

Danville
Area
Community
College

2017
Institutional
Effectiveness
Report

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DASHBOARD INDICATORS

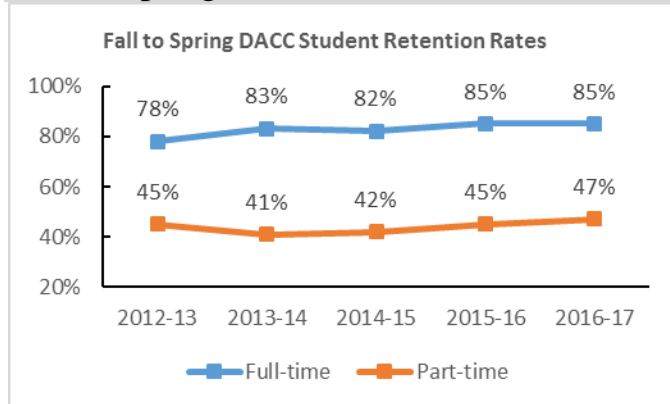
Enrollment

	Credit Students	Credit F.T.E.	Non-Credit Students
FY2010	9,229	2,603	890
FY2011	9,541	2,570	818
FY2012	9,963	2,431	824
FY2013	8,556	2,238	966
FY2014	9,195	2,211	1,919
FY2015	8,222	2,059	1,901
FY2016	7,224	1,947	1,521
FY2017	6,472	1,753	1,787

Source: DACC Institutional Effectiveness Office

Although the enrollment continues its post-recession decline, the transfer and career/technical program student enrollment has leveled off and hopes to be on the credit upswing in the next year or two.

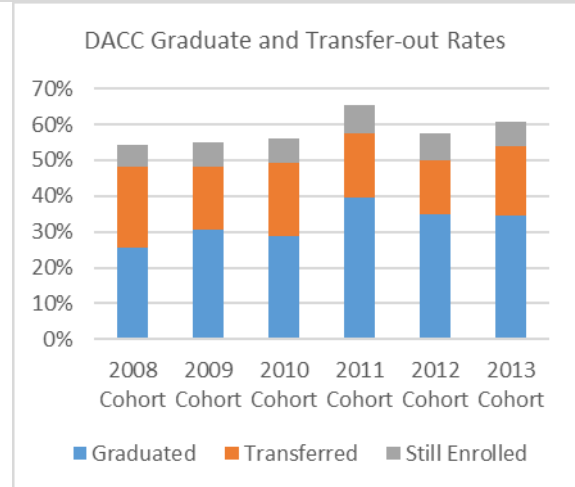
Fall-to-Spring Retention Rates



Source: DACC Institutional Effectiveness Office, Key Performance Indicator measure 3A

In the past five years the fall-to-spring retention rates have been rising, while the fall-to-fall retention rates, not shown here, showed a marked increase this past year after four years of slight decline.

Graduation and Transfer-out Rates



Source: IPEDS Data Center, Graduation Rates survey

The college posted almost record high three year graduation, transfer and still enrolled rates. And based on preliminary numbers this is expected to grow with the upcoming 2014 student cohort.

Student Loan Default Rates

The current three year student loan default rate of 15.1% for DACC is now lower than both the ICCB and peer college average which are between 16% and 17%. This places DACC at the 19th lowest rate of 45 ICCB colleges that use student

DACC 3 Year Student Loan Default Rates, by Year of Student Exit

2009	17.1%
2010	22.1%
2011	18.2%
2012	16.6%
2013	17.9%
2014	15.1%

Source: Department of Education

INTRODUCTION

The Danville Area Community College Report on Institutional Effectiveness serves as a platform for the college's assessment system, strategic planning, program review processes and indicators of achievement set forth by the college's Mission. The primary purpose of the plan is accountability and continuous quality improvement.

The college's Strategic Planning Matrix, participation in Achieving the Dream since 2009, and introduction of Illinois Community College Board's performance based funding all play important roles in the Danville Area Community College (DACC) Report on Institutional Effectiveness. Built on the premise that data-informed decisions lead to more efficient and effective institutional practices and increased academic achievement, the report serves as a data and information repository for planning, decision-making and overall growth of the college. DACC's Institutional Effectiveness Report is designed around DACC's Key Performance Indicators, the Core Indicators of Effectiveness for Community Colleges from the American Association of Community Colleges, and customized indicators designed to meet the unique aspects of the college's Mission and Core Values.

The Institutional Effectiveness Report accomplishes the following objectives:

- Provides important information on how key institutional processes are linked at DACC – Strategic Planning, Core Indicators of Effectiveness, Assessment of Student Learning, Departmental Planning, Academic Program Review and Student Satisfaction Measures.
- Documents the achievements of the DACC Assessment Initiative and helps to answer the important question: “Are students learning?”
- Details how measures of Student Satisfaction are used in the planning processes of the College.
- Demonstrates a plan for continuous improvement, using Core Indicators of Effectiveness.
- Outlines a plan for communicating the Core Indicators of Effectiveness and Student Satisfaction Measures to internal and external stakeholders.

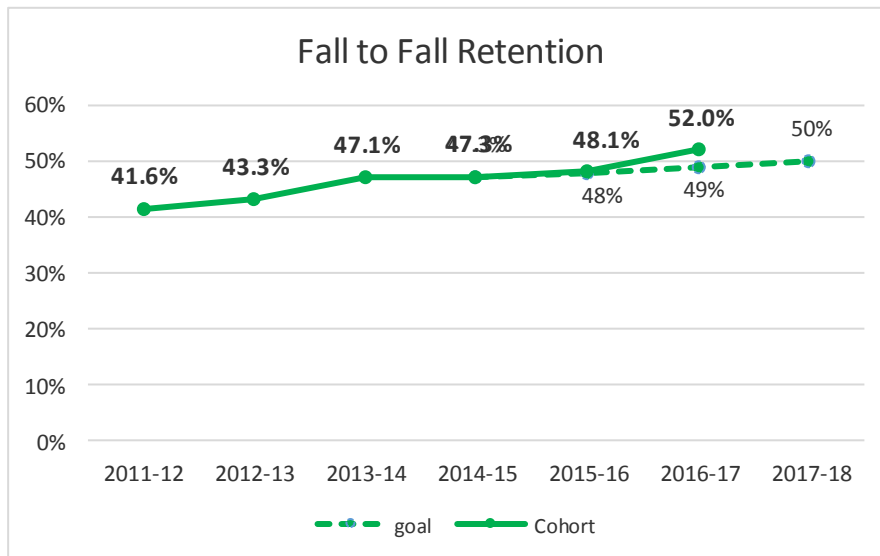
For over a decade, Danville Area Community College has been committed to a culture of assessment and accountability within all departments and divisions of the institution. What started as an infrastructure for student learning has evolved into a data-informed decision-making campus with a strong student success agenda. Assessment is the catalyst for increased student achievement. The assessment initiative at DACC has been supported at all levels of the college, from the participation of faculty and staff to the monetary support of the Board of Trustees. Measuring the overall effectiveness of the college is important to the success of our students and the vitality of our community.

