

# Danville Area Community College - IL

HLC ID 1082

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STANDARD PATHWAY: Mid-Cycle Review

Review Date: 3/4/2024

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## Context and Nature of Review

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### Review Date

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3/4/2024

### Review Type:

Mid-Cycle Review

### Scope of Review

- Mid-Cycle Review
- Federal Compliance (if applicable)
- On-site Visit

*There are no forms assigned.*

## Institutional Context

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Danville Area Community College (DACC) serves over 1900 FTE students per year. The institution's service area is loosely coextensive with Vermilion County, Illinois, although parts of five other counties are represented in DACC's footprint. The institution provides comprehensive education, ranging from transfer programs to four-year schools (primarily in Illinois and Indiana) to CTE programs targeted at immediate employment.

## Interactions with Constituencies

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Academic Advisor

Academic Advisor, Coordinator of Advisement System

Academic Advisor, Counselor

Academic Advisor, Retention Specialist

Assistant Director of Institutional Research

Assistant Vice President of Academic Affairs

Assistant Vice President of Operations

Assistant Vice President of Student Services

Board of Trustees Members (4)

Chief Information Officer

Coordinator of Benefits and Wellness

Coordinator of Recruitment and Student Engagement

Coordinator of Student Services and Communication Systems

Curriculum Committee Chair

Dean of Adult Education and Middle College

Dean of Business and Technology

Dean of Math, Sciences, and Health Professions

Dean of Nursing Education

Director of Admissions and Records, Registrar

Director of DEI, Director of Academic Advisement and Counseling, Transfer Articulation Coordinator

Director of Education Programs Department of Corrections

Director of Enrollment Services

Director of Financial Aid

Director of Institutional Research

Director of Online Learning

Director, American Job Center

Directors of TRIO Program

Executive Director of College Relations

Executive Director, DACC Foundation

Faculty (25 FT; 3 PT)

Financial Aid Manager

Interim Dean of Liberal Arts

Lead Instructor, Library

President

Program Director, Health Informatics

Program Director, Imaging

Recruitment and Student Engagement Specialist, Student Navigator

Staff

Students (10, different academic programs)

Vice President of Academic Affairs and Student Services

Vice President of Finance/CFO

Vice President of Human Resources and Labor Relations, Title IX Coordinator

Vice President of Operations, Board of Trustees Secretary

## **Additional Documents**

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Resources other than the institution's website and documents in the Addendum File, Evidence File, and Review File are:

<https://www.ibhe.org/>

<https://www.iccb.org/>

# 1 - Mission

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

## 1.A - Core Component 1.A

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The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference 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 and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

## Rating

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Met

## Rationale

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Danville Area Community College (DACC), a comprehensive community college located in East Central Illinois, continues to provide clear direction to meet the expectations of servicing youth and adults by assisting them with their academic journey and/or preparing them for the workforce. DACC operates under the stated 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."*

- The College mission was formally adopted by the Board of Trustees in February 1991. Two revisions were made between 1998 and 2008, and a review was conducted prior to DACC's 2019 HLC visit. Campus interviews revealed that during the spring 2023 in-service, a pilot S.W.O.T. (strengths, weaknesses, opportunities, and threats) exercise was conducted to determine whether or not the mission, as currently stated, still serves the purpose of the institution. Although no changes were made to the mission statement, it should be noted that the feedback from faculty and staff participants, indicated the SWOT exercise was engaging, collaborative, and has led to "small step changes being realized..." In an effort to maintain momentum and gain insights from all voices (i.e., faculty, staff, students, business/industry partners, advisory committee members, etc.), DACC might consider more frequent cycles and a more comprehensive SWOT analysis as part of mission review. This in turn may further assist

- the College with capturing new and different information while prioritizing the work (e.g., projects, activities, and initiatives, etc.) in support of the mission and future planning.
- In addition to updating the mission the College, using feedback from institutional stakeholders, revised its vision statement to read, *“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.”* Moreover, DACC embraces five core values which include integrity, excellence, communication, adaptability and diversity.
  - DACC’s Statement of Inclusion, Statement of Purpose, Equity Statement and General Education Outcomes are aligned with the mission and demonstrate that the College uses such documents to provide guidance in support of academic programs and student services, with a focus on future planning, economic development, and lifelong learning. Discussions with faculty, staff, students, and the Board of Trustees affirmed that the DACC mission is demonstrated across all aspects of the College (i.e., Academics, Student Services, Advisement and Counseling, Admissions, Records/Registration, Corporate and Community Education, Small Business Development Center, Student Services etc.) through its educational offerings, student activities, student support services and community outreach.
  - The College mission and related materials are all accessible via the College website. HLC Team review of various publications (e.g., 2023-24 College catalog, 2023-24 Strategic Plan Matrix, Student and Faculty Handbooks, Foundation Newsletters, General Education Outcomes, Annual Reports, Board of Trustee meeting packets, etc.) is evidence that DACC’s mission is articulated publicly and operationalized throughout the institution.

DACC's mission is clear to both internal and external audiences. Evidence supports the institution's claim that this mission is operationalized consistently across campus.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
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 external constituencies and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Rationale

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As a community college, it is essential that DACC maintain a strong connection with and provide consistent service to its service area.

- DACC's commitment to the public good is evidenced through its governance structure. The Board of Trustees is composed of 7 voting community representatives, elected by the region's voters, who serve six-year terms. A non-voting student member elected by the student body also serves on the Board for a one-year term. Information regarding the Board is easily accessible via the College website. HLC Team discussions with Board members confirmed that their authority is derived from the General Assembly of the State of Illinois and that day-to-day operational activities are delegated to the President, Senior Leadership team, Cabinet, faculty and staff.
- The budget process at DACC considers the educational and public service needs of its students, employees and community partners. Instructional and academic support account for greater than 50% of the budget; with 12% allocated to student services and 20% to institutional support. College leadership confirmed DACC's operational budget is primarily derived from local property taxes (36.1%), tuition revenue and fees (28.4%) and Illinois state appropriations (19.6%). HLC Team review of the modified budget process, the approved budget for FY24, and campus interviews confirmed that DACC's budgets are developed with input from faculty and staff, recommendations from the administrators and the leadership team and are reviewed and approved periodically by the Board.
- DACC's commitment to the public good is also evidenced through implementation of an Access, Equity and Diversity Committee (2002), a cross-functional team of faculty and staff, with the charge of working on initiatives to improve access, equity, and diversity College wide. The team's review of committee meeting minutes and schedule of activities, in conjunction with campus interviews, confirmed that this committee meets periodically throughout year to review and discuss items of relevance. Spearheading the effort is a newly appointed (1 ½ months) Chief Diversity Officer (CDO) who has a dual role serving as Director of Academic

Advisement & Counseling/Transfer Articulation. Discussions with the CDO, indicated that the dual responsibilities allow for cross-functional engagement with faculty/staff while prioritizing goals outlined in the Diversity Statement (e.g., working with HR to review for diverse applicants, vetting processes, etc.); access to the President/serving as a member of Cabinet to ensure communication related to intentionality; and connection with DACC students to “help the diverse student population see themselves in the mission...” The HLC Team recognizes that “moving the dial” in this space takes time. Therefore, DACC is encouraged to continue making strides on its aspirational diversity goals with an emphasis on professional development and training that encompasses the entire College community.

