Danville Area Community College

2020 Institutional Effectiveness Report

Prepared by: Thomas Carey,
Director of Institutional Research

January 2021

TABLE OF CONTENTS

DASHBOARD INDICATORS

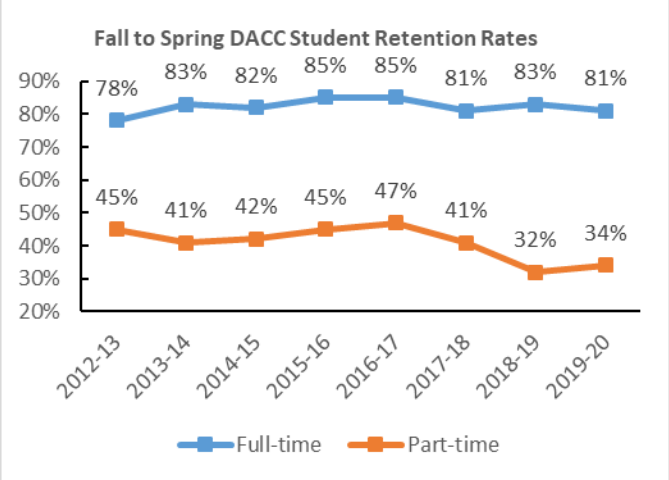
Enrollment

	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
FY2020	5,790	1,626	1,873

Source: DACC Institutional Effectiveness Office

The total enrolled credits dropped by 4.1%

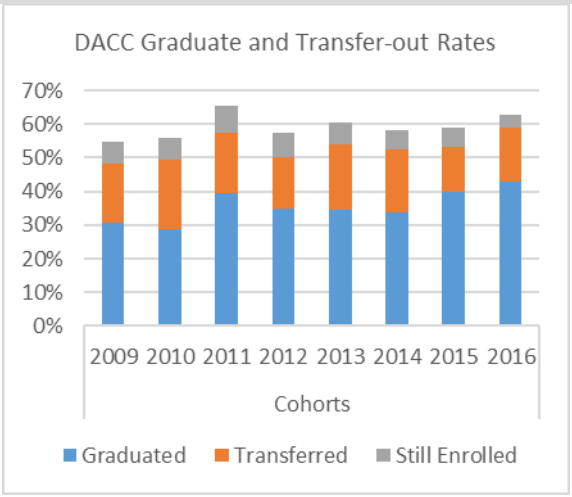
Fall-to-Spring Retention Rates



Source: DACC Institutional Effectiveness Office, Key Performance Indicator measure 1C

The full-time retention rate decreased by 2% from 19 Fall to 20 Spring. However, the part-time retention rate increased 2%.

Graduation and Transfer-out Rates



Source: IPEDS Data Center, Graduation Rates survey

The reported graduation rate of 43% is a record for the college, and exceeded last year's record of almost 40%.

Student Loan Default Rates

The student loan default rate shown a 2.8% improvement. DACC still ranks in 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%
2017	12.2%

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 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 – Core Indicators of Effectiveness, Departmental Planning and Academic Program Review.
- 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.

UPDATE: KEY PERFORMANCE INDICATORS OF STUDENT SUCCESS

Several years ago, the college created Key Performance Indicators (KPIs) of Student Success as part of its Achieve the Dream initiative. In 2019 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