UPDATE: STUDENT RETENTION, PERSISTENCE AND COMPLETION GOALS

During 2016 DACC set student success goals in retention, persistence and completion. These goals of increasing current levels 1% for each of the next three years were outlined and shared in a Data Brief distributed at both full-time and part-time August in-services. Now, just over one year later it can be shared that, although ambitious were attainable.

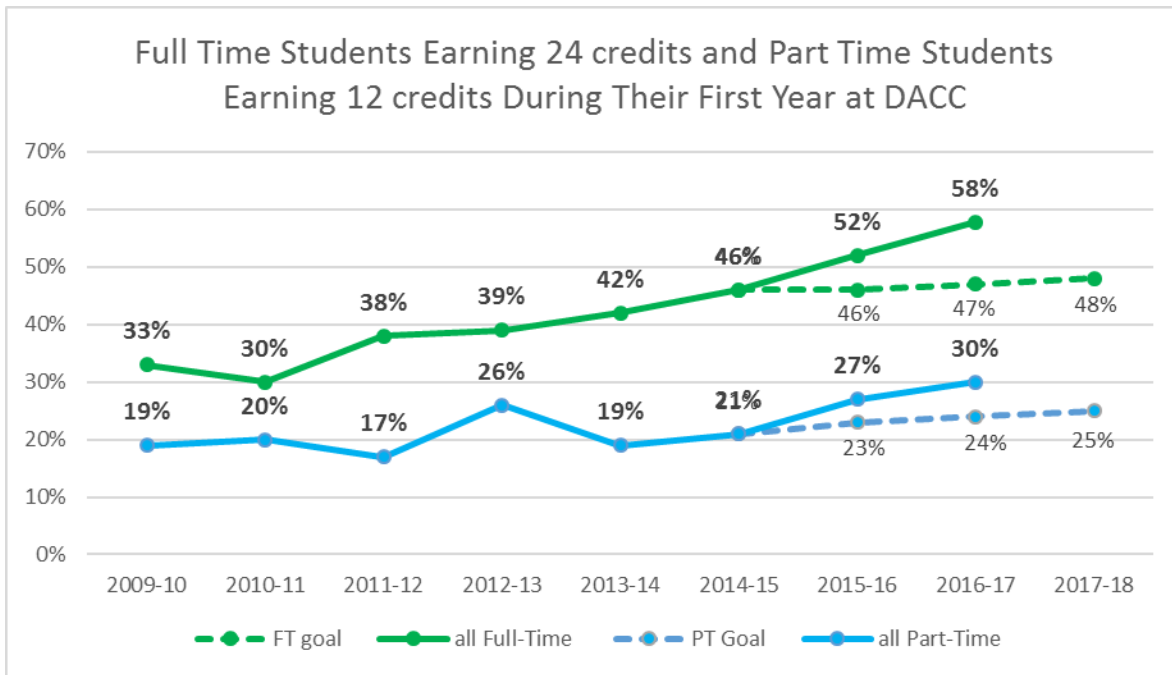
Retention

Fall-to-fall retention rates at the college have been growing steadily over the past years. 48.1% of 2014 Fall cohort of students returned in 2015 Fall, which is almost a 1% increase. But more impressive is the 52% estimate of Fall 2016 cohort returning this semester. This increase is almost another 4%.



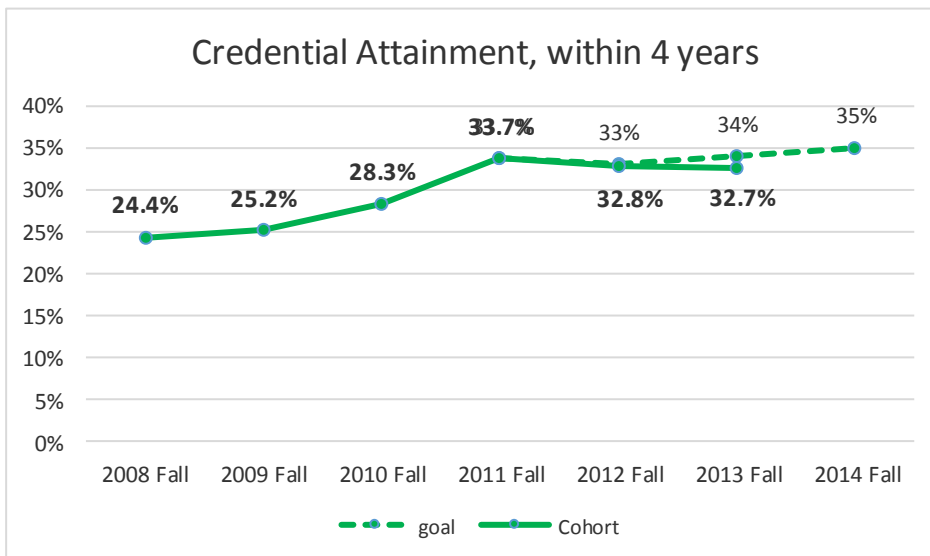
Persistence

As can be seen in the following chart, the percent of new full-time students earning 24 credits and part-time students earning 12 credits in their first year continues to rise dramatically. Both cohorts rose significantly, blowing the 1% increase goals out of the water. This measure was originally suggested when performance funding was introduced for the Illinois community colleges.



Completion

The four year graduation rate did not fare as well as the other primary student success measures. This Achieve the Dream measure actually fell slightly from the 2011 Fall cohort high of 33.7% down 1%. Although this slipped it is still far above the previous three cohort year's graduation rates. This decrease is primarily due to non-completion of part-time students.