- The College, in collaboration with partner agencies (i.e., Department of Human Services, Department of Rehabilitation Services, Illinois Department of Employment Security, etc.) provide “wrap around” services which include skills instruction, occupational training, job preparation and placement. Review of the April 2023 American Job Center (AJC) dashboard provides evidence of how DACC tracks agency visits, student referrals as well as use of resources. Organizations such as Labor-Management Council, Illinois Small Business Development Center (SBDC), and Vermilion County Works support industrial retention, expansion and recruiting efforts, business counseling, career/employment service needs, and corporate training. Review of the College website in conjunction with examples provided by DACC administrators verified that local high school students can “jump-start” their college credentials while still in high school through DACC’s College Express for Dual Enrollment. at-risk students have the ability to finish their high school requirements while earning college credits through DACC’s Middle College program, and access to adult education courses and community education are provided through the Hoopston Higher Learning Center.
- DACC supports the community by actively engaging with its external collaborators. Initiatives such as the Early Childhood Access Consortium for Equity, Illinois Green Economy Network, Illinois Works Pre-Apprenticeship Program, Innovative Bridge and Transitions, Pipeline for the Advancement of the Healthcare Workforce, and the Vermilion County Community Health Collaborative Project demonstrate that the College responds to district needs based on institutional capacity and in accordance with the mission.

DACC's commitment to the public is clear in the transparency and fairness with which it operates in broad engagement of the College community.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 1.C - Core Component 1.C

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The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

### Rating

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Met

### Rationale

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DACC serves a reasonably diverse community with representation from different races, ethnicities, and SES strata.

- DACC provides opportunities for civic engagement and understands the need for ensuring that institutional stakeholders, through its mission, are connected to a diverse, multicultural, and global society.
- DACC encourages workplace learning as part of the students' educational experience. Review of the College catalog, samples of the career and technical program curriculum guides and campus interviews with faculty and administrators confirmed that the College incorporates some form of a workplace component (i.e., clinicals, internships, practicums, etc.) into its degree and/or certificate programs. Review of the clubs and organizations outlined on DACC's *College Extra-Curricular Activities* webpage in conjunction with campus interviews confirmed that curricular, co-curricular (i.e., Iconic, Athletic Study Tables, student podcast, mental-health conferences/panel discussions, Phi Theta Kappa, Jaguar All Stars, etc.), and extra-curricular activities (i.e., men/women basketball, baseball, softball, golf, cross-country, cheerleading) have a significant presence on campus and assist in preparing DACC students in becoming well-rounded, informed citizens and successful in the workplace.
- Review of Board adopted policies and procedures (i.e., Affirmative Action Policy, Anti-Harassment in Employment Policy, Student Conduct Code, etc.), the annual Diversity, Equity and Inclusion training, DEI related resources (accessible via the College website), Title IX Sexual Harassment training, and process for reporting incidents of bias or hate, demonstrate DACC's commitment to honor the dignity and worth of every individual on campus.
- DACC is a primarily white institution (PWI) whose student body make up is 35% non-white. Nevertheless, the College boasts of support for representation and protection of its students and employees, which is evidenced through integration of diversity, equity and inclusion statements. Further evidence of DACC's commitment to its core value of diversity and fostering a climate of respect among all College stakeholders includes the establishment of an

Access, Equity and Diversity Committee, appointment of a Chief Diversity Officer (CDO), and development of a Diversity Statement and Equity Plan in support of the College mission. As stated in Criterion 1.B, the College has an opportunity to continue making progress and is encouraged to take steps towards making improvements related to its stated diversity, equity, and inclusion goals.

DACC offers ample opportunities for its students, faculty, and staff to engage a diverse community in responsible and productive ways.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Rationale**

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Danville Area Community College (DACC) has a clear mission that includes supporting statements that help guide its operations. The mission is articulated publicly via the College website and through various policies, procedures, and publications. DACC's enrollment profile, academic programs, student support services, and workforce-related initiatives are consistent with the College mission and take into consideration priorities for budgeting and strategic planning. The relationship between DACC's mission, the public good, and the diverse communities it serves is demonstrated through a commitment by the faculty, staff, administrators, and leadership team, which are actively engaged in partnerships and collaborations in support of student learning and success.

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

### Rating

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Met

### Rationale

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Danville Area Community College is a member of the Illinois Community College System.

- The DACC Board of Trustees is responsible for selecting a president, approving the budget, strategic management of the college, and thus has the final approval of the mission, last approved by the Board in March 2022.
- Danville Area Community College, like all colleges within the Illinois system, operates through comprehensive rules generated by the Illinois Community College Board of Trustees (ICCB) and by a set of policies and procedures set by the DACC Board of Trustees. In addition all staff and faculty are governed by their respective work agreements that cover a spectrum of items: rights, responsibilities, academic freedom, compensation, promotional process, and benefits. To maintain compliance with ICCB rules and assure academic standards are met, each college must go through periodic onsite “recognition visits” by the ICCB. These visits are to assure that standards related to instruction, finance, facilities, and equipment are being met. The last Recognition visit was in 2022 and DACC met ICCB standards, although several concerns were raised with respect to faculty credentials in the final report.
- An academic organization must have documented policies and procedures to provide rigid guidelines that support ethical values, respect for due process, and academic freedom. These policies are driven top down from ICCB to the DACC Board of Trustees policy handbook and incorporated in activities of all DACC functional groups. The team examined many of the evidence documents submitted and finds them to be fair and in conformity to best practices.
- In regard to DACC's governing board, appropriate documentation covers board policies and procedures, qualification of members, conflicts of interest, the Board-president relationship, the Board's code of ethics, meeting transparency, economic interests, and academic freedom.
- In its meeting with the Board, the team was impressed with the commitment, enthusiasm, and optimism expressed by the trustees for the future of DACC in the competitive and challenging