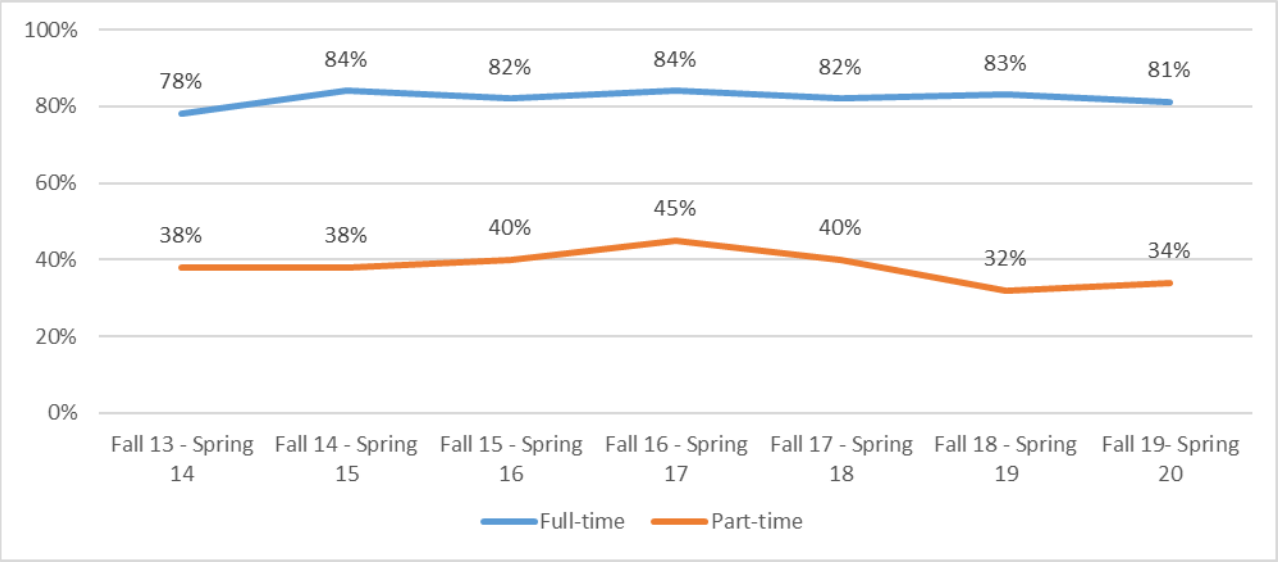
Each of the seventeen indicators has four to six years of data trending performance either (1) externally, to a DACC peer group inside ICCB or (2) internally, between different racial/ethnic groups, genders, socioeconomic statuses, or other sub-populations. Each begins with a graph comparing overall 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.

Unfortunately, due to COVID-19 the Data Team meetings were canceled for the 2020 year. However, the KPI's were still updated and released online on the DACC Data page for both internal and external constituents to review.