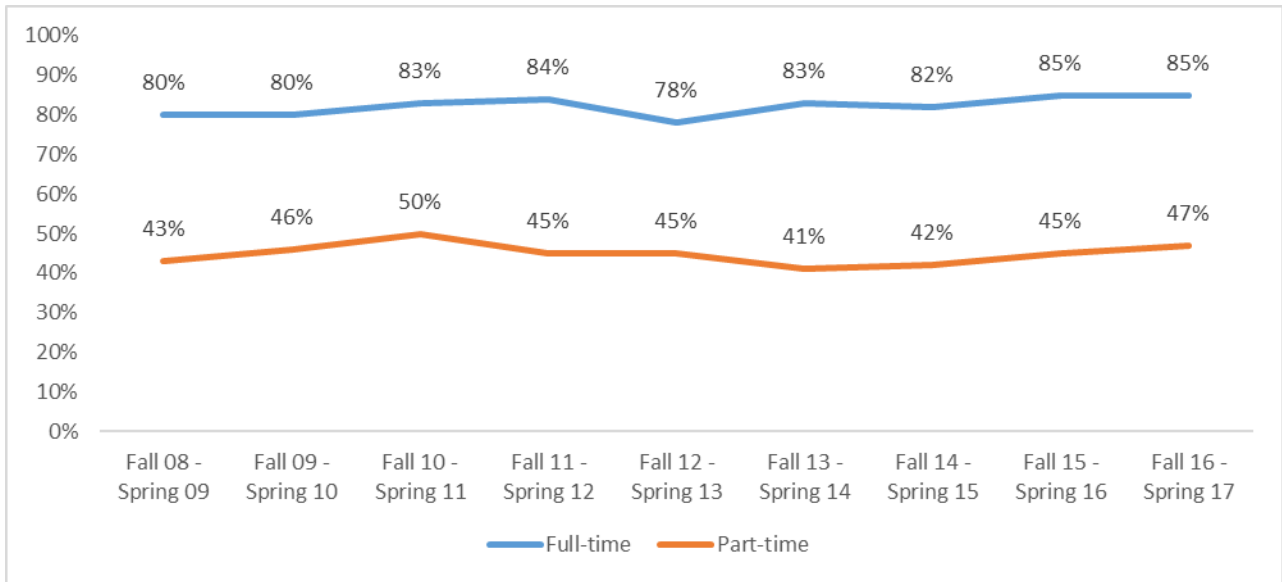
In addition to the three aforementioned goals, the college is conducting a focused emphasis on first-time full-time students in a push internally called Operation Graduation. Because one of the most often cited measures of college performance is the three year graduation rate of first-time full-time students, additional outreach is occurring with this student group, tracking their progress every semester in hopes of improving this publically shared graduation rate.

OUTCOMES

Student Progression: Term to Term Retention

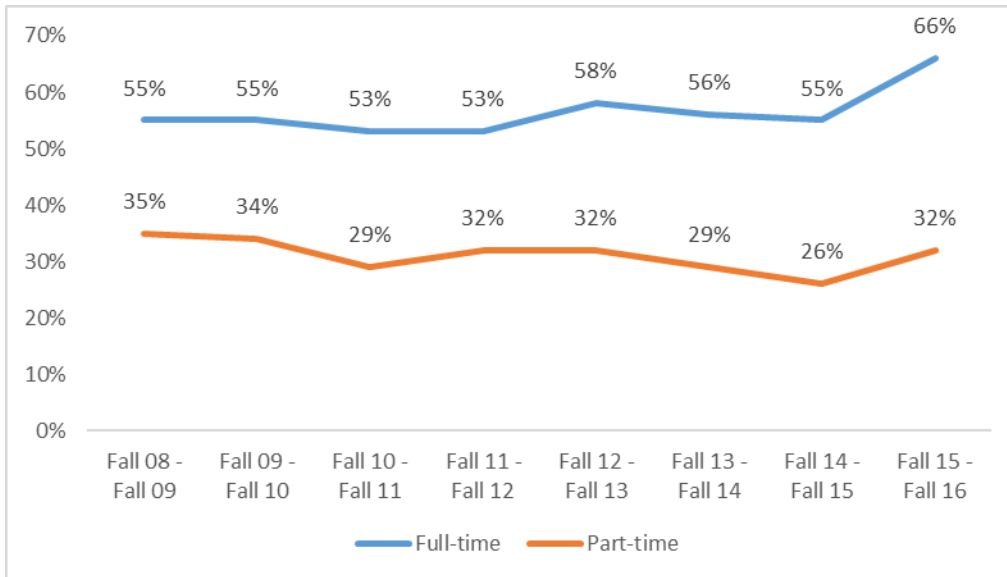
Measure: Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to spring tenth day.

Data Source: DACC Institutional Effectiveness



Measure: Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to fall tenth day.

Data Source: DACC Institutional Effectiveness

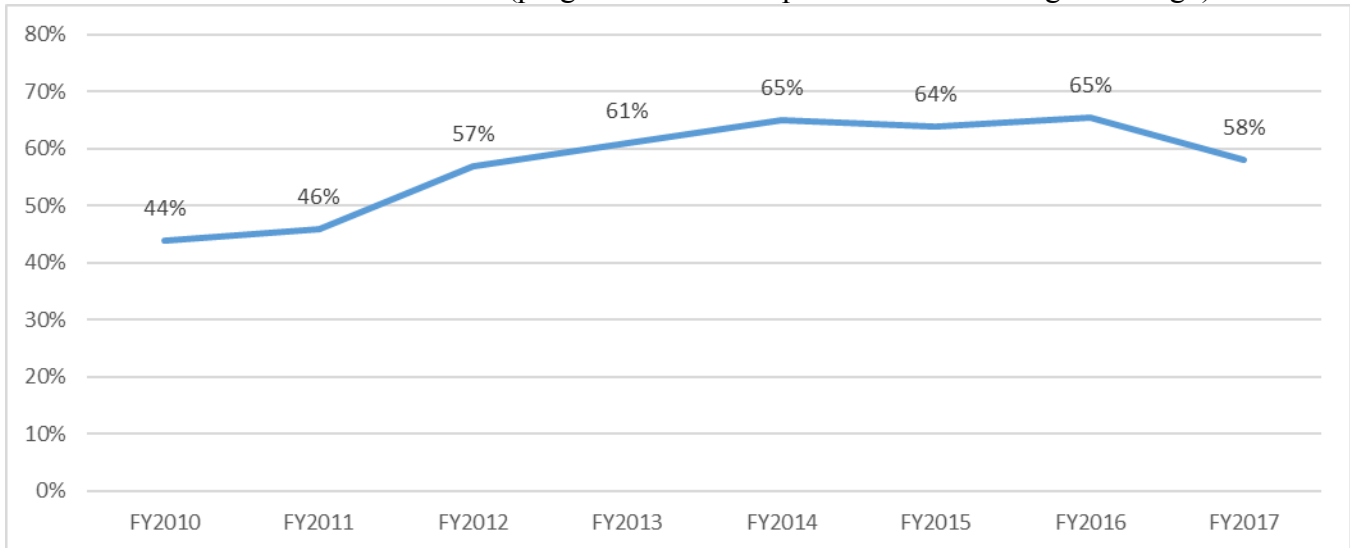


Note: The two graphs seemingly contradict, although student who graduate and transfer are not accounted for in the percentages.