- environment. The Board indicated that a key advantage of DACC is student-professor interactions in which professors serve as role models for support and career guidance.
- Each year an independent auditor audits and submits an extensive report, the Annual Comprehensive Financial Report (ACFR), to the audit committee, which in turn presents it to the DACC Board of Trustees. The report and budget were last posted on the College website on June 30, 2023. The submitted document in the argument states “that the college is in excellent financial condition and has the physical resources sufficient to support current operations as well as future operations”.
  - The College’s academic affairs are under the direction of the provost/vice president of academic affairs and student services. Under the umbrella of the provost are 6 deans and program directors who serve the disciplines. These include the dean of Business and Technology, the dean of Adult Education and Middle College, the dean of Math, Sciences and Health Professions, the dean of Nursing Education, the program director of Imaging, and the program director of Health Informatics. This group is responsible for academic matters as well as faculty concerns such as overloads. Within each discipline, the faculty members lead the academic processes. New classes, changes to existing classes as well as program development and implementation are under the control of the Curriculum Committee. This is an excellent example of shared governance as the Committee is composed of 20 members representing all academic divisions, Counseling and Advising, Financial Aid, the Registrar, and Institutional Research. Another example of shared governance is the way in which the campus community approached the task of updating the student Code of Conduct to include AI use as a form of cheating. A team was made up of diverse members was formed to address this evolving technology challenge.
  - Ethical concerns germane to Human Resources are addressed in the institution's documentation as well. According to the HR director, the department must serve three entities in following policies: the Higher Learning Commission, the Illinois Community College Board, and DACC as a whole. This director stated that the department is governed by policies, and they are followed to maintain compliance with the various stakeholder groups served by this department.
  - One of the most important functions of HR is identification and recruitment of talent. The DACC Hiring Process and Steps, is commendable in assuring openness in seeking out talent and fairness in the interview process. The coordinator of employment and professional development provided the team with the process for hiring new faculty. The process begins with an application. New candidates are evaluated based on education and credentials. The HR Department provides search committee guidelines for the interviews. Once the candidates are selected by the program, the names and professional information are referred to the Board of Trustees for their approval. When asked, all stated there has never been an instance where a proposed candidate has been rejected by the Board--this process allows the Board members to know who will be joining the staff of the institution.
  - During a meeting with Human Resources, the team formed the impression that the school is working hard to meet DEI faculty objectives. DACC, moreover, does not have difficulties in finding replacements to balance a low turnover rate and has relatively few personnel issues that required attention.
  - DCAA has an impressive and comprehensive Student Handbook, Catalog and website that fully incorporates what students need to know about acceptable behavior in college, their rights and responsibilities as students, the expected code of conduct in and out of the classroom, and an appreciation for an equitable, inclusive learning environment. In the document referenced the team noted clear statements of Inclusion, Core Values (incorporating Equity and Diversity) and Non-Discrimination.

- The team found the student group to be articulate, forthcoming, enthusiastic, optimistic and very positive about their choice of attending DACC.

DACC operates in a spirit of fairness, according to clearly articulated ethical norms, in pursuit of its Board-adopted mission.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.B - Core Component 2.B

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The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

### Rating

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Met

### Rationale

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DACC serves a relatively wide public and must ensure that its messaging resonates with and is understandable by a broad spectrum of students and stakeholders.

- The principal avenues through which DACC communicates to students and the public is by the website, the Course Catalog, the Student Handbook, and the Annual Report. The website is the most current and readily available communication vehicle for the College. The website contains clear presentations of mission and core values, academic offering, course requirements, accreditation relationships, student services, College performance data, student rights and responsibilities, and a listing of engagements the College has with the business community. The team was impressed with the ease of access to specific items on the website and specifically the faculty and staff directory with detailed credentials. The director of online learning has direct responsibility for assuring accuracy in information posted. Despite its current utility, a coordinated effort is underway to improve the website's functionality.
- The team was also impressed with DACC's welcoming atmosphere, in which mission and value statements and educational objectives are proudly displayed in the halls, classrooms, library, and laboratories.
- DACC publishes a periodic newsletter to aid in communication with students and the community. A newsletter that the team saw included a headline "DACC' assurance argument: its locked in." This exemplifies the seriousness and commitment the College has made to meeting the HLC accreditation demands.
- Although DACC is not a research institution, it offers opportunities to the students which are research-based. One example provided by the All Star Jaguar student group is a class within the Automotive Technology program. Students are required to tear down engines on two different race cars. Once torn down, the students rebuild the engines and then are allowed to race the cars at area courses. According to the students, this experience was invaluable and something they did not feel would be an opportunity at other community colleges.
- Community engagement is a part of the institution, and this begins at the Board of Trustees level. Board members shared with the site visitors how they represent the institution at city-

wide planning sessions for economic development for the city of Danville. The Board is open to concerns and opportunities from the community. One such example was reinstating girl's volleyball, a program that had been discontinued years earlier in order to cut costs. According to Board members, there was renewed interest from the community, and once the costs were analyzed, efforts were underway to recruit student athletes as well as coaching staff. Board members are easily approachable and take great pride in making DACC the institution of choice for community members.

DACC shows laudable clarity and transparency in its communications. Students and the general public have ready access to truthful and pertinent information.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 2.C - Core Component 2.C

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The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

### Rating

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Met

### Rationale

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Illinois pioneered the community college system as the first junior college began in Joliet Illinois 1901 as a feeder for universities. Today the System has 39 college districts, consisting in 48 community colleges, under the supervision of the Illinois Community College Board (ICCB). The 11 ICCB Board members are appointed by the state governor.

- Each community-college district has significant autonomy. By law each district elects its own Board of Trustees, may levy property taxes, determine tuition, and receive state funding. While individual colleges are autonomous, the statewide system requires that each college offer programs leading towards academic degrees, occupational careers, adult and remedial education, and community service activities.
- The DACC Board of Trustees consists of 7 member and one non-voting student representative. Key functions of the DACC Board are:
  1. Defining the role and mission of the college;
  2. Evaluating institutional performance;
  3. Establishing tuition and tax rates;
  4. Hiring and evaluating the president's performance;
  5. Establishing an institutional budget;
  6. Approving contracts and expenditures;
  7. Providing overall leadership for the College; and
  8. Representing the College to the community and the State of Illinois
- Upon appointment, each Board member is committed to four hours of leadership training in a variety of areas that complement their responsibilities. In addition, members are encouraged to

join organizations such as the American Association of Community Colleges for ongoing training on developing national issues affecting higher education.

- The DACC Board is required to hold monthly open meetings, publish deliberations in a timely manner, and meet with the president on a regular basis. In addition the Board, the President, and Executive Council participate in an annual retreat that is open to the public.
- The Board, through its written policies, maintains ethical values with respect to conflicts of interest, limits on the authority of a given member, and avoidance of undue influence. Members must file a Statement of Economic Interests each year.
- The Board-president relationship is vital for the College to maintain its mission and objectives. Recognizing this sensitive and important relationship, a policy (1020) is incorporated in the Trustees Manual that specifically indicates specific norms for the Board and the president in their relationship with each other.
- Minutes from Board of Trustees meetings show careful and thoughtful deliberation in the dealings at hand. Minutes are shared with interested parties.
- In the meeting with the Board of Trustees, the team confirmed that members are involved in the community but depend on the president to maintain control over the institution in its day-to-day operations. One Trustee commented that he had no idea how the president managed to accomplish all he does over the course of time and others echoed that the College was in great hands with their president.