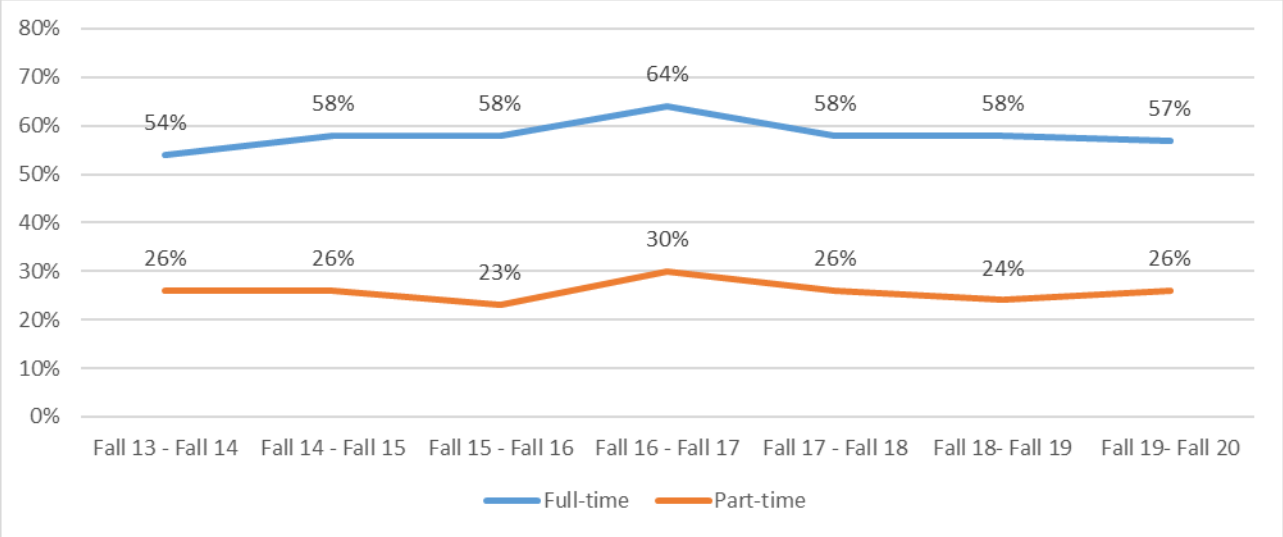
OUTCOMES

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

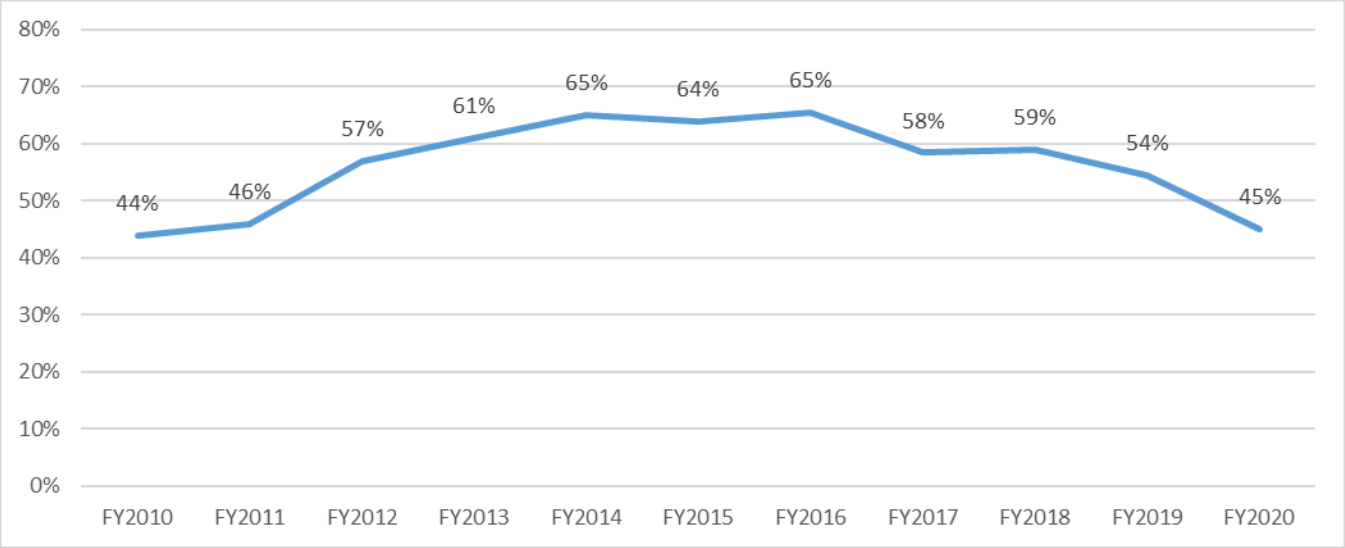


Measure: Percentage of first-time, full- and part-time, degree-seeking students retained from fall tenth day to fall tenth day.
Data Source: DACC Institutional Effectiveness



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.