Student Progression: Momentum Points

Measure: The percentage of Adult Education participants who achieved an Educational Functioning Level gain

Data Source: DACC Adult Education (program's level completion rate excluding ASE High)



Note: An Educational Functioning Level gain could be thought of as a one to two year grade level increase.

Student Progression: Developmental Course Success

Measure: The number and percentage of students who successfully complete developmental courses

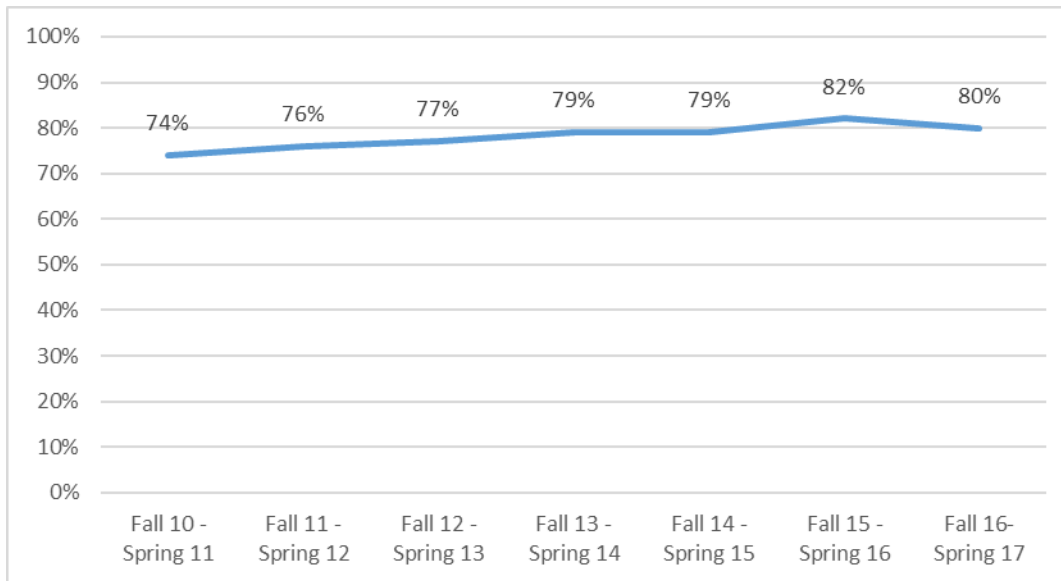
Data Source: DACC Institutional Effectiveness

	Developmental Course Success Rates (DEVE, DEVM, DEVR)						
	Fall 10 - Spring 11	Fall 11 - Spring 12	Fall 12 - Spring 13	Fall 13 - Spring 14	Fall 14 - Spring 15	Fall 15 - Spring 16	Fall 16 - Spring 17
English	62%	56%	60%	64%	76%	66%	74%
Math	57%	54%	58%	59%	61%	64%	65%
Reading	46%	48%	49%	49%	54%	54%	51%
Total	57%	54%	57%	60%	66%	63%	64%

Student Progression: Course Success

Measure: The percentage of students who complete credit courses with a C-grade or better

Data Source: DACC Institutional Effectiveness



Measure: The percentage of all students who complete gatekeeper courses with a C grade or better (BIOL-102, CBUS-150, ENGL-121, ENGL-101, ENGL-102, MATH-105, MATH-115, PSCY 100)

Data Source: DACC Institutional Effectiveness

	Gatekeeper Course Success Rates						
	Fall 10 - Spring 11	Fall 11 - Spring 12	Fall 12 - Spring 13	Fall 13 - Spring 14	Fall 14 - Spring 15	Fall 15 - Spring 16	Fall 16 - Spring 17
BIOL-102	49%	52%	50%	60%	40%	50%	39%
CBUS-150	51%	53%	70%	72%	69%	72%	67%
ENGL-121	59%	66%	57%	64%	61%	69%	71%
ENGL-101	67%	78%	79%	79%	77%	78%	80%
ENGL-102	67%	67%	74%	76%	78%	74%	78%
MATH-105	49%	49%	51%	46%	44%	52%	59%
MATH-115	58%	53%	59%	64%	62%	67%	72%
<u>PSYC-100</u>	<u>68%</u>	<u>67%</u>	<u>64%</u>	<u>70%</u>	<u>68%</u>	<u>72%</u>	<u>46%</u>
combined	63%	66%	68%	66%	65%	70%	73%

Completion: Degree/Certificates Awarded

Measure: The number of degrees and certificates awarded

Source: ICCB Data and Characteristics Annual Enrollment and Completion Data tables III-7 & III-8

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
DACC	656	662	769	743	669	686	616	683
Peer Ave.	856	904	947	989	1014	1002	1039	1196
Highland	336	396	467	495	431	396	505	767
Kaskaskia	1014	1137	1222	1351	1627	1584	1711	1494
Kishwaukee	781	860	890	1002	869	929	783	734
Rend Lake	1265	1235	1342	1304	1364	1252	1390	2218
Sauk Valley	884	893	814	795	777	849	808	765

Measure: The number of degrees and certificates awarded per 100 credit hours claimed

Source: ICCB Data and Characteristics Financial Data table IV-3, Annual Enrollment and Completion Data tables III-7 & III-8

	FY 2009	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
DACC	1.34	1.23	1.32	1.23	1.17	1.25	1.23	1.50
Peer Ave.	1.22	1.24	1.25	1.28	1.31	1.36	1.50	2.14
Highland	0.75	0.85	0.94	0.97	0.89	0.85	1.20	2.05
Kaskaskia	1.02	1.09	1.15	1.24	1.52	1.48	1.68	1.73
Kishwaukee	1.05	1.11	1.09	1.15	0.89	1.08	1.02	1.08
Rend Lake	1.46	1.36	1.47	1.47	1.63	1.56	1.81	3.80
Sauk Valley	1.82	1.78	1.58	1.56	1.60	1.82	1.77	2.02

Measure: The number of occupational degrees (A.A.S.) and certificates awarded

Source: ICCB Data and Characteristics Annual Enrollment and Completion Data table III-8