The Board is clearly committed to DACC's success. It exercises appropriate, well-informed care of the community entrusted to them.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Met

### Rationale

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Academic Freedom and Freedom of Expression at DACC are contextualized by the institution's public status and by its mission statement.

- Academic freedom, a vital component of higher education, is addressed in policies of the DACC Board of Trustees, and incorporated into the Faculty Bargaining contract in Section 6.0 “Within the scope of their duties and responsibilities, the Board, the Association, and the Bargaining Unit Members covered by this Agreement recognize their responsibility to protect and encourage the search for knowledge and its dissemination. Bargaining Unit Members have both the right and obligation to adequately investigate and to present to their students, based upon their professional judgment and available information related to the subject being taught. Bargaining Unit Members shall at all times try to be accurate, show reasonable respect for the opinion of others, identify their own personal persuasion on controversial issues, and make every effort, where appropriate, to indicate that they are not institutional spokespersons... Bargaining Unit Members will adhere to the master course syllabus (which includes student learning outcomes and topical outline), Illinois Articulation Initiative (IAI) standards, and Illinois Community College Board (ICCB) requirements, as approved by the Office of Academic Affairs.”
- In meetings with both the deans and faculty, the visiting team heard that all enjoy the academic freedom that comes from being experts in their teaching field. One of the deans stated that faculty understand their rights but also understand their responsibilities in delivering appropriate instruction to impressionable students. At times, discussions can move off topic, but faculty are responsible for moving content back into what is provided in the syllabus for learning outcomes.
- Students on campus are comfortable with the latitude given to them to express views in their work and in classroom discussions.

Faculty are provided ample space at DACC to speak freely within their own disciplines. Students, likewise, enjoy free expression without undue censure or penalty on campus.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

### Rating

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Met

### Rationale

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Although DACC is not a research-heavy institution, its faculty and students do investigate the subject matter of their discipline in creative ways.

- DACC personnel are currently working toward an MOU with a larger institution in their area to provide IRB review when needed. The College does not have its own IRB.
- The institution has been in the process of revising its policy concerning academic integrity, e.g., by accounting for the advent of AI. Great care should be taken to publish this policy widely to students and to enforce it evenly across campus. In interviews the team discerned that plagiarism and cheating policies are not always processed according to policy and that further work is needed on an institution-wide clearinghouse for cases of academic dishonesty so that repeat offenders (in different classes) can be corrected appropriately.
- The institution utilizes TurnItIn as a plagiarism checking system for academic courses. Personnel interviewed are well aware of the limitations of this software vis-à-vis AI.
- DACC recently began teaching courses aimed to decrease academic dishonesty through the use of AI technology. In addition, the Writing Center and Library personnel serve students in assignments prior to the due date to ensure the best outcomes on each assignment and to help students understand academic honesty and integrity. Conversations with the All Star Jaguars illustrated that students know where to find academic honesty policies and that they should go to faculty with questions. It is apparent that students feel supported here in their academic programs.

Although DACC is working toward more structure in this area, the College does work to ensure ethical behavior and integrity in its students' and professors' pursuit of truth.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **2.S - Criterion 2 - Summary**

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

### **Rationale**

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Danville Area Community College acts with integrity and responsibly in its functional groups and with respect to the students and community it serves. It presents itself and the product it provides to the community in a timely and credible manner through its attractive website and yearly presidential reports. Although the College works in a statewide system with significant layers of management, it has proved agile and responsive to the needs of the community and in responding to a challenging academic environment.

## 3 - Teaching and Learning: Quality, Resources and Support

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

### 3.A - Core Component 3.A

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The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its 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

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Met

### Rationale

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DACC is a two-year institution that offers education largely to a circumscribed geographic region, Vermilion County, in Illinois.

- DACC offers 34 associate degrees and 51 certificates. Approval of these by the Illinois Community College Board (ICCB) helps to ensure quality control, standardization, and transferability.
- A review of the Catalog confirms that associate degrees require over 60 credit-hours of coursework, while certificates and career studies certificates can typically be completed in a year or less of full-time work.
- DACC courses that are on the Illinois Articulation Initiative (IAI) list, which further ensures transferability to other HEIs, are reviewed every five years by a statewide panel. Articulation agreements are in place for non-IAI courses to ensure transferability.
- The institution ensures quality for career- and technical-education (CTE) courses in part by ensuring that each CTE program is informed by a local-advisory board consisting in industry professionals.
- The College's Curriculum Committee exercises control over the adoption of proposed courses and programs. Conversations around substantive curricular change begin with the institution's CAO or a division dean, then progress to the Curriculum Committee, then to the College Board, to be ratified by the Illinois Community College Board.
- DACC has an established set of General Education Outcomes (GEOs), approved by its Board of Trustees, that guide transfer programs. CTE programs likewise reflect these GEOs, along with field-specific outcomes, which are described uniquely for each program.

- At DACC, a clear through-line can be traced from course-level outcomes, through program-level outcomes, to institutional goals, to the College's mission.
- Consistency between courses offered across different modalities and in different locations is supported by boilerplate syllabi and course-outline templates. The institution has supported this effort by offering a stipend for the work of converting face-to-face to online courses with consistency in expectations between the two modalities.
- An interview with students supported the institution's claim that courses are consistent in rigor between campuses and delivery modalities. One student the team spoke to, in fact, had taken the same course twice, once in person and once as an online class, and confirmed that they were equivalent.
- Care is taken at DACC to staff online classes with FT faculty and to implement C-RAC regulations concerning regular and substantive interaction (RSI) in online classes. The Teaching and Learning Center reviews courses to ensure compliance with these requirements.

DACC exercises appropriate control over the rigor of its courses and programs. Credit totals are suited to programs, and articulated outcomes regulate course content and delivery across diverse teaching modalities.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 3.B - Core Component 3.B

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The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. 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. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

### Rating

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Met

### Rationale

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As a community college, the institution offers a wide variety of career-readiness and transfer-oriented programs. The acquisition of basic skills and concepts takes precedence over research-oriented and specialized academic training.

- Board Minutes show a consideration and approval of a new framework of gen-ed outcomes in February of 2023. Outcomes include critical thinking and problem-solving, technology, and cultural awareness and social skills. The gen-ed framework at DACC, which is clearly articulated in the Catalog, requires coursework in communications, humanities, math, science, and social science.
- Transfer associate degrees require between 37 and 41 gen-ed credits. The threshold is lower, but still appropriate, for applied associate and general studies programs (15 to 22 hours).
- Gen-ed coursework is available and encouraged in areas pertaining to human and cultural diversity, especially under the rubric of this framework's Human Relations requirement. Cultural events on campus reinforce this emphasis.
- Students are provided opportunities on campus (e.g., through an honor society, research opportunities, clubs, events, and a literary magazine) to cultivate creative interests and work.

