).

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

☒ Yes   ☐ No

Comments:

ICCB's Administrative Rule 1501.309 Course Classification and Applicability clearly articulates the expected combination of directed and out-of-class study time, in b) Course Credit Hour Determination. (http://www.ilga.gov/commission/jcar/admincode/023/023015010C03090R.html)

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

☒ Yes   ☐ No

Comments:

DACC's Federal Review Filing (Supplement A2) states that the ICCB System Rules Manual clarifies that a credit hour is represented by intended learning outcomes and verified by evidence of student achievement that is equivalent to the time spent through typical face-to-face classes, regardless of the method of delivery

ICCB's 1501.309 Course Classification and Applicability b) Course Credit Hour Determination, 6) states, "Students who participate in an approved program with an intensified or accelerated schedule shall be exempt from the contact hour requirements of this subsection (b) (http://www.ilga.gov/commission/jcar/admincode/023/023015010C03090R.html)

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes   ☐ No

Comments:

The policies presented by the Illinois Community College Board's Administrative Rule are aligned with common practice in higher education.

2. Application of Policies

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a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution's policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☒ Yes   ☐ No

Comments:

Course descriptions appear appropriate for the institution's policy on the award of credit. Course expected learning outcomes and course times are reflective of the institution (and ICCB's) policies on credit. Course syllabi do not consistently list the course description, the term, the location, the days and times of the course, the modality, etc. Thus, when the syllabus did not list the location, times or offering or modality, these data were assumed for this analysis by comparing the provided course syllabi with the published catalog and the Summer 2018, Fall 2018, and Spring 2019 course schedules. For syllabi with no learning outcomes, the website common course outlines were used for comparison. DACC is encouraged to standardize their syllabus template to include core identifying information (course description, term, year, meeting times, modality, etc.) to aid students in utilizing these syllabi for transfer to four-year institutions, to document the information for future use of syllabi, and to ensure that students and instructors are using the most appropriate version.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit?

☐ Yes   ☒ No

Comments:

DACC has published course learning outcomes on their web; these learning outcomes are generally appropriate for the credit and course level. A review of actual syllabi from Summer and Fall 2018 and Spring 2019 reveal that not all courses contain learning outcomes, not all sections of the same course have the same learning outcomes, and not all course learning outcomes from the examined syllabi meet the course learning outcomes provided on the web. Some of the actual course syllabi have learning outcomes that may not be measurable (enable, prepare, encourage, for example). DACC is encouraged to systematically review course learning outcomes to ensure that students enrolled in a single course (as defined by the college catalog) experience the same learning expectations and have the same learning outcomes across all modalities, sections, and terms. Having different learning outcomes for a single transcripted course would not yield a standard of learning within a program, causing stratification of learning to be compromised as students progress toward higher-level coursework.

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution's policy on the award of academic credit?

☒ Yes ☐ No

Comments:

Syllabi from multiple modalities, multiple locations, and multiple terms (including the summer term which has some shorter courses and the fall and spring compressed courses) appear similar in both content and learning expectations, for most courses. All term lengths were appropriate for the credits that could be earned.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution's policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☒ Yes ☐ No

Comments:

Syllabi from multiple terms, multiple modalities, and multiple instructors generally showed similarity in both content and learning expectations, and these appear mostly appropriate for the course and the course level. The inconsistencies noted above across multiple sections, terms, and instructors should be addressed by DACC, to ensure that courses transcripted the same are providing similar learning expectations and outcomes.

e. Is the institution's actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☒ Yes ☐ No

Comments:

Courses are assigned credits in alignment with similar courses taught at other institutions, and the learning expectations appear appropriate for the course levels and course credits assigned.

All Associate Transfer Degrees are between 60 and 66 credits (College Catalog, pp. 52). Certificates range in value, but generally meet the standards of the specific professions (such as nursing, automotive technology, culinary arts, etc.)

C. Recommend HLC Follow-up, If Appropriate

Review the responses provided in this worksheet. If the team has responded "no" to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution's credit hour policies and practices?

☒ Yes ☐ No

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Rationale:

DACC has published common learning outcomes for all courses on their website. The actual syllabi reviewed, however, did not evidence a systemic accord with these learning outcomes. Collective faculty oversight of curriculum rigor should yield a common set of learning expectations for each transcripted course; compliance with the collective faculty agreement of what a course should teach and at what level should be a standard expectation for all faculty teaching across multiple sections, modalities, and terms. Further, DACC has standardized syllabi components on their website. The institution is encouraged to provide guidance and oversight to ensure that all syllabi contain the appropriate information regarding class number, name, location, modality, learning outcomes, course content, days and times of class meetings (if synchronous), etc. The information is useful for students within the course as well as for students who may desire to transfer the course to another institution. Further, having a more well-articulated syllabus is valuable as instructors shift from semester-to-semester, ensuring that courses transcripted the same are providing the same expectation of student learning, at the same level.

No other systematic issues were evident during this review.