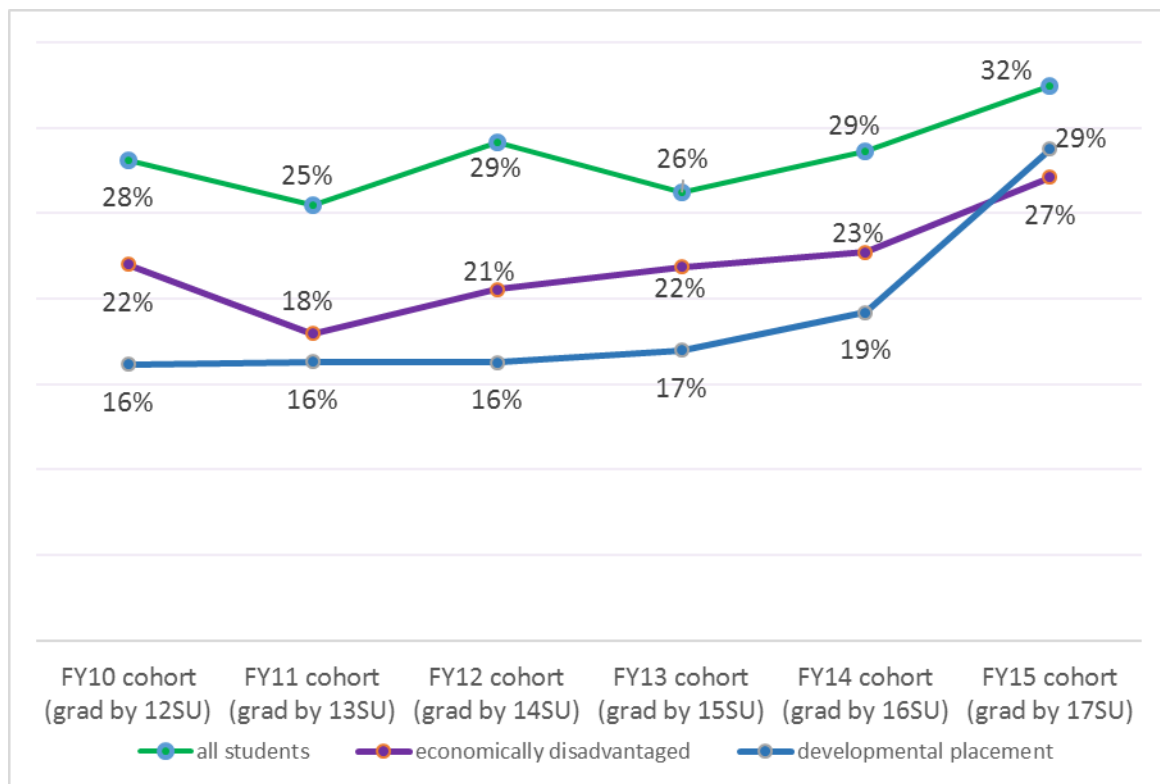
	Degrees (A.A.S.)							Certificates						
	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2010	FY 2011	FY 2012	FY 2013	FY 2014	FY 2015	FY 2016
DACC	137	142	166	132	164	130	155	413	491	439	343	344	321	323
Peer Ave.	175	204	222	211	175	182	170	435	480	469	516	545	580	759
Highland	113	139	149	141	110	86	90	76	126	134	84	92	230	503
Kaskaskia	252	267	297	257	284	308	280	610	699	737	1046	977	1102	898
Kishwaukee	142	163	180	176	157	148	152	366	389	403	367	406	332	255
Rend Lake	277	339	370	363	204	251	226	481	640	566	584	694	732	1651
Sauk Valley	89	111	114	120	120	117	101	640	548	506	499	557	503	487

Measure: The percentage of first-time, full-time students who graduate within 150% of normal time
Source: IPEDS Data Center

	2006 Cohort	2007 Cohort	2008 Cohort	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort
DACC	23%	24%	26%	31%	29%	39%	35%	34%
Peer Ave.	38%	38%	42%	37%	40%	43%	40%	38%
Highland	32%	31%	34%	28%	37%	28%	33%	32%
Kaskaskia	40%	44%	42%	42%	46%	49%	37%	38%
Kishwaukee	25%	22%	24%	19%	18%	28%	28%	29%
Rend Lake	48%	50%	54%	47%	51%	52%	51%	51%
Sauk Valley	33%	33%	29%	31%	29%	35%	38%	43%

Completion: Degree/Certificates Awarded to At Risk Students

Measure: The percent of new students who are either economically disadvantaged or enrolled in pre-college developmental coursework who graduate with a degree or certificate within three years
Source: DACC Institutional Effectiveness



Note: As the college focuses on increased graduation rates, additional focus has been given to those most in need, which can be seen with the decrease in completion rate gaps.

Completion: Industry Specific Licenses and Certifications

Measure: The percentage of nursing students who pass the NCLEX-RN exam

Source: Illinois Department of Financial and Professional Regulation National Council Licensure Examination Summary Data

	2010	2011	2012	2013	2014	2015	2016
DACC	90%	93%	94%	83%	78%	91%	64%
Peer Ave.	90%	87%	90%	85%	81%	89%	91%
Highland	88%	89%	93%	81%	65%	85%	97%
Kaskaskia	88%	83%	89%	88%	79%	81%	91%
Kishwaukee	97%	100%	91%	93%	92%	96%	94%
Rend Lake	83%	77%	89%	75%	85%	91%	80%
Sauk Valley	94%	88%	90%	90%	83%	90%	94%

Note: The poor NCLEX pass rate was due to factors that are being addressed. Most notably, more of the accepted nursing candidates have completed program science coursework prior to admission and all have minimally scored at the proficient level on the ATI TEAS screening test.

Measure: The percentage of nursing students who pass the NCLEX-LPN exam

Source: Illinois Department of Financial and Professional Regulation National Council Licensure Examination Summary Data

	2010	2011	2012	2013	2014	2015	2016
DACC	100%	96%	100%	94%	92%	93%	97%
Peer Ave.	93%	92%	96%	98%	96%	96%	97%
Highland	100%	86%	100%	100%			
Kaskaskia	88%	80%	88%	92%	92%	93%	90%
Kishwaukee	100%	100%	100%	100%			
Rend Lake	100%	96%	100%	97%	96%	100%	100%
Sauk Valley	79%	100%	94%	100%	100%	95%	100%

Measure: The percentage of radiologic tech students who pass the licensure exam

Source: DACC Director of Medical Imaging

	2011	2012	2013	2014	2015	2016
DACC	93%	100%	90%	100%	36%	67%
National	92%	92%	93%	90%	90%	90%

Measure: The percentage of medical assistant students who pass the RMA licensure test

Source: DACC Medical Assistant instructor

In 2016 the 81% national pass rate was surpassed by the DACC average of 83%. This year preliminary results point to a 77% pass rate.