Students at DACC are challenged, developed, and prepared to succeed in further education or in the workforce by well-designed programs and coursework that elicit their engagement and reflection.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. 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, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. 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.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

### Rating

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Met

### Rationale

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DACC is home to 220 employees, who provide infrastructure, direct education, and learning support for c. 1,900 FTE students.

- Staff, likewise, reported to the team ample professional development opportunities and could cite numerous examples of on-campus and off-campus programs offered to them, including conference participation, Achieving the Dream attendance, professional memberships, and tuition waivers and tuition reimbursement at other HEIs. A schedule of staff trainings further helps ensure that staff remain current in their area of responsibility on campus.
- DACC currently has 82 FT and 17 PT faculty members. This is a laudable ratio and atypical of community colleges.
- Tenured faculty are evaluated annually; non-tenured faculty and part-time faculty are evaluated twice annually for their first three years then annually thereafter. All evaluations of faculty are carried out by deans. A standardized Faculty Evaluation Rubric is used in these processes. Student evaluations and peer evaluations form an important part of this process.
- As a member of the ICCB, DACC is required to complete four annual inventories of employee diversity. It has met the requirements entailed by each inventory for the last five years.
- DACC maintains and utilizes a form entitled Faculty Qualification Review Documentation to

ensure that its instructors, both on-campus and dual enrollment, conform to HLC's revised expectations for faculty qualifications. A review of completed forms from a variety of disciplines and modes of delivery, including dual credit, confirms that the institution is applying policies concerning qualifications evenly.

- Sabbaticals are available to tenured faculty. Faculty are typically tenured after three years of FT service to the College. Part-time faculty may avail themselves of a Part Time Faculty Academy held three times per year.
- Faculty are allowed \$400/year for professional development. Faculty can apply for additional funding from the DACC Foundation through its Endowed Chair Awards program. The institution awards almost \$391K per year in these funds.
- A newly created Teaching and Learning Center (TLC) reinforces pedagogy/andragogy and best practices for faculty.
- Full-time faculty are required to provide ten student-engagement hours per week. Five must be in person, four may be virtual, and one may be in the campus fitness center. Three of these hours must be posted, while the rest may be variable.

DACC has faced the small-town challenge of recruiting talent admirably. Faculty, staff, and administrators are adequate in number, well trained, committed to professional development, and dedicated to students.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and resources for 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 offerings 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 and museum collections, as appropriate to the institution's offerings).

### Rating

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Met

### Rationale

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DACC delivers education primarily on a 75-acre campus in Danville, Illinois. Programming is also carried out at a local correctional facility and at the institution's Hoopeston campus, approximately 25 miles north of Danville.

- Student supports are largely provided out of the Student Services office, which include Admissions and Records, Career Services, the Testing Center, Disability Services, and Financial Aid. The College also has a TRIO program, a Vermillion County Works (job center) program, and a multi-purpose center for Veterans. Tutoring is available through DACC's Testing Center, Math and Sciences Solutions, a Writing Center, and a Business & Technology Tutoring Center. Students interviewed reported a high level of satisfaction with DACC's tutoring programs.
- Co-curricular opportunities for students are present on campus. Iconic, Athletic Study Tables, a local TV channel and podcast, mental-health conferences and panel discussions, Phi Theta Kappa, Jaguar All Stars (student ambassadors), and other groups support the student experience on campus.
- New students are welcomed to campus by a student-orientation program and an online-learning orientation, and a first-semester seminar course. Students interviewed were unanimous in describing the orientation and enrollment process as easy to navigate and seamless.
- The institution uses multiple measures (including, GPAs, Accuplacer, and Aleks PPL) to place students in appropriate coursework in reading, writing, and math courses. Students are permitted to direct place into other courses.
- The College offers a laptop- and hotspot-loaner program to its students.
- Online science labs are enabled by take-home lab kits. Students reported being engaged and challenged by the lab work that these kits provide.

- Students and staff report a high degree of satisfaction with IT support and responsiveness. The institution is in the process of adopting a different LMS, which will likely improve the online experience for students, but online instruction in general is already well supported by IT and relatively trouble free.
- Data collected from the College's participation in Achieving the Dream have impelled DACC to move to a mandatory advising model; all FT degree-seeking students are required to work with an academic advisor. Although some program-specific faculty advisor work with students, DACC's advising model centers around dedicated advisors, who receive one-on-one training at regular intervals from deans and program directors.
- DACC's main campus has ample physical space, including library facilities, classrooms, labs, and fitness facilities to support student learning. Up-to-date technologies in these learning spaces, such as MILO for law enforcement training and seven mannequins (three of which are high-fidelity) for the health sciences, optimize their use. Additional features of the physical plant and learning environment include well-provisioned labs and tutoring rooms, sonography, x-ray, and ecography machines, hoop houses for hydroponics and aquaponics, a 220-seat theater, a childcare facility that doubles as a lab environment for early-childhood education, a culinary lab, a barbering lab, an impressive sound and broadcasting studio, and art studios. An impressive basketball/volleyball stadium and an eSports venue offer students recreational opportunities.
- The College's learning site in Hoopston has HyFlex capabilities and is more than adequate for the classes offered there.

DACC has impressive resources, both physical and institutional, that provide students with ample support in their educational programs.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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

### **Rationale**

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DACC's curricula and learning delivery are suited to community college education. Students are appropriately pushed to excel in coursework that is conducive to further study or to immediate job placement. Instructors and staff are well trained and solicitous of students as they develop within the College's programs. The institution enjoys spacious and well-provisioned classrooms, labs, recreation and sports spaces, and infrastructure. DACC's physical plant and resources are entirely adequate to execution of the College's mission.

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
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 ensure 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 ensures 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 ensures that the credentials 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.

### Rating

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Met

### Rationale

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DACC is a two-year institution that offers educational programs in a wide variety of transfer-oriented and CTE disciplines.

- DACC conducts regular program reviews as prescribed by the Illinois Public Community College Act; guidelines are found in the Program Review Manual. Areas to be evaluated regularly include Career and Technical Education, Academic Disciplines, Cross-Disciplinary Instruction, and Student and Academic Support Services. According to the faculty, the provost and the Curriculum Council chair, program reviews are scheduled and follow a five-year cycle as prescribed by the Illinois Community College Board (ICCB). The cycle assignment is not random; rather the cycle begins with approval as a new program.
- The program review process ensures that stakeholders are involved in the process. Interviews



show that faculty and deans are responsible for the program review process, which includes program objectives, cost effectiveness, and quality. Faculty and deans serve as advisors for students enrolled in their programs; as a result, two sources of data go into the program review process--program data and the results received from the Institutional Research Department (IR). These combined data results are used in the data analysis and review of results section of the program review form. From those results, programs are asked to provide summary rationale and intended action steps for the interim time between reviews. Results of the program review process are shared with faculty within the discipline, as well as with the provost. The reports are submitted to the ICCB; feedback from ICCB is not provided to the institution unless further information is required, Stakeholder groups stated no updates had been asked of the institution, and website information shows that DACC is in compliance with all program review processes.

