Danville Area Community College

2019 Institutional Effectiveness Report

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January 2020

TABLE OF CONTENTS

DASHBOARD INDICATORS

Enrollment

	Credit Students	Credit F.T.E.	Non-Credit Students
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
FY2018	6,124	1,717	2,057
FY2019	5,931	1,695	1,992

Source: DACC Institutional Effectiveness Office

The total enrolled credits dropped by 1.3%, which is the smallest decrease in five years.

Fall-to-Spring Retention Rates
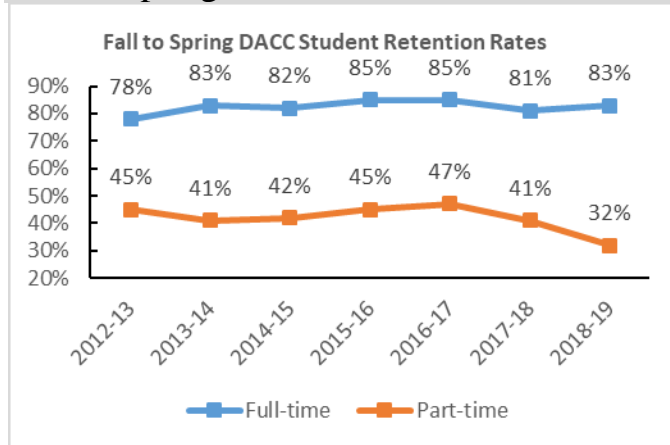
Source: DACC Institutional Effectiveness Office, Key Performance Indicator measure 3A

This improving economy was a contributing source for the continued drop in part-time retention, drawing students from completing their programs of study at DACC.

Graduation and Transfer-out Rates
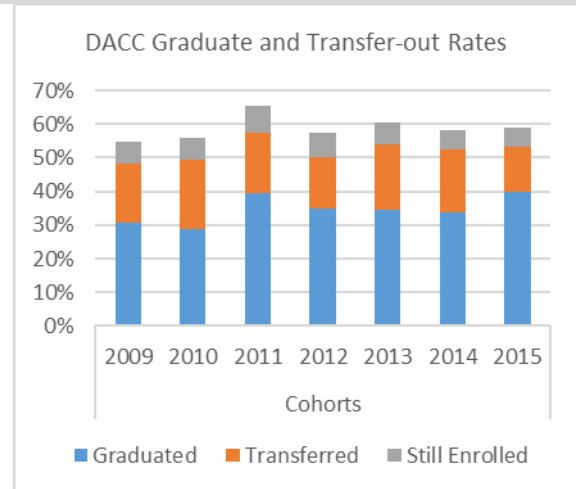
Source: IPEDS Data Center, Graduation Rates survey

The reported graduation rate of almost 40% is a record for the college, with the expectation that the upcoming graduation rate will exceed this years 40%.

Student Loan Default Rates

Although the student loan default rate bounced back to 15%, this puts DACC is the middle of its ten-college ICCB peer group.

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%
2015	14.3%
2016	15.0%

Source: Department of Education

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 of Student Success, 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: KEY PERFORMANCE INDICATORS OF STUDENT SUCCESS

Six years ago, the college created Key Performance Indicators (KPIs) of Student Success as part of its Achieve the Dream initiative. This past year the Data Team reviewed and revised the indicators. Revision was necessary as some of the indicators were very bulky, others contained information which might be too course or student specific, and still others were measures no longer provided by the state.

As part of the revision process, the student success indicators were classified into four successive categories:
KPI #1 Course Success and Retention – focusing on course success and the rate at which students return for follow up semesters
KPI #2 Persistence – focusing on student credit accumulation
KPI #3 Completion – focusing on graduation counts and rates
KPI #4 Transfer – focusing on transfer rates

Each of the seventeen indicators has four to six years of data trending performance either (1) externally, to a DACC peer group inside ICCB or (2) internally, between different racial/ethnic groups, genders, socioeconomic statuses, or other sub-populations. Each begins with a graph comparing overall performance, followed by a chart for those wanting more detailed information. ICCB Performance Based Funding Measures are included as six of the measures. Some of those measures are present in this report as well.

The Data Team reviews KPIs updates. Some of those updates, which are trending up or down, the team will recommend sharing with other committees or departments for possible action. Additionally with the creation of the Governance Umbrella Committee, it is the intent to share some of the KPI results on a regular basis.

These revised indicators are available online on the DACC Data page for both internal and external constituents to review.