Transfer: Four-Year Transfer Rates

Measure: The percentage of FALL entrants with no prior college experience who completed 12 or more semester credits and who transferred to senior institutions within four years

Source: ICCB measure 5M3 Summary of Transfer Rates by College

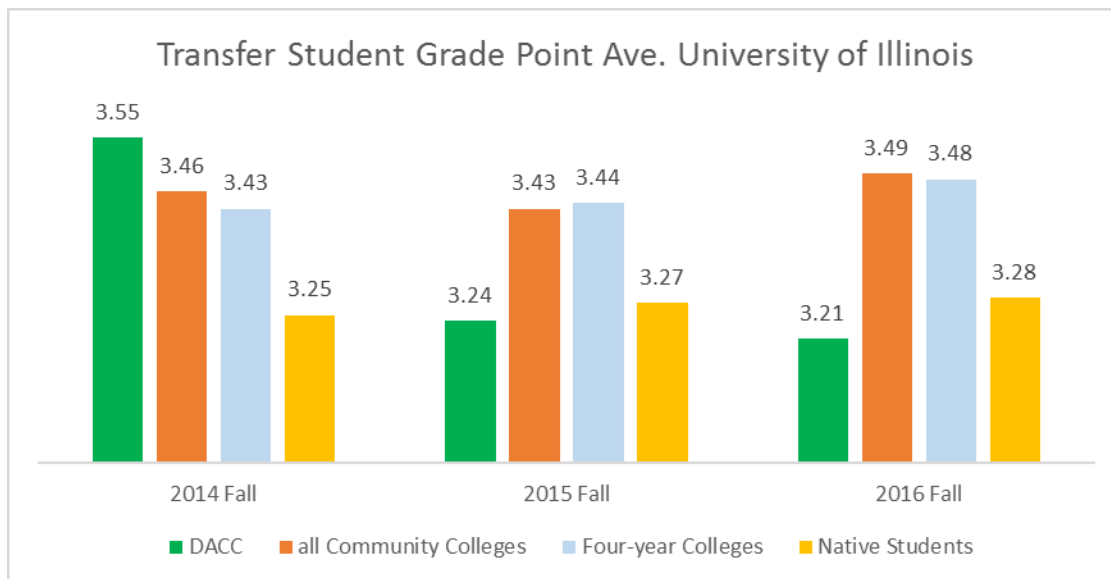
	FY2009	FY2010	FY2011	FY2012	FY2013	FY2014	FY2015
DACC	31%	32%	33%	34%	26%	29%	23%
Peer Ave.	34%	39%	36%	38%	40%	37%	33%
Highland	36%	39%	41%	46%	43%	41%	38%
Kaskaskia	31%	33%	28%	34%	44%	39%	40%
Kishwaukee	38%	41%	41%	37%	41%	35%	32%
Rend Lake	27%	30%	30%	31%	32%	32%	29%
Sauk Valley	36%	50%	39%	43%	40%	41%	29%

Note: more recent data was not made available by ICCB

Transfer: Grade Point Averages at Receiving Institution

Measure: The mean grade point average of students once they transfer to a four year institution

Source: Transfer institutions



Note: transfer GPA information which was once given regularly to individual ICCB colleges from the IBHE colleges is being forwarded with less regularity.

Transfer: Articulation

Measure: The number of general education and major specific courses included in the Illinois Articulation Initiative

Source: DACC Coordinator of Transfer Articulation

2013 Fall	2014 Fall	2015 Fall	2016 Fall	
90	87	85	88	Illinois Articulation Initiative (IAI) general education courses
<u>146</u>	<u>153</u>	<u>160</u>	<u>164</u>	Major Specific courses transferring to four-year universities
236	240	245	252	Transfer course total

Employment

Measure: Percentage of occupational degree or certificate completers employed or enrolled in further education within one year of graduation

Source: ICCB Follow-up Study of Career and Technical Education Program Graduates table A-1

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
DACC	92.9%	96.4%	64.7%	72.0%	87.5%	86.7%	100.0%	66.7%
Peer Ave.	96.2%	91.9%	80.5%	88.1%	80.8%	91.6%	93.8%	85.0%
Highland	100.0%	93.8%	77.8%	83.3%	72.2%	94.3%	100.0%	90.9%
Kaskaskia	96.2%	88.6%	81.1%	93.2%	88.2%	91.4%	97.8%	72.4%
Kishwaukee	92.5%	100.0%	84.6%	84.0%	100.0%	90.5%	97.7%	87.5%
Rend Lake	100.0%	91.3%	70.8%	88.9%	57.9%	93.5%	86.2%	86.7%
Sauk Valley	92.5%	85.7%	88.2%	91.3%	85.5%	88.1%	87.5%	87.5%

Measure: Percentage of occupational degree or certificate completers employed within one year of graduation

Source: ICCB Follow-up Study of Career and Technical Education Program Graduates table A-1

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
DACC	89.3%	96.9%	64.7%	72.0%	68.8%	82.3%	84.6%	55.6%
Peer Ave.	89.0%	86.1%	69.1%	84.7%	75.0%	81.5%	93.4%	81.3%
Highland	100.0%	93.8%	77.8%	83.3%	63.2%	91.4%	100.0%	90.9%
Kaskaskia	79.1%	77.8%	67.6%	85.1%	88.2%	80.4%	97.8%	65.5%
Kishwaukee	88.1%	92.5%	76.9%	84.0%	100.0%	83.3%	97.7%	79.2%
Rend Lake	96.4%	87.0%	58.3%	80.0%	52.6%	75.0%	83.1%	83.3%
Sauk Valley	81.4%	79.6%	64.7%	91.3%	70.9%	77.3%	88.2%	87.5%

Community Resource: Business and Industry

Measure: Number of Business and Industry Center course/workshops conducted

Source: DACC Director of Corporate Education

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
DACC	657	744	828	889	890	997	1016	971	801

Community Resource: Small Business

Measure: Number of Small Business Development Clients and Trainees

Source: DACC Executive Director of Small Business Development

	CY2008	CY2009	CY2010	CY2011	CY2012	CY2013	CY2014	CY2015	CY2016
Training Units	4	7	13	24	14	21	20	18	20
Training Attendees	55	103	121	116	68	117	142	141	132
Clients	64	99	83	73	99	106	182	148	142
Client Hours	150	226	370	417	279	396	615	650	638
Hours per Client	2.3	2.3	4.5	5.7	2.8	3.7	3.4	4.4	4.5

Community Resource: Community Education

Measure: The number of programs and participants who enroll in Community Education activities

Source: DACC Director of Corporate and Community Education

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Programs	84	139	145	137	131	91	171	77
Participants	843	1356	1416	1316	1207	956	1787	985
Credit Hours	214.5	78.5	84	48	81	37	23.5	11

Community Resource: Student Participation

Measure: The race/ethnicity breakdown of DACC credit students compared to the surrounding population