- Acceptance of credits for transfer is done on an individual basis and the evaluation is done through faculty and deans of a given discipline. One example given by the deans is transfer of the Anatomy and Physiology course from an area institution. The "discipline specialists" are given the responsibility of determining whether previous credits support the program of study. According to the faculty, this process is very liberal and allows the students to transfer of the majority, if not all, of their previous educational efforts. This process was echoed by the All Star Jaguar student group; one international student within the group stated his credits had all been accepted. One student from another institution also transferred in all of her credits without issue. The process for transfer of credit is found in both the College catalog and the Student Handbook. Students and faculty were able to articulate how the process works. According to the provost, basic courses from the general education core are accepted through the registrar; programmatic specific courses are evaluated by the faculty and deans within a discipline. The College currently does not evaluate or accept credit for prior learning. There are established processes for the acceptance of ACT and SAT scores.
- Faculty maintain control over curriculum development; which include prerequisites and student learning outcomes. According to the faculty, new classes are developed to support the degree or as an "interest-type" class. One example presented was entitled, "Physics for the Real World" developed by a Radiologic Technology instructor. The course is then discussed within the department, followed by the presentation to the Curriculum Committee for final approval. According to the Curriculum Committee Chair, all stakeholders are present for this meeting and include faculty from other disciplines, as well as student services representatives. The presenting faculty member fields questions from the group that may lead to revisions required or a positive finding for the presentation. Once the class is accepted through this body, the class is submitted for approval to the ICCB . Documentation shows that these processes have been evaluated during the ICCB Recognition Visit and DACC was found to be in compliance. Rigor is maintained by the faculty by yearly interaction with advisory representatives as well as competency on nationwide norming tests. Faculty have the autonomy to make changes to the curriculum as needed; substantial changes would need to go before the Curriculum Committee for updating.
- Faculty qualifications are appropriate for the courses being taught. DACC utilizes an excel spreadsheet to document faculty credentials which includes the faculty name, the courses taught, their highest degree, the discipline taught, the graduate hours in the discipline, as well as how the qualifications are documented. DACC requires that faculty hold 18 graduate hours in their teaching specialty; according to the deans, the same holds true for dual credit faculty with one caveat--if a dual credit teacher does not have the required 18 graduate hours, but has completed 9 graduate hours, the requirement can be waived as long as the high school teacher continues to make progress toward the 18 credit hour rule.

- Dual credit courses are developed and evaluated in the same manner as non-dual credit courses; the master syllabus provides course guidelines, and examples provided show the same level of rigor and faculty and student responsibility as other comparable courses. An independent review of dual credit courses was conducted by the ICCB; DACC was found to be in compliance.
- Faculty hiring processes are established and follow the same process regardless of the course offering type. All faculty meet the HLC credentialing guidelines, independent of the course modality being taught. According to the HR Director, potential faculty apply to the institution. If they are selected, interviews are conducted by individuals within the discipline. Once approved by this group, HR forwards the hiring information to the Board of Trustees for approval prior to hire. Once hired, faculty rights and responsibilities are presented in the contract, which is a part of the collective bargaining process.
- Specialized accreditation standards are met and each program is in good standing with those organizations. The institution holds three outside accreditations: the Accreditation Commission for Education in Nursing (ACEN), the Joint Review Committee on Education in Radiologic Technology (JRCERT), and the Commission on Accreditation of Health Informatics and Information Management Education (CAHIIM). The most recent site visit for ACEN was in September of 2018 which led to full accreditation with the next site visit in fall of 2026. The Radiology Technology program was last evaluated by JRCERT in April of 2023 and received 8 years of reaffirmation with an interim report. The Health Information Technology program was last evaluated in 2023 and was reaffirmed until 2029-2030.
- Success of graduates is evaluated through post-graduation surveys, transfer-out rates, and industry licenses or certifications. These results are evaluated annually, and those results are used to formulate plans to strengthen the curriculum as needed. Performance data is evaluated for those students participating in WIOA. According to the Deans, graduation data is maintained within each department and is included in the five-year program review process.

Danville Area Community College ensures the quality of its educational offerings through effective program review, effective transcripting processes, and faculty involvement and decision-making through all curriculum processes.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

### Rating

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Met

### Rationale

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DACC has been involved in HLC's Assessment Academy to improve its work in this area.

- Assessment efforts are led at the institution by the "Assessment Champions"--a 7-member interdisciplinary team. At the previous site visit, it was determined that assessment on campus was lacking concrete measures of benchmarks and performance. After receipt of that finding, the institution made the decision to put together a group who could lead assessment efforts on campus; and the Assessment Champions were chosen to lead the efforts. Efforts to drive assessment forward resulted in DACC joining the HLC Assessment Academy. All members of the Champions team are a part of the Academy.
- Through the work of the Academy, the institution identified four categories to be assessed at the course, program, and co-curricular levels of instruction: critical thinking, cultural awareness, communication, and technology. Only one category is assessed in each academic year, and it is based on student learning outcomes (SLOs). The faculty were asked how they assess student learning outcomes that are not related to the four categories, and their statement was "The Champions help in the process, and the student learning outcomes usually fall within the four categories."
- It should be noted that assessment efforts center around student competencies within the categories; assessments and interventions are aimed at increasing student competency. As an example, the 2021-2022 Social Science Assessment Plan assessed critical thinking. The Course Outcome Assessed category states, "Students will be able to" with a benchmark set at 75% of students into one of three major areas: understanding the issue or problem, use of evidence, and position or solution. Student competency results are compiled for each class in a given division, and results are analyzed and then disaggregated to share with the faculty groups involved. Results are presented in the Program Assessment Report (PAR) and the designated faculty group shares results and best practices. Results are also shared with the entire faculty group in the fall and spring assessment meetings.
- A second example of assessment at DACC is the Fall, 2021 and Spring, 2022 Critical

Thinking assessment conducted at the course level. Student competencies are evaluated based on the following categories: Needs Improvement, Developing, Competent, or Exceptional in three areas being assessed, which included: Understanding, Use of Evidence, and Position/Solution. In all, a total of 2,532 students were assessed. Data is collected by student. After the assessment, personal identifying information is redacted. Data analysis is conducted and, again, results are presented to the faculty groups as well as at the assessment meetings. Best practices are presented by the Assessment Champions during the same in-services. When asked about participation, the Champions and faculty group both stated the majority of faculty participate, and non-participation negatively affect annual faculty evaluations. According to the deans, the number who do not participate is very low and most are nearly retirement. It should also be noted that according to the union contract, faculty members do not have to attend or participate in any "outside" activities such as the assessment in-services.