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
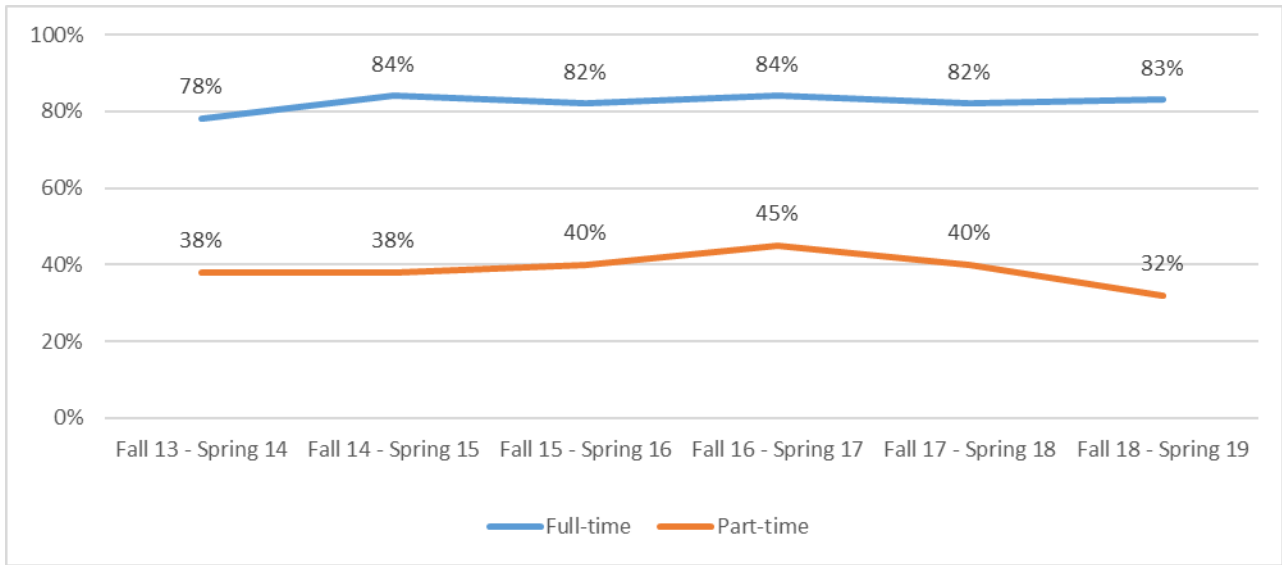
Measure: Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to fall tenth day.
Data Source: DACC Institutional Effectiveness
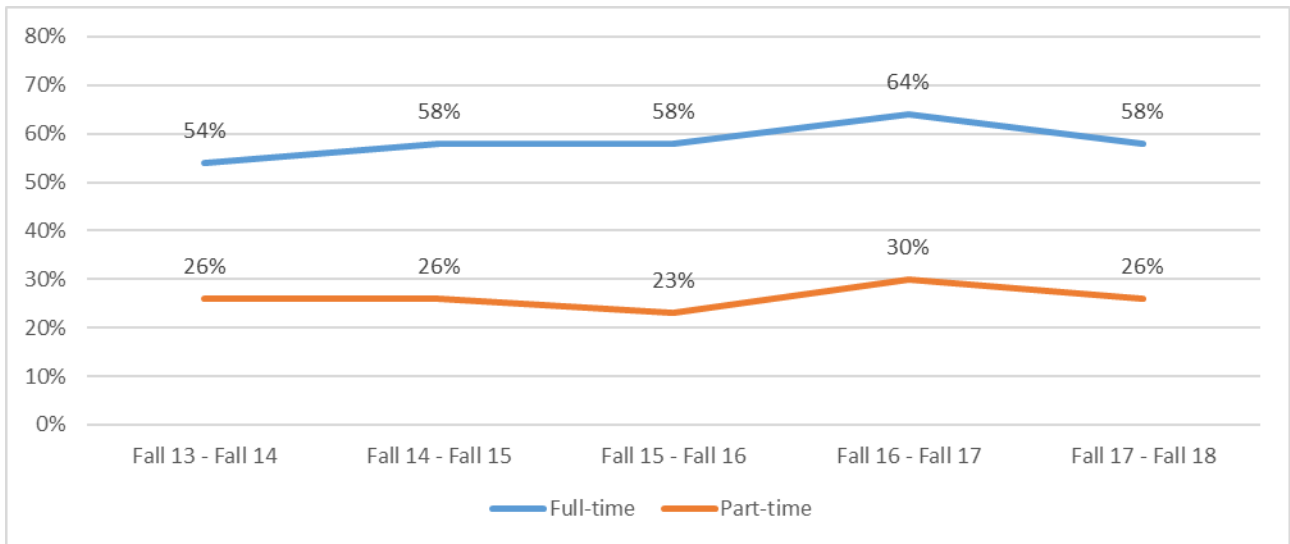
Note: The recent decline in the two graphs is mainly due to additional employment opportunities available drawing students away from further schooling.

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)
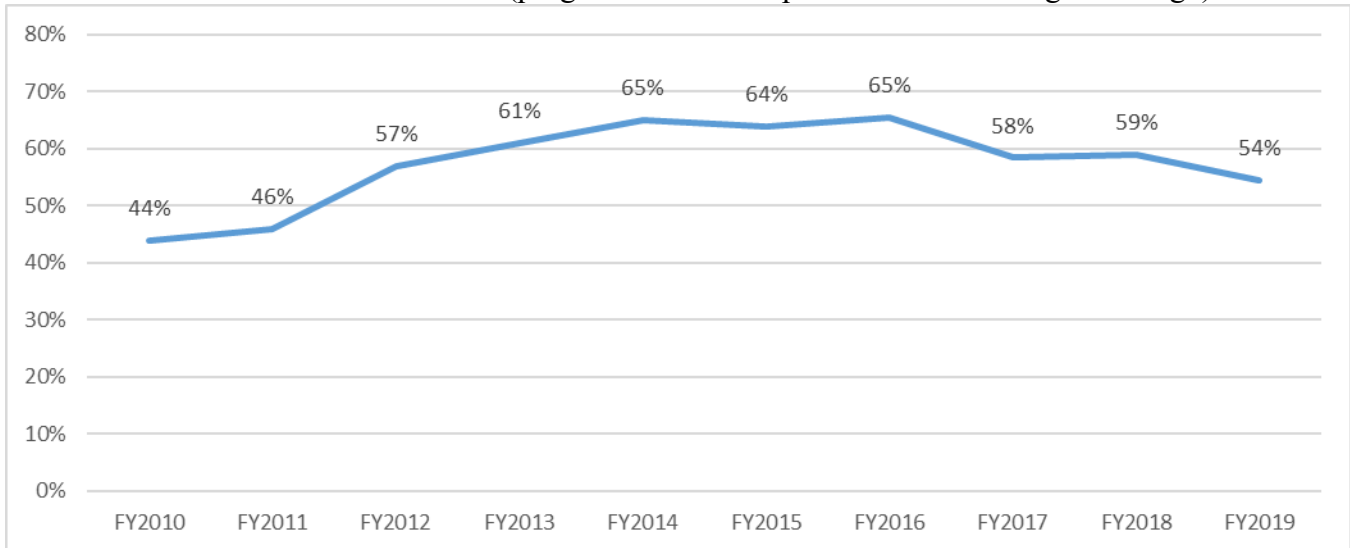
Note: An Educational Functioning Level gain is approximately equivalent to a two-year grade level increase.

Student Progression: Developmental Course Success

Measure: The percentage of students who successfully complete developmental courses
Data Source: DACC Institutional Effectiveness

	Developmental Course Success Rates (DEVE, DEVM, DEVR)					
	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
English	65%	77%	66%	73%	63%	68%
Math	60%	63%	65%	69%	66%	71%
Reading	49%	58%	58%	53%	67%	37%
Total	60%	68%	64%	65%	66%	65%