Source: DACC Office of Institutional Effectiveness, US Census Bureau

	Danville Area Community College				Vermilion Cty.	Illinois
	2013-14	2014-15	2014-15	2015-16	2015	2015
White, Non-Hispanic	80.6%	79.5%	77.7%	77.3%	78.4%	64.1%
Black, Non-Hispanic	13.0%	13.7%	14.6%	15.5%	13.1%	12.2%
American Indian/Alaskan Native	0.3%	0.3%	0.3%	0.3%	0.4%	0.5%
Asian	1.8%	1.7%	1.5%	1.3%	0.9%	4.6%
Native Hawaiian/Pacific Islander	0.2%	0.2%	0.1%	0.1%	0.0%	0.1%
Two or More Races	0.1%	0.5%	0.6%	0.8%	2.3%	1.6%
Hispanic or Latino	3.9%	4.2%	5.2%	4.8%	5.0%	17.0%

Student Support: Student Satisfaction and Engagement

During 2017 spring semester, students participated in the Community College Survey of Student Engagement (CCSSE). The college has chosen to participate in this survey to measure student engagement because studies show that higher levels of student engagement directly impacts all levels of student success, be it course success, retention, or degree/certificate completion. This thirty minute survey asks a number of questions which fold into five benchmarks that are nationally normed so that 49.0-51.0 represents an average score. The benchmark scores from this and five previous surveys are listed in the chart below.

	2004	2006	2009	2012	2016	2017
Active and Collaborative Learning	48.6	45.3	50.1	48.3	44.0	47.4
Student Effort	52.5	48.3	54.4	46.9	44.6	48.5
Academic Challenge	49.4	48.0	51.1	47.9	44.5	48.2
Student-Faculty Interaction	55.5	50.8	51.6	53.1	49.2	54.0
Support for Learners	52.1	47.6	52.3	53.1	45.1	52.7

After the downturn that occurred in 2016 spring, the survey was immediately re-administered this past spring to determine if that was an anomaly, which it was. Although the college still remains below the national average in the areas of Active and Collaborative Learning, Student Effort, and Academic Challenge, all three showed significant increases and were generally higher than in most of the five previous survey administrations showing general improvement. The other two benchmarks of Student-Faculty Interaction and Support for Learners both showed DACC rated well above the national average with continued growth. Results from the survey were shared separately with faculty and staff so they could focus on results more pertinent to the different areas.

At the survey's conclusion students were asked the overarching question "Would you recommend this college to a friend or family member?" to which 92.7% of part-time and 95.5% of full-time respondents answered yes.

OUTCOME CONNECTIONS

The aforementioned outcomes are core indicators used to identify college success and needs. These outcomes are connected to the “Core Indicators of Effectiveness for Community College,” as described in an article of the same name by Richard Alfred, Peter Ewell, James Hudgins, and Kay McClenney; the Achieving the Dream goals, as represented by DACC’s Key Performance Indicators; and the college’s Mission, Vision, and Core Values. Ties to the first two are shown in the chart below.

	DACC Key Performance Indicator	Core Indicator of Effectiveness
Student Progression	3: Persistence 4: Developmental Advancement 5: Overall and Gatekeeper Course Completion 6: Momentum Points	2: Persistence (Fall to Fall) 12: Success in Developmental Coursework
Completion	1: Degree and Certificate Completion 2: Degree and Certificate Completion of At-Risk Students	1: Student Goal Attainment 3: Degree Completion Rates 6: Licensure/Certification Pass Rates
Transfer	7: Transfer to a 4-Year Institution 8: Transfer to a Community College	10: Number and Rate Who Transfer
Employment		4: Placement Rate in the Workforce
Community Resource		7: Client Assessment of Programs & Services 13: Participation Rate in Service Area 14: Response to Community Needs
Student Support		7: Client Assessment of Programs & Services

Through structural decision making committees, including Administrative and Expanded Administrative Council, Office of Instruction, Achieving the Dream teams, and Continuous Quality Improvement teams progress on these and other outcomes are shared so future college directions can be data-informed. These groups of individuals have been presented with a series to questions, prepared by Springfield (MO) Technical Community College, to better analyze the data before them through their own individual lenses. These questions include: Do you see a pattern over time? What is the main point? What story can you tell? What else do you need to know?

So the college can be better connected to the outcomes results, particularly those which are changing quickly or leading to internal change, many have been shared during in-service opportunities. This sharing often has involved looking further into the outcomes so that a deeper understanding can be shared by all. For example, this fall both the Community College Survey of Student Engagement and student enrollment/retention figures were shared with faculty and staff. In separate presentations results were shared that were pertinent to members of each employee group.

ASSESSMENT INITIATIVES

Since early 2000, Danville Area Community College has devoted a considerable amount of time and energy to the Assessment of Student Learning. Three Assessment Champions, Glenda Boling, Wendy Brown, and Viv Dudley, currently provide input and guidance to colleagues in their divisions on student learning outcomes and assessment. In addition, student and administrative service areas complete office/department assessment reports each year to ensure quality services are provided to meet the needs of students.

The Institutional Effectiveness Committee is at the hub of most college assessment activities and initiatives. The committee is comprised of the academic Deans, Assessment Champions, other instructors, the Vice President of Instruction and Student Services, the Director of Institutional Effectiveness, the Dean of Student Services and the Chief Financial Officer.

Higher Learning Commission: To stay abreast of the changes recently made in accreditation, several DACC college personnel attend the HLC annual conference in April of each year. DACC has committed to the comprehensive evaluation in the Open Pathway, which is a ten-year accreditation cycle. The Assurance Review and Comprehensive Evaluation will be conducted in 2018-2019, with the college visit scheduled for March 4-5, 2019. Prior to that date the college is working on the Quality Initiative Proposal centered on mandatory advising. The proposal was accepted by the HLC in March 2015 with work to ensue over the next three years.

Assessment Academy: Many of the enhancements made to recent assessment efforts were a result of information brought back by the academic Deans and Champions from an Assessment Academy sponsored by the Higher Learning Commission in 2014. These ideas squarely placed focus on program development, with general education and course goals as crucial parts of this development.

Program-Level and Departmental Assessments: Currently all departments report on improvement efforts each spring. Academic departments have their reports reviewed by Champions and Deans, while offices and other non-academic departments have their reports reviewed by their immediate supervisor. All reports are then sent to Institutional Effectiveness, with the non-academic department reports compiled and sent to parties working with the college budget and strategic planning.

During the most recent two years faculty have been focusing on outcomes. In-service and other time has been spent ensuring program outcomes and course outcomes are appropriate; that the College's general education outcomes are reflected in program outcomes; and that program outcomes are addressed in sufficient course outcomes.