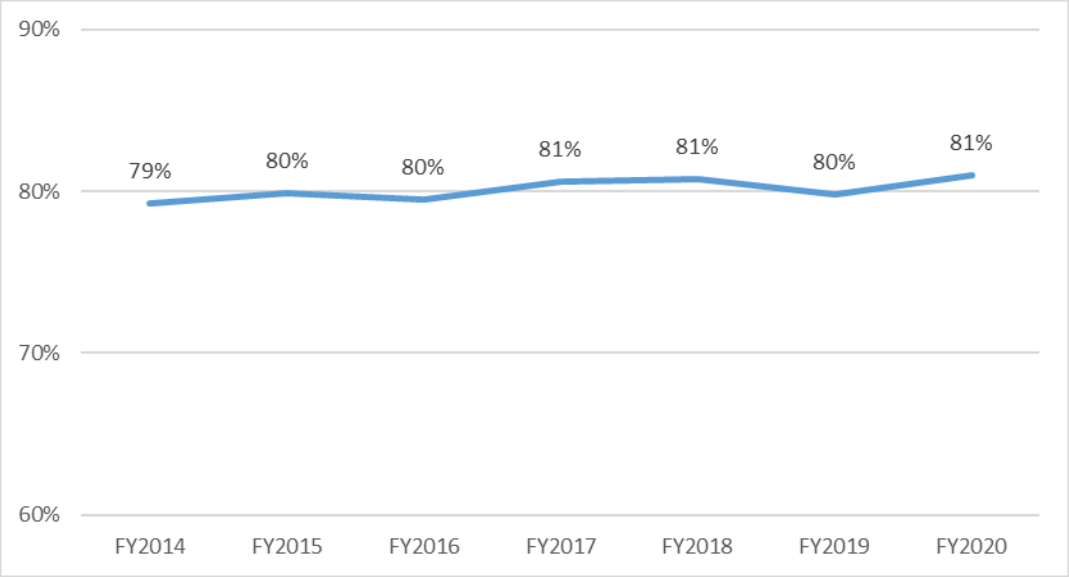
Student Progression: Developmental Course Success

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	FY2020
English	65%	77%	66%	73%	63%	68%	70%
Math	60%	63%	65%	69%	66%	71%	62%
Reading	49%	58%	58%	53%	67%	37%	51%
Total	60%	68%	64%	65%	66%	65%	62%

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	FY2020
BIOL 102	62%	42%	53%	42%	51%	67%	72%
BIOL 136	49%	52%	49%	56%	60%	49%	61%
CBUS 150	74%	69%	73%	68%	74%	68%	77%
CECN 102	70%	58%	57%	55%	65%	58%	48%
ENGL 121	69%	63%	72%	72%	68%	64%	49%
ENGL 101	77%	77%	78%	80%	77%	77%	70%
MATH 107		53%	62%	63%	57%	64%	55%
MATH 108	51%	54%	54%	59%	48%	54%	48%
PSYC 100	71%	71%	74%	67%	73%	73%	62%
combined	66%	63%	67%	66%	67%	67%	61%

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	FY 2019
DACC	743	669	686	616	683	650	687	564
Peer Ave.	713	736	732	779	839	698	634	639
Carl Sandburg	446	457	537	535	470	480	483	583
Highland	495	431	396	505	767	625	550	571
John Wood	591	548	473	537	503	506	466	465
Kaskaskia	1351	1627	1584	1711	1494	992	969	906
Kishwaukee	1002	869	929	783	734	981	807	768
Rend Lake	1304	1364	1252	1390	2218	1202	1095	1181
Sauk Valley	795	777	849	808	765	666	596	691
Shawnee	553	597	520	651	544	550	522	525
Southeastern	333	357	389	508	554	440	395	294
Spoon River	260	330	388	359	336	541	460	486

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	FY 2018	FY 2019
DACC	1.23	1.17	1.25	1.23	1.50	1.54	1.54	1.41
Peer Ave.	1.17	1.27	1.30	1.48	1.77	1.64	1.64	1.66
Carl Sandburg	0.99	1.12	1.32	1.41	1.26	1.30	1.30	1.65
Highland	0.97	0.89	0.85	1.20	2.05	1.70	1.70	1.79
John Wood	1.43	1.50	1.30	1.50	1.39	1.41	1.41	1.34
Kaskaskia	1.24	1.52	1.48	1.68	1.73	1.38	1.38	1.43
Kishwaukee	1.15	0.89	1.08	1.02	1.08	1.50	1.50	1.39
Rend Lake	1.47	1.63	1.56	1.81	3.80	2.13	2.13	2.29
Sauk Valley	1.56	1.60	1.82	1.77	2.02	1.84	1.84	2.14
Shawnee	1.24	1.49	1.30	1.72	1.57	1.74	1.74	1.97
Southeastern	0.83	0.96	1.05	1.48	1.66	1.48	1.48	1.07
Spoon River	0.77	1.08	1.28	1.20	1.14	1.88	1.88	1.90