- Co-curricular assessment involve student participation in TRIO, MASS, Writing Center, and Iconic Men's Group activities. In working with the Assessment Champions, it was decided that the same four categories of assessment could be used in these non-programmatic support services. An example included in the Assurance Argument was a Blackboard orientation session when it was determined the students were lacking skills needed to make them efficient in the technology realm. Students were assessed prior to the session and then after the intervention and all students improved in their competency level. Dates for submission of the Co-curricular assessments are established yearly and are submitted to the Assessment Champions for feedback, interventions are proposed and conducted, and student competency is again assessed. This system follows what the institution does as a whole for assessment.
- Changes to teaching methods occur within the division in the case of Program Assessments, and through the faculty group being assessed. "Closing the Feedback Loop" is done in the short term at the end of the semester due to the fact that the following academic year, a different competency is assessed. Assessment Champions stated this model is what has been developed through their efforts in the HLC Assessment Academy and they find substantial benefit to conducting the process as it has been developed. The statement was made, "In 2019, DACC had very little in the way of organized assessment. Our process has developed to the point now that assessment is across the campus, all faculty and deans are involved, and the students are all touched by both the assessments and the positive results that come from assessment. As far as we are concerned, that is what assessment should do."
- Assessment results are housed in the Sharepoint system and as a result, site visitors did not have access. Instead, the Assessment Champions selected two assessments from each discipline to submit through the Addendum File; these combined with the information included in the Assurance Argument provided a comprehensive view of assessment.

The institution engages in assessment of student learning through a comprehensive process for evaluation.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.C - Core Component 4.C

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The institution pursues educational improvement through goals and strategies that improve 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, 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

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Met

### Rationale

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DACC has used the Achieving the Dream (ATD) framework for much of its retention, completion, and persistence work.

- Through the institution's work with Achieving the Dream, the institution has developed the following definitions: 1) Retention: retention from fall-to-fall; 2) Persistence: the percentage of full-time students in a cohort who earned 24 or more credits and the percentage of part-time students in a cohort who earned a minimum of 12 credit hours in the first year; and 3) Completion: the percentage of students in a cohort who earned a credential within four years. The goal for each is a 1% increase per measure per year.
- Seventeen Key Performance Indicators (KPIs) with associated data address one of the areas being evaluated. Historical data are analyzed in relation to the overall student population or specific ethnic populations. Results are reported at the state level by submission to the ICCB or internally through the data encompassing different ethnic groups within courses or programs.
- In the evaluation of submitted data, the report entitled, "Key Performance Indicators" prepared for the Achieving the Dream initiative presents information according to the various indicators used to measure success. As presented in this report, KPI 1D: Fall to Fall Retention, Full and Part-Time New Students presented cohort success percentages by year from 2018 through 2022. For the full-time cohort group, there is a steady increase from 58% in 2018 to 69% in 2022. The part-time cohort group is less positive with a decrease from 2018 of 24% up to 2022 of 17%. KPI 2C; Persistence: full-time student earning 24 and part-time student earning 12 credits in their first year. Students will earn a "D" or better. Of the full-time student cohort

group, results from 2018-2019 were 57%. The rates of success stay fairly constant with the 2022-2023 cohort results realized at 51%. Of the part-time group, the success rates vary from 35% in 2018-2019 to 22% in 2022-2023. KPI 3C deals with degree and certificate completions. The data for this measure shows a steady decrease (with an outlier in FY 2020) in completions ranging from 687 in FY 2018 to 497 completions in FY 2022. Although the Assurance Argument states the institution has set a goal for an increase of 1% per year, the data do not show that goal to be realized.

- The institution uses analyzed data to make improvements in a variety of ways. The College looks at achievement gaps between various student groups. Operation Graduation tracks students' three-year completion rate and has implemented student services for support, such as TRIO, tutoring and counseling. DACC also implemented an Equity Plan based on its work with ATD. The development of this plan is in keeping with the requirements of the state of Illinois. The Developmental Education Reform Act (DERA) was meant to address inequities in student populations through developmental education reform, especially in the areas of English and math. The College accordingly instituted a co-requisite model that shows positive results.
- DACC compares favorably with similar IPEDS institutions. In addition, occupational degrees and certifications are monitored with programmatic changes made as warranted by the results. When asked about these measures, the faculty and deans groups stated they were aware of the measures, but only in relation to their respective departments. Most departments do their own academic advising, and as a result, student success data are monitored on a semester-by-semester basis. The team also heard in interviews that each department is asked to provide updates on student data to Institutional Research (IR) for the purpose of annual reporting required by outside agencies (i.e., ICCB, IPDES, etc.). Retention, persistence and completion data are also shared with state and federal agencies, in addition to internal and external constituency groups. Since this is the case and the College uses data (which may be analyzed by IR and/or others) for decision-making and as a means for making academic and student support program improvements, academics and student support areas should collaborate with IR as part of data governance as a means for ensuring agreed upon definitions for both institutional and academic data reporting.

Although improvement should be made with respect to data collection and use, Danville Area Community College has measures in place to evaluate the success of students through the evaluation of data on retention, persistence, and completion.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **4.S - Criterion 4 - Summary**

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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.

### **Rationale**

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Danville Area Community College has a 5-year program review cycle that is comprehensive and involves all stakeholders on campus; the process is governed by Illinois Community College Board (ICCB) policy. An established process is in place for transfer of academic credit; discipline-specific leadership contributes by individual student. Curriculum development begins at the faculty level and once accepted by the Deans, is presented to the Curriculum Committee for input. Once there is approval at that level, it moves on to the Provost and the Board of Trustees prior to submission to the ICCB. Faculty credentials are monitored through a rubric system which is initiated by the HR Department and then transfers to the Dean of the department. Dual credit faculty at area high schools are held to the same standard as full-time and part-time faculty. The institution holds outside accreditation with three bodies; all programs are in good standing. The Assessment Champions facilitate assessment efforts on campus which involved faculty training, data analysis and the development of action plans. Assessment results are shared with stakeholders twice a year at faculty in-service sessions at the beginning of the fall and spring semesters. Cocurricular assessment is conducted annually and follows the same competency assignment as the academic and programmatic assessments. The institution has established definitions for retention, persistence, and completion through the work done in conjunction with Achieving the Dream (ATD). Future work should focus on improvements with respect to data collection and use.

## 5 - Institutional Effectiveness, Resources and Planning

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### 5.A - Core Component 5.A

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Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

### Rating

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Met

### Rationale

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Danville Area Community College is governed by two primary boards, the Illinois Community College Board (ICCB) and a local board of trustees.

- The DACC Board of Trustees Policies Procedures Manual - 20 November 2023 states "the Board of Trustees of Danville Area Community College (DACC) derives its authority from, and is governed by, those articles and sections in an Act of the General Assembly of the State of Illinois." The organizational structure includes a third governing body: the Illinois Board of Higher Education (IBHE). IBHE makes budget recommendations and grants operating authority and program approval for public higher education agencies and organizations and private institutions. Per the IBHE web site, IBHE is responsible for planning and coordinating the state's system of higher education in five major areas: strategic planning; program approval and operating authority; higher education budget; data analysis and research; and grants administration. The Illinois Community College System is coordinated by the Illinois Community College Board comprised of citizens appointed by the Governor. The work of the ICCB rolls up to the IBHE in alignment with Illinois higher education strategic plan, A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth. The Plan was approved by the IBHE in June 2021 and endorsed by the Illinois Community College Board and the Illinois Student Assistance Commission in Fall 2021.
- In alignment with ICCB, locally elected boards of trustees set policies that guide their colleges



in achieving local and statewide goals. The Danville Area Community College Board of Trustees serves as the Board of Community College District No. #507, Counties of Vermilion, Edgar, Iroquois, Champaign, and Ford, in the State of Illinois. District #507 encompasses an estimated population of 83,000. The President of the College serves the Board as Chief Executive Officer. The DACC Board meets publicly each month to conduct official College business. The Board approves the budget and other financial items, requests for new programs of study, and changes to mission documents. It vests responsibility for the operation and management of the college in the President. The board, as the college, operates very transparently as evident by numerous publicly published agendas, minutes, and reports.

- The president engages internal constituencies—including the DACC BOT, administration, faculty, staff and students through planning, policies and procedures as evident by the number of active committees on campus. Committees, teams and forum structures serve as the centerpiece for shared governance at DACC. The President meets with the Governance Forum once a month throughout the academic year. The Forum is facilitated by an administrator and a faculty member. All College employees--administrators, faculty and staff--are invited to attend.
- The policy manual is available to internal and external constituents on the DACC website. The "DACC FLASH" provides a monthly update for the DACC Board of Trustees and DACC Foundation through the President's Office. This publication is made available to all college personnel.
- The President and representatives from the Executive Team meet monthly with representatives from the Faculty Association and with representatives from the Classified Staff Association. It was made evident to HLC Review Team members in the faculty and staff sessions that employees feel connected to planning and decisions made at the college.
- It is difficult to confirm from the evidence provided that leadership consistently uses data in decision making outside of financial planning. The SEM Team may regularly review enrollment data, but it is not clearly stated how an analysis of this data influences decision-making in helping achieve optimum recruitment, retention, and graduation rates. That said, the College is still recovering from challenges identified in 2019. The institution has come a long way in re-establishing trust and improving infrastructure in support of short and long-term stability. In that sense, data and feedback was used to prioritize time and effort into safety and technology initiatives.
- It is clear that DACC has a very collaborative environment where students informally let their voices be heard every day. More formally, students are represented by a non-voting Student Trustee, who serves a one-year term on the Board. The Student Trustee is elected in April by the student body. Despite not being a voting member of the Board, the current student member has influenced decision-making as evident by recent investments made in 24-7 online mental health therapists. As cited at a March 5, 2024 DACC Board Luncheon with the HLC Review Team, the student trustee served as the key voice for students on this issue and related decision.

DACC has clear policies for effective governance, which the institution follows in practice.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

### Rating

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Met

### Rationale

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As a comprehensive institution with two campuses and multiple learning sites, it is essential that DACC's resources and personnel have ample preparation to meet students' learning needs.

- DACC has a workforce of nearly 400--200 of which are full-time employees. DACC's staff in all areas are appropriately qualified as explained in discussions the Human Resources Director/Title IX Officer and HR team members. These qualifications and hiring processes are the same for full-time and part-time faculty, including faculty teaching online, at the Higher Learning Center in Hoopston and the Correctional Center in Danville, and dual credit classes at area high schools. DACC's employees are appropriately trained. New employees are held accountable for completing the Employee Orientation that includes several required trainings. Continuing employees are asked to review specific board policies annually. All employees are required to complete the FERPA for Higher Education, Compliance with the Gramm Leach Bliley Act, and Preventing Discrimination and Sexual Violence: Title IX, and the Clery Act for Illinois training. New in FY2024, all employees are required to complete Cybersecurity Awareness training.
- DACC follows established board procedures to hire qualified individuals for open positions and provides a host of on-boarding resources via the Human Resources Office. Once hired, employees are provided training and growth opportunities and required to undergo annual performance reviews as outlined in the BOT Policies and Procedures Manual.
- The College provides funding to support employees' professional development. Full-time faculty are allotted \$400 per year for professional development. These funds may be used to attend conferences, pay for memberships in professional organization, or purchase professional materials. Tenured faculty may apply for Endowed Chair Awards through the DACC Foundation. These funds can also be used for professional development.
- The College infrastructure is sufficient to support its operations wherever and however programs are delivered. On-campus students enjoy a visually pleasing, well-kept facility with

ample amenities. Recent investments in security provide a safe environment for learning reflected in the Clery Act: Request for Crime Statistics Annual Report, Sept 2022. Students benefit from cutting edge instructional equipment evident in machining and welding labs. In meetings with the Vice President of Finance/CFO and Assistant Vice President of Finance/CIO, sizable investments have been made in Hyflex technology classrooms. These campus leaders indicated that the IT infrastructure is stable, but work continues toward being a more proactive environment. Per an IT Maturity Assessment Executive Report dated May 17, 2023, "Now" efforts included establishing a new IT governance structure. The CIO formed an Information Technology Advisory Committee (ITAC) that reviews, evaluates and makes approval recommendations regarding information technology proposals, priorities, policies and technology investments that now exceed \$1.3 million annually. DACC uses Blackboard to administer online courses. In Fall 2023 the College conducted a faculty-driven Learning Management System review resulting in the adoption of a new system in FY2025: Canvas. This change in systems is in line with feedback from the January 2024 Higher Learning Commission Student Survey Results. There were no concerns about online classes shared by students at the forum held by review team members.

- HLC\_addendums\_24-0409 through 24-0411 illustrate that the organization's leadership and governing board ensure that financial and human resources needed to achieve the mission and goals of Danville Area Community College are available. There are numerous examples provided in the evidence that the College is committed to providing access to quality learning experiences that meet the lifelong academic, cultural and economic needs of diverse communities.
- DACC has a well-established budget planning timeline and process. A January Board Retreat sets the tone for the annual budget. In March and April budget managers and supervisors receive instructions for preparing budget change and/or request forms. The process allows budget managers and supervisors to request capital projects as well. Capital requests must make reference to planning pillars and are compiled for review by the President, Vice Presidents and Cabinet. A capital equipment list is then submitted to the Board in May or June for approval. Approved budgets are made available on the College web site. The College Foundation is a key partner in supporting campus innovations and in offsetting rising costs for students.
- The Vice President of Finance and Chief Financial Officer (CFO) oversees the College's fiscal resources and annual budget process. DACC's revenue comes from three primary sources: local property taxes, student tuition and fees, and state