Student Progression: Course Success

Measure: The percentage of students who complete credit courses with a C-grade or better
Data Source: DACC Institutional Effectiveness
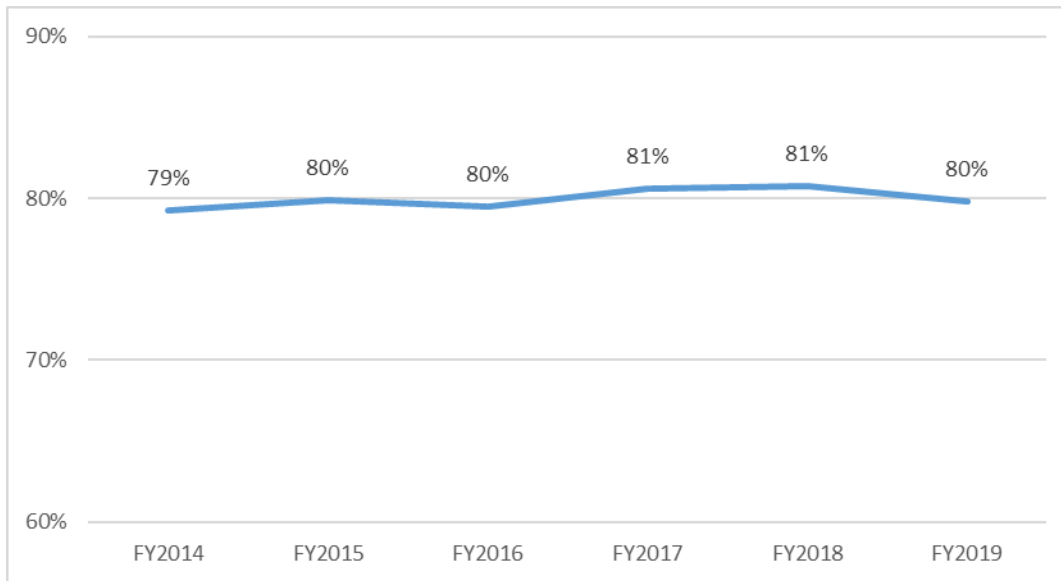
Measure: The percentage of all students who complete gatekeeper courses with a C grade or better (BIOL 102, BIOL 136, CBUS 150, CECN 102, ENGL 121, ENGL 101, MATH 107, MATH 108, and PSYC 100)
Data Source: DACC Institutional Effectiveness

	Gatekeeper Course Success Rates					
	FY2014	FY2015	FY2016	FY2017	FY2018	FY2019
BIOL 102	62%	42%	53%	42%	51%	67%
BIOL 136	49%	52%	49%	56%	60%	49%
CBUS 150	74%	69%	73%	68%	74%	68%
CECN 102	70%	58%	57%	55%	65%	58%
ENGL 121	69%	63%	72%	72%	68%	64%
ENGL 101	77%	77%	78%	80%	77%	77%
MATH 107		53%	62%	63%	57%	64%
MATH 108	51%	54%	54%	59%	48%	54%
PSYC 100	71%	71%	74%	67%	73%	73%
combined	66%	63%	67%	66%	67%	67%

7

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 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
DACC	743	669	686	616	683	650	687
Peer Ave.	713	736	732	779	839	698	634
Carl Sandburg	446	457	537	535	470	480	483
Highland	495	431	396	505	767	625	550
John Wood	591	548	473	537	503	506	466
Kaskaskia	1351	1627	1584	1711	1494	992	969
Kishwaukee	1002	869	929	783	734	981	807
Rend Lake	1304	1364	1252	1390	2218	1202	1095
Sauk Valley	795	777	849	808	765	666	596
Shawnee	553	597	520	651	544	550	522
Southeastern	333	357	389	508	554	440	395
Spoon River	260	330	388	359	336	541	460

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 2012	FY 2013	FY 2014	FY 2015	FY 2016	FY 2017
DACC	1.23	1.17	1.25	1.23	1.50	1.54
Peer Ave.	1.17	1.27	1.30	1.48	1.77	1.64
Carl Sandburg	0.99	1.12	1.32	1.41	1.26	1.30
Highland	0.97	0.89	.085	1.20	2.05	1.70
John Wood	1.43	1.50	1.30	1.50	1.39	1.41
Kaskaskia	1.24	1.52	1.48	1.68	1.73	1.38
Kishwaukee	1.15	0.89	1.08	1.02	1.08	1.50
Rend Lake	1.47	1.63	1.56	1.81	3.80	2.13
Sauk Valley	1.56	1.60	1.82	1.77	2.02	1.84
Shawnee	1.24	1.49	1.30	1.72	1.57	1.74
Southeastern	0.83	0.96	1.05	1.48	1.66	1.48
Spoon River	0.77	1.08	1.28	1.20	1.14	1.88

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 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018
DACC	164	130	155	135	148	344	321	323	304	314
Peer Ave.	130	134	128	124	121	370	418	486	333	302
Carl Sandburg	138	135	134	108	123	232	222	129	141	125
Highland	110	86	90	73	91	92	230	503	327	286
John Wood	99	93	107	96	96	203	227	182	208	157
Kaskaskia	284	308	280	255	255	977	1102	898	489	485
Kishwaukee	157	148	152	143	145	406	332	255	353	327
Rend Lake	204	251	226	257	213	694	732	1651	602	601
Sauk Valley	120	117	101	95	100	557	503	487	403	366
Shawnee	55	51	58	68	72	217	357	260	294	244
Southeastern	65	103	92	83	73	175	232	260	181	170
Spoon River	66	43	35	65	44	146	240	230	334	258

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

	2009 Cohort	2010 Cohort	2011 Cohort	2012 Cohort	2013 Cohort	2014 Cohort	2015 Cohort
DACC	31%	29%	39%	35%	34%	34%	40%
Peer Ave.	32%	31%	34%	37%	39%	38%	40%
Carl Sandburg	25%	26%	23%	27%	34%	31%	35%
Highland	28%	37%	28%	33%	32%	33%	42%
John Wood	31%	31%	35%	36%	42%	39%	44%
Kaskaskia	42%	46%	49%	37%	38%	30%	32%
Kishwaukee	19%	18%	28%	28%	29%	29%	33%
Rend Lake	47%	51%	52%	51%	51%	58%	61%
Sauk Valley	31%	29%	35%	38%	43%	41%	44%
Shawnee	30%	28%	26%	36%	24%	33%	36%
Southeastern	32%	24%	27%	35%	41%	40%	36%
Spoon River	34%	22%	37%	44%	51%	41%	41%

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
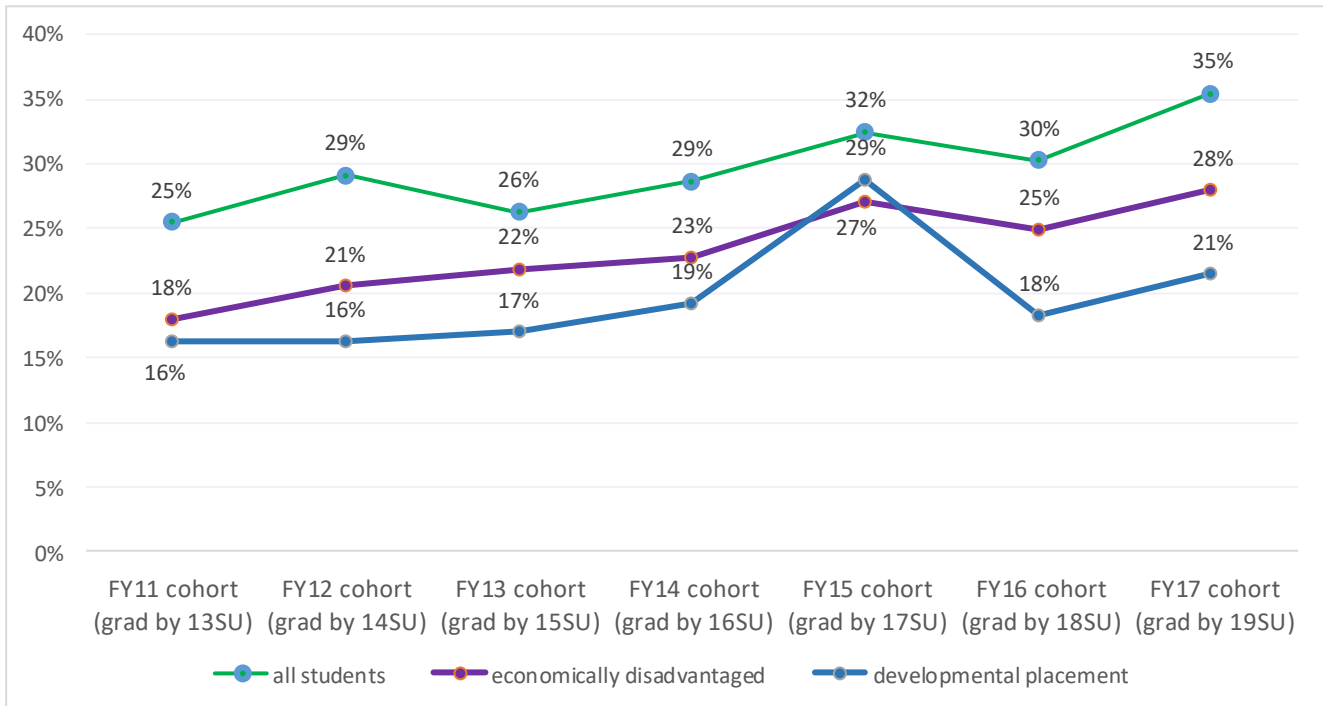
Completion: Industry Specific Licenses and Certifications

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

	2013	2014	2015	2016	2017	2018
DACC	83%	78%	91%	64%	75%	88%
ICCB Peer Ave.	82%	85%	88%	89%	88%	90%
Carl Sandburg	60%	83%	76%	75%	81%	78%
Highland	81%	65%	85%	97%	85%	97%
John Wood	90%	89%	90%	89%	84%	87%
Kaskaskia	88%	79%	81%	91%	96%	97%
Kishwaukee	93%	92%	96%	94%	92%	90%
Rend Lake	75%	85%	91%	80%	81%	80%
Sauk Valley	90%	83%	90%	94%	81%	82%
Shawnee	71%	89%	93%	86%	82%	97%
Southeastern	97%	100%	92%	100%	97%	100%
Spoon River	77%	88%	81%	83%	100%	93%
Lakeview CoN	77%	73%	73%	64%	71%	91%

10

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

	2013	2014	2015	2016	2017	2018
DACC	94%	92%	93%	97%	97%	95%
Peer Ave.	97%	94%	96%	99%	95%	98%
Carl Sandburg	78%	69%	83%	100%	100%	100%
Highland	100%					
John Wood	100%	100%	100%	100%	94%	100%
Kaskaskia	92%	92%	93%	90%	88%	100%
Kishwaukee	100%					
Rend Lake	97%	96%	100%	100%	94%	85%
Sauk Valley	100%	100%	95%	100%	91%	95%
Shawnee	100%	97%	100%	100%	95%	100%
Southeastern	100%	98%	100%	100%	97%	100%
Spoon River	100%	100%	100%	100%	100%	100%

Measure: The percentage of Medical Imaging (Rad Tech, Echocardiography and Sonography) students who pass the licensure exam
Source: DACC Director of Medical Imaging

	2013	2014	2015	2016	2017	2018
DACC Rad Tech	90%	100%	36%	67%	92%	90%
National Rad Tech	90%	89%	88%	87%	89%	89%

Measure: The percentage of medical assistant students who pass the RMA licensure test
Source: DACC Medical Assistant instructor

	2016	2017	2018
DACC	83%	69%	88%
National	81%	81%	79%

Measure: The percentage of nursing assistant students who pass the certification exam on the first attempt.
Source: DACC Adult Ed Director and SIU Nursing Aide Testing department

	CY2014	CY2015	CY2016	CY2017
DACC	78%	82%	79%	90%
Illinois	83%	85%	83%	78%

Transfer: Graduate Rate for Continuing Education

Measure: The percentage of DACC graduates, by degree type who continued with their education by the next fall semester
Source: Graduate and Leaver Tracker Report by DACC Institutional Effectiveness

	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
Transfer program graduates	69%	74%	64%	72%	74%
General Studies graduates	45%	42%	36%	24%	33%
Applied Associates graduates	44%	37%	34%	18%	10%
Certificate graduates, not Nursing Asst.	44%	37%	34%	34%	37%
Nursing Asst. graduates	48%	69%	26%	44%	28%

Transfer: Graduate Tracking

Measure: Transfer Graduate Survey Results on Present Location, Student Loan Debt, Course Transfer and Future Living
Source: Transfer Graduate Survey conducted each fall semester by DACC Institutional Effectiveness

Current Location of Graduates

	FY2015	FY2016	FY2017	FY2018	FY2019
A 4-year institution	80%	64%	71%	78%	60%
Different 2-year college	6%	11%	10%	7%	10%
DACC	4%	11%	10%	7%	14%
No further college	8%	8%	10%	4%	14%
Some further college, not currently	2%	6%	0%	4%	2%

Current Student Loan Debt

	FY2015	FY2016	FY2017	FY2018	FY2019
No debt	43%	43%	59%	47%	56%
Under $5,000	18%	11%	15%	9%	18%
$5,000 to $10,000	18%	19%	17%	27%	16%
$10,000 to $20,000	16%	9%	7%	16%	6%
Over $20,000	6%	17%	2%	2%	4%

How well did your courses transfer?

	FY 2015	FY 2016	FY2017	FY2018	FY2019
As expected	93%	91%	91%	84%	78%

Is it your goal to be living in Vermilion County ten years from now?

	FY 2015	FY 2016	FY2017	FY2018	FY2019
Yes	22%	17%	32%	20%	30%

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	2018* Fall	
90	87	85	88	87	Illinois Articulation Initiative (IAI) general education courses
146	153	160	164	127	Major Specific courses transferring to four-year universities
236	240	245	252	214	Transfer course total

*2018 Fall ends a comprehensive review of articulated courses in which almost 40 courses were retired due to not being taught at DACC.

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

	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
DACC	828	889	890	997	1016	971	801	832	835

Community Resource: Small Business

Measure: Number of Small Business Development Clients and Trainees
Source: DACC Executive Director of Small Business Development

	CY2011	CY2012	CY2013	CY2014	CY2015	CY2016	CY2017	CY2017
Training Units	24	14	21	20	18	20	20	19
Training Attendees	116	68	117	142	141	132	148	129
Clients	73	99	106	182	148	142	140	136
Client Hours	417	279	396	615	650	638	568	538
Hours per Client	5.7	2.8	3.7	3.4	4.4	4.5	4.1	4.0

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

	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
Programs	145	137	131	91	171	77	156	156
Participants	1416	1316	1207	956	1787	985	2018	1835
Credit Hours	84	48	81	37	23.5	11	26.5	18

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
	2015-16	2016-17	2017-18	2018-19	2017	2017
White, Non-Hispanic	77.7%	77.3%	77.7%	75.7%	77.9%	63.5%
Black, Non-Hispanic	14.6%	15.5%	14.1%	16.2%	13.3%	12.1%
American Indian/Alaskan Native	0.3%	0.3%	0.3%	0.3%	0.4%	0.5%
Asian	1.5%	1.3%	1.7%	1.1%	0.9%	4.9%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%
Two or More Races	0.6%	0.8%	0.9%	0.9%	2.4%	1.7%
Hispanic or Latino	5.2%	4.8%	5.3%	5.7%	5.2%	17.4%

Student Support: Student Satisfaction and Engagement

Students participated in two major surveys this past calendar year. First in spring the Community College Survey of Student Engagement (CCSSE), from University of Texas – Austin, was administered to give a better picture of student engagement in their learning. This, over 200 question, survey grouped results into five benchmark categories normed to a 50 national average. DACCs score history is in the chart that follows.

	DACC CCSSE Results History						2019 Colleges	
	2006	2009	2012	2016	2017	2019	Small	AtD
Active and Collaborative Learning	45.3	50.1	48.3	44.0	47.4	47.6	51.3	50.6
Student Effort	48.3	54.4	46.9	44.6	48.5	50.0	50.9	51.1
Academic Challenge	48.0	51.1	47.9	44.5	48.2	47.9	50.4	50.2
Student-Faculty Interaction	50.8	51.6	53.1	49.2	54.0	50.8	53.0	50.9
Support for Learners	47.6	52.3	53.1	45.1	52.7	53.0	52.2	51.5

Once again the college showed overall strength in the Support for Learners benchmark, while dropping down to an average score in the traditionally high Student-Faculty Interaction benchmark. Discussions with the faculty when sharing the results centered around the challenge of courses, including the use of higher order thinking skills as presented in Bloom's Taxonomy, as well as discussions in the Teaching and Learning Committee leading to training on active learning.

Then in the fall semester, students participated in the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI). Questions from this thirty-minute survey are broken into twelve categories each on a seven-point scale, where students are asked about the importance and their personal satisfaction for each item. In cases of an academic and student services, frequently of use is also asked. College results both focus on levels of satisfaction and gaps students have between importance and satisfaction. Large gaps, especially

of those on items students state are important but have low satisfaction are the areas which the college needs to focus improvement efforts.

As can be seen in the chart below DACC student satisfaction has been rising since 2010. This is very much in line with overall satisfaction increases with colleges across the country. Just as important is that gaps between students' ratings on the importance of an item compared to their satisfaction of the same is significantly decreasing.

	Satisfaction (7 point scale)				Importance-Satisfaction Gap			
	2010	2015	2017	2019	2010	2015	2017	2019
Student Centeredness	5.4	5.4	5.6	5.7	0.7	.06	0.5	0.5
Instructional Effectiveness	5.3	5.3	5.6	5.7	1.0	0.8	0.7	0.7
Responsiveness to Diverse Pops	5.6	5.5	5.8	5.8	n/a	n/a	n/a	n/a
Campus Support Services	5.1	5.1	5.4	5.4	0.6	0.5	0.4	0.3
Safety and Security	5.1	4.9	5.3	5.4	1.1	0.8	0.9	0.8
Academic Advising/Counseling	5.1	5.1	5.5	5.6	1.2	0.9	0.8	0.7
Admissions and Financial Aid	5.3	5.2	5.5	5.5	0.9	0.8	0.7	0.6
Academic Services	5.5	5.5	5.7	5.8	0.6	0.5	0.4	0.3
Registration Effectiveness	5.5	5.4	5.7	5.8	0.9	0.7	0.6	0.5
Service Excellence	5.3	5.3	5.5	5.6	0.7	0.6	0.6	0.5
Concern for the Individual	5.2	5.1	5.5	5.6	1.0	0.8	0.7	0.7
Campus Climate	5.3	5.3	5.6	5.6	0.8	0.6	0.5	0.5

When comparing the twelve category satisfaction average scores the results mimicked national scores, with students showing slightly higher satisfaction with Academic Services, Registration Effectiveness and Responsiveness to Diverse Populations and less satisfaction with Safety and Security and Campus Support Services. Safety and Security was noted as having a much larger importance-satisfaction gap than other colleges.

At the conclusion of the survey three overarching questions are asked:
 "So far, how has your college experience met your expectations?"
 "Rate your overall satisfaction with your experience here thus far."
 "All in all, if you had to do it over, would you enroll here again?"
This year DACC students gave all three questions similar response averages to that of the national community colleges.

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. The college currently has assigned Dean Dr. Penny McConnell to oversee academic assessment and Executive Director Bob Mattson to oversee Institutional Assessment. In addition, faculty member Dr. Abby Hahne, as half time Assessment Coordinator, directs the Academic Assessment Champions for each Division in efforts of the assessment of student learning.

During the most recent Higher Learning Commission (HLC) visit in 2019 spring, the peer reviewers asked that DACC enhance the general quality of student learning outcomes and assessment. To that end the college made the personnel changes shared above, added a sub team to the Assessment Team focusing exclusively on co-curricular assessment, and joined a four year HLC Assessment Academy.

In this Assessment Academy, which beings in 2020 summer, the Academic Assessment Champions along with Dr. Penny McConnell and Dr. Abby Hahne will be afforded time to design an improved process for DACC's assessment of student learning.

COLLEGE PLANNING

In the last three 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, Academic Services Master Plan, Marketing Master Plan, and Student Services Master Plan. The current plans are available online.

Short Range Planning. Through FY2016 the college employed a three year planning cycle. Starting in FY2017 the college switched to one year Strategic Matrices. Now 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 from the public and students on a rotating basis. A majority of input will be collected in winter, with prioritization occurring in spring. Results from each year's Matrix are shared for accountability 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 diagramed 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 below.

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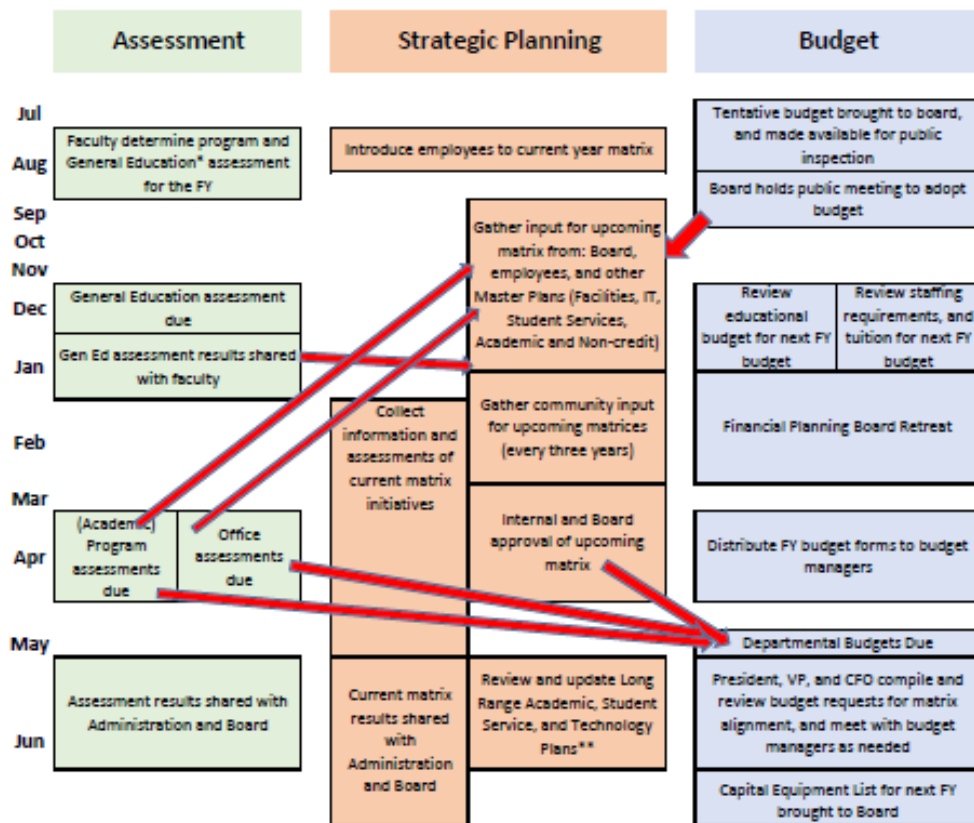
*2016FA Critical Thinking, 2017FA Technology, 2018FA Cultural Awareness, 2019FA Communications

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