General Education Assessments: Faculty members have also been involved in a four year effort to create ways of reporting the four college general education outcomes of Communication, Critical

Inquiry/Thinking, Technology and Cultural Awareness from information already being collected in classrooms across campus. At this point campus rubrics have been created for the first three outcomes listed, with a team in place working on creating a method to assess the Cultural Awareness general education outcome.

Faculty results from the assessment of Communication and Critical Inquiry were collected, analyzed, and shared at the following faculty inservices. This semester faculty are using the college Technology rubric with results of students' knowledge to be presented at the January 2018 inservice.

With each new campus wide assessment tool, faculty receive training at in-service. This August Marcie Wright, Health Information Technology instructor and coordinator, led a presentation of the Technology rubric. She was one of six faculty members on a team that created the rubric. During the process of creating the rubric much time was spent on analyzing rubrics in use around the nation, as well as an analysis of how the rubric would fit student work from different disciplines across the DACC campus.

The general education outcome assessment schedule is outlined as follows:

Outcome	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Communications	Create Tool	Faculty Assess	Evaluate Results & Tool			Faculty Assess	
Critical Inquiry/Thinking		Create Tool	Faculty Assess	Evaluate Results & Tool			Faculty Assess
Technology			Create Tool	Faculty Assess	Evaluate Results & Tool		
Cultural Awareness				Create Tool	Faculty Assess	Evaluate Results & Tool	

Program/Department Assessments: Each year academic departments assess at least one program outcome, analyze their assessments, report on their analysis, and often make program improvements as a results of the assessment. Likewise offices, non-academic departments, go through a similar process with improvement tasks. They analyze the current condition of their department, plan for change, assess the change looking for office/department improvement, and report on the cycle.

New last year was that both assessments are tied to budget and prioritized by the college Strategic Matrix. These ties are hoped to ensure that college resources are going towards efforts higher on the college's priority list.

COLLEGE PLANNING

In the last two years, with the transition of college planning from the Grants and Planning to the Institutional Effectiveness office, a number of changes to the college's planning process have taken effect.

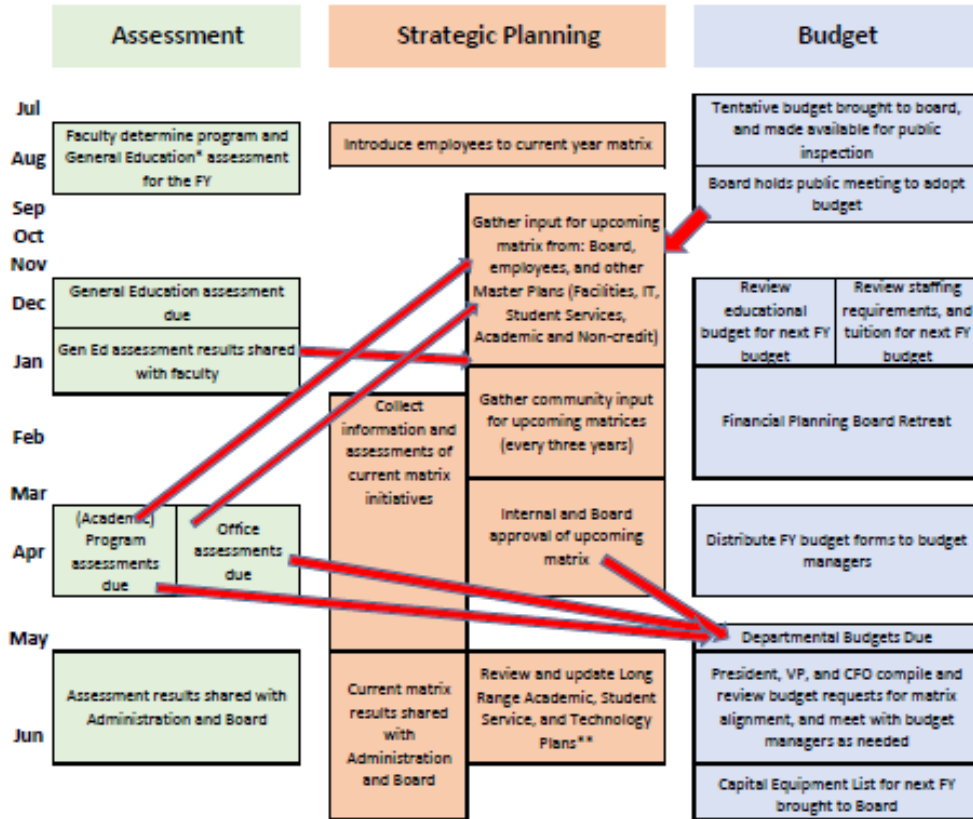
Long Range Planning. The college has traditionally created a multi-year Technology Plan. The current plan is available online for 2017-2020. In addition, the college has recently decided to create an Academic Master Plan and a Student Services Master Plan. Both are close to completion. These two new plans will feed into facility planning, the Technology Plan and budget forecasting.

Short Range Planning. Through FY2016 the college employed a three year planning cycle. Starting in FY2017 the college switched to focus on one year Strategic Matrices. Now in its second year the matrix is known throughout the college and understood to be a guiding tool for decision making and budgeting. To develop the Matrix, information from the long range planning tools, meetings with stakeholders, and internal assessments are incorporated and prioritized by the college administration. The structure and frequency of gathering input is still in flux and currently structured to include yearly input from faculty, from staff, from DACC Board members, and every third year from the public. A majority of input will be collected in winter, with prioritization occurring during spring. Results from each year's Matrix are intended to be shared for accountability each summer, as was done last summer and made available on the college's Strategic Planning web page.

Incorporating Planning. In the shift of planning duties to the Institutional Effectiveness office, changes made to processes were also driven by a want to have planning more incorporated with assessment efforts and the budget cycle. To that end, the timing of the three processes was diagrammed and later modified so supervisors and budget managers could more easily (1) assess their situations looking for areas of improvement, (2) plan for change in the areas deemed to need improvement, (3) budget for change, (4) incorporate what was learned from the internal assessment into employee evaluations, and then (4) incorporate change for improvement. The current planning, assessment, and budget cycles are shown on the following page.

As part of the budget cycle, requests from discretionary funding are checked to see if they align with department assessments and also checked to see if they appear as a college priority on the Strategic Matrix. These two factors are then considered as budget needs are prioritized.

DACC Planning Schedule



*2016FA Critical Thinking, 2017FA Technology, 2018FA Cultural Awareness, 2019FA Communications

**although review will begin in summer, updating may be a year round effort

October 2017