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

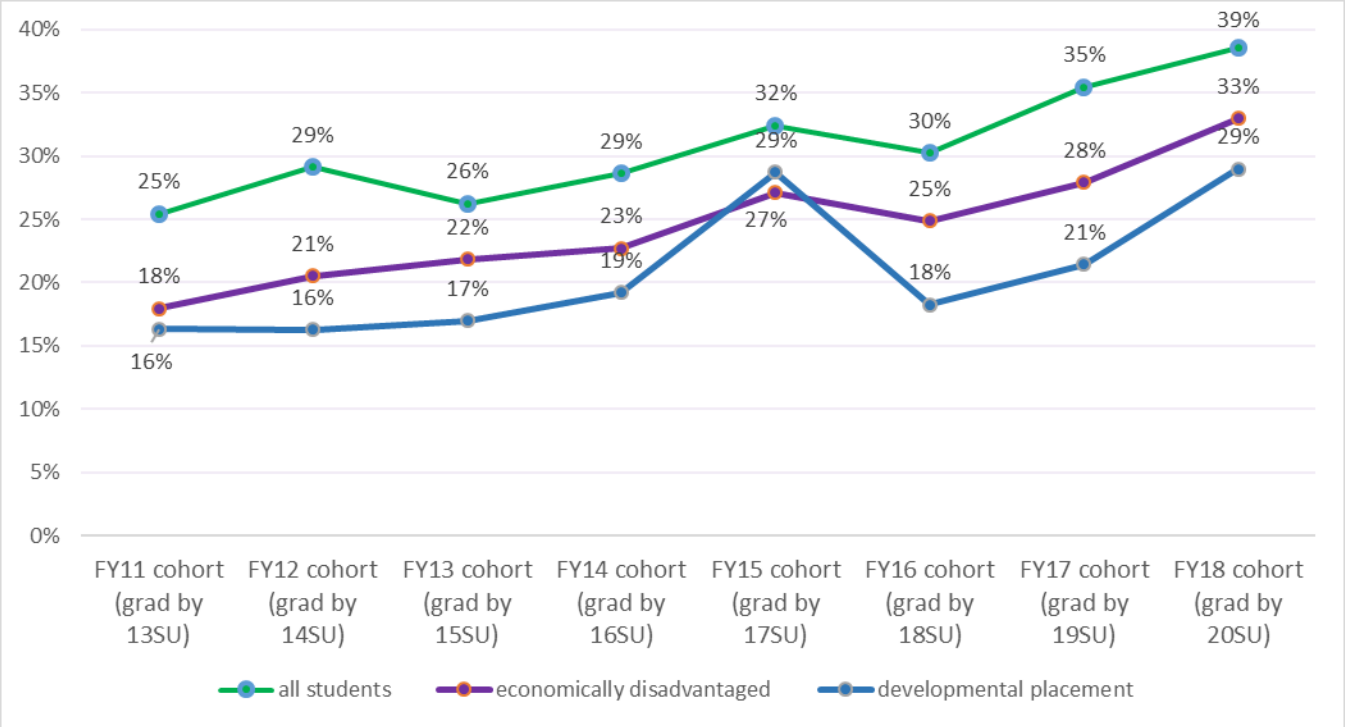
	Degrees (A.A.S.)						Certificates					
	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
DACC	164	130	155	135	148	109	344	321	323	304	314	252
Peer Ave.	130	134	128	124	121	116	370	418	486	333	302	281
Carl Sandburg	138	135	134	108	123	115	232	222	129	141	125	117
Highland	110	86	90	73	91	91	92	230	503	327	286	279
John Wood	99	93	107	96	96	92	203	227	182	208	157	156
Kaskaskia	284	308	280	255	255	223	977	1102	898	489	485	457
Kishwaukee	157	148	152	143	145	129	406	332	255	353	327	292
Rend Lake	204	251	226	257	213	234	694	732	1651	602	601	505
Sauk Valley	120	117	101	95	100	96	557	503	487	403	366	361
Shawnee	55	51	58	68	72	53	217	357	260	294	244	254
Southeastern	65	103	92	83	73	64	175	232	260	181	170	124
Spoon River	66	43	35	65	44	66	146	240	230	334	258	266

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	2016 Cohort
DACC	31%	29%	39%	35%	34%	34%	40%	43%
Peer Ave.	32%	31%	34%	37%	39%	38%	40%	39%
Carl Sandburg	25%	26%	23%	27%	34%	31%	35%	42%
Highland	28%	37%	28%	33%	32%	33%	42%	36%
John Wood	31%	31%	35%	36%	42%	39%	44%	39%
Kaskaskia	42%	46%	49%	37%	38%	30%	32%	35%
Kishwaukee	19%	18%	28%	28%	29%	29%	33%	35%
Rend Lake	47%	51%	52%	51%	51%	58%	61%	53%
Sauk Valley	31%	29%	35%	38%	43%	41%	44%	43%
Shawnee	30%	28%	26%	36%	24%	33%	36%	38%
Southeastern	32%	24%	27%	35%	41%	40%	36%	42%
Spoon River	34%	22%	37%	44%	51%	41%	41%	30%

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	2019	2020
DACC	83%	78%	91%	64%	75%	88%	83%	78%
ICCB Peer Ave.	82%	85%	88%	89%	88%	90%	85%	82%
Carl Sandburg	60%	83%	76%	75%	81%	78%	79%	80%
Highland	81%	65%	85%	97%	85%	97%	80%	66%
John Wood	90%	89%	90%	89%	84%	87%	72%	87%
Kaskaskia	88%	79%	81%	91%	96%	97%	95%	94%
Kishwaukee	93%	92%	96%	94%	92%	90%	98%	82%
Rend Lake	75%	85%	91%	80%	81%	80%	64%	75%
Sauk Valley	90%	83%	90%	94%	81%	82%	89%	74%
Shawnee	71%	89%	93%	86%	82%	97%	77%	81%
Southeastern	97%	100%	92%	100%	97%	100%	100%	100%
Spoon River	77%	88%	81%	83%	100%	93%	93%	84%
Lakeview CoN	77%	73%	73%	64%	71%	91%	88%	95%

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	2019	2020
DACC	94%	92%	93%	97%	97%	95%	93%	91%
Peer Ave.	97%	94%	96%	99%	95%	98%	97%	94%
Carl Sandburg	78%	69%	83%	100%	100%	100%	95%	86%
Highland	100%							
John Wood	100%	100%	100%	100%	94%	100%	92%	89%
Kaskaskia	92%	92%	93%	90%	88%	100%	100%	100%
Kishwaukee	100%							
Rend Lake	97%	96%	100%	100%	94%	85%	96%	94%
Sauk Valley	100%	100%	95%	100%	91%	95%	90%	92%
Shawnee	100%	97%	100%	100%	95%	100%	100%	95%
Southeastern	100%	98%	100%	100%	97%	100%	100%	97%
Spoon River	100%	100%	100%	100%	100%	100%	100%	100%

Measure: The percentage of Health Information Technology students who pass the Registered Health Information Technologist (RHIT) licensure exam on the first attempt
Source: DACC Director of Health Information Technology and the American Health Information Management Association (AHIMA)

	2014	2015	2016	2017	2018	2019	2020
DACC	67%	78%	83%	60%	80%	88%	100%
National	71%	69%	68%	70%	76%	76%	74%

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	2019
DACC Rad Tech	90%	100%	36%	67%	92%	90%	100%
National Rad Tech	90%	89%	88%	87%	89%	89%	89%

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

	2016	2017	2018	2019
DACC	83%	69%	88%	75%
National	81%	81%	79%	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	CY2018	CY2019
DACC	78%	82%	79%	90%	82%	75%
Illinois	83%	85%	83%	78%	90%	89%

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	FY 2020
Transfer program graduates	69%	73%	83%	80%	74%	85%
General Studies graduates	45%	57%	36%	47%	44%	46%
Applied Associates graduates	44%	31%	39%	25%	17%	29%
Certificate graduates, not Nursing Asst.	39%	39%	44%	42%	43%	28%
Nursing Asst. graduates	48%	77%	45%	62%	43%	44%

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	FY2020
A 4-year institution	80%	64%	71%	78%	60%	72%
Different 2-year college	6%	11%	10%	7%	10%	5%
DACC	4%	11%	10%	7%	14%	5%
No further college	8%	8%	10%	4%	14%	14%
Some further college, not currently	2%	6%	0%	4%	2%	2%

Current Student Loan Debt

	FY2015	FY2016	FY2017	FY2018	FY2019	FY2020
No debt	43%	43%	59%	47%	56%	56%
Under $5,000	18%	11%	15%	9%	18%	12%
$5,000 to $10,000	18%	19%	17%	27%	16%	21%
$10,000 to $20,000	16%	9%	7%	16%	6%	7%
Over $20,000	6%	17%	2%	2%	4%	2%

How well did your courses transfer?

	FY 2015	FY 2016	FY2017	FY2018	FY2019	FY2020
As expected	93%	91%	91%	84%	78%	67%

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

	FY 2015	FY 2016	FY2017	FY2018	FY2019	FY2020
Yes	22%	17%	32%	20%	30%	23%

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	2019 Fall	
90	87	85	88	87	88	Illinois Articulation Initiative (IAI) general education courses
146	153	160	164	127	40	Major Specific courses transferring to four-year universities
236	240	245	252	214	128	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.

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	2017-18	2018-19	2019-20
DACC	657	744	828	889	890	997	1016	971	801	832	835	1141

Community Resource: Small Business

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

	CY 2008	CY 2009	CY 2010	CY 2011	CY 2012	CY 2013	CY 2014	CY 2015	CY 2016	CY 2017	CY 2018	CY 2019	CY 2020
Training Units	4	7	13	24	14	21	20	18	20	20	22	22	9
Training Attendees	55	103	121	116	68	117	142	141	132	148	124	131	51
Clients	64	99	83	73	99	106	182	148	142	140	148	137	141
Client Hours	150	226	370	417	279	396	615	650	638	568	607	540	596
Hours per Client	2.3	2.3	4.5	5.7	2.8	3.7	3.4	4.4	4.5	4.1	4.1	3.9	4.2

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	2017-18	2018-19	2019-20
Programs	84	139	145	137	131	91	171	77	156	156	42
Participants	843	1356	1416	1316	1207	956	1787	985	2018	1835	524
Credit Hours	214.5	78.5	84	48	81	37	23.5	11	26.5	18	0

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	2019-20	2017	2017
White, Non-Hispanic	77.7%	77.3%	77.7%	75.7%	70.0%	77.9%	63.5%
Black, Non-Hispanic	14.6%	15.5%	14.1%	16.2%	14.0%	13.3%	12.1%
American Indian/Alaskan Native	0.3%	0.3%	0.3%	0.3%	0.3%	0.4%	0.5%
Asian	1.5%	1.3%	1.7%	1.1%	1.0%	0.9%	4.9%
Native Hawaiian/Pacific Islander	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%
Two or More Races	0.6%	0.8%	0.9%	0.9%	1.0%	2.4%	1.7%
Hispanic or Latino	5.2%	4.8%	5.3%	5.7%	6.0%	5.2%	17.4%

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
Community Resource		7: Client Assessment of Programs & Services 13: Participation Rate in Service Area 14: Response to Community Needs

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.