Identify the type of HLC monitoring required and the due date:

Given the Notice Recommendation of the Visiting Team, the following remediation is justified:

"Documented alignment of minimal course outcomes across all sections and modalities and comparative, quantitative data on student learning across all delivery modalities. Report will include how these outcomes align with course descriptions in the catalog as well as any course expectations set through transfer agreements. Course outcomes will be objective and measurable."

D.   **Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour**

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes   ☒ No

Identify the findings:

No concerns are noted with credit hour designation of programs.

Rationale:

Part 3. Clock Hours

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Instructions

Review Section 5 of *Worksheet for Institutions*, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

> Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☐ Yes   ☒ No

If the answer is "Yes," complete the "Worksheet on Clock Hours."

Note: This worksheet is <u>not</u> intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution's overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student's work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

> Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):
>
> 1 semester or trimester hour must include at least 37.5 clock hours of instruction
> 1 quarter hour must include at least 25 clock hours of instruction
>
> Note that the institution may have a lower rate if the institution's requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

Worksheet on Clock Hours
A.   Answer the Following Questions

> 1. Does the institution's credit-to-clock-hour formula match the federal formula?

☐ Yes   ☐ No

Comments:

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2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.

3. Did the team determine that the institution's credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers "No" to this question, it should recommend follow-up monitoring in section C below.)

☐ Yes   ☐ No

Comments:

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution's policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes   ☐ No

Comments:

B.   Does the team approve variations, if any, from the federal formula in the institution's credit-to-clock-hour conversion?

☐ Yes   ☐ No

C.   Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution's clock hour policies and practices?

☐ Yes   ☐ No

Rationale:

Identify the type of HLC monitoring required and the due date:

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Danville Area Community College, IL
TYPE OF REVIEW:	Open Pathway Comprehensive Evaluation
DESCRIPTION OF REVIEW:	Visit to include Federal Compliance reviewer: Dr. Joyce Hardy.
DATES OF REVIEW:	3/4/2019 - 3/5/2019

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No Change

Degrees Awarded: Associates

Recommended Change: No Change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2008 - 2009

Year of Next Reaffirmation of Accreditation: 2018 - 2019

Recommended Change: 2028-2029

Accreditation Stipulations

General:

Contracts with non-accredited entities to offer 50% or more of a credit bearing program are limited to the certificate program in Cosmetology and the certificate and degree programs in Electrical Inside Wireman.

Recommended Change: Prior Commission approval is required for substantive change as stated in Commission policy.

Additional Location:

Prior HLC approval required.

Recommended Change: No Change

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No Change

Accreditation Events

Accreditation Pathway   Open Pathway

Recommended Change: Limited to Standard Pathway

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: Notice—Core Components 3.A, 4.B, and 5.D Met with Concerns

Institutional Data

Educational Programs		**Recommended Change:**
Undergraduate		
Certificate	51	_____
Associate Degrees	34	_____
Baccalaureate Degrees	0	_____
Graduate		
Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change: No Change

Additional Locations

DACC, Higher Learning Center Hoopeston, 847 E. Orange Street, Hoopeston, IL, 60942 - Active

Danville Correctional Center, 3820 E. Main Street, Danville, IL, 61832 - Active

Recommended Change: No Change

Correspondence Education

None

Recommended Change: No Change

Distance Delivery

01.0101 - Agricultural Business and Management, General, Associate, Agribusiness AAS

11.0201 - Computer Programming/Programmer, General, Certificate, Computer Programming - PC Certificate

11.08 - Computer Software and Media Applications, Certificate, Internet Design Certificate

13.1501 - Teacher Assistant/Aide, Associate, Education: Paraprofessional Educator Option (K-12) AAS

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Science and Arts

24.0102 - General Studies, Associate, Associate in General Studies

43.0102 - Corrections, Associate, Criminal Justice: Corrections - Parole Officer Option AAS

43.0102 - Corrections, Certificate, Criminal Justice: Corrections - Parole Officer Certificate

43.0107 - Criminal Justice/Police Science, Associate, Criminal Justice: Law Enforcement Option AAS

43.0110 - Juvenile Corrections, Associate, Criminal Justice: Corrections - Correctional Officer/Youth Supervisor Option AAS

51.0710 - Medical Office Assistant/Specialist, Certificate, Medical Office Certificate

51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Associate, Medical Office Personnel AAS

52.0204 - Office Management and Supervision, Certificate, Management Certificate

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting AAS

52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting Office Personnel AAS

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting Certificate

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting Office Certificate

52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Advanced Accounting Office Certificate

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Institutional Status and Requirements Worksheet

52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Advanced Office Assistant Certificate

52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Office Assistant Certificate

52.0402 - Executive Assistant/Executive Secretary, Associate, Administrative Professional AAS

52.0407 - Business/Office Automation/Technology/Data Entry, Associate, Software Specialist AAS

52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Advanced Software Application Certificate

52.0407 - Business/Office Automation/Technology/Data Entry, Certificate, Beginning Software Application Certificate

52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Small Business Ownership Certificate

52.1804 - Selling Skills and Sales Operations, Associate, Marketing AAS

Contractual Arrangements

None

Recommended Change: No Change

Consortial Arrangements

None

Recommended Change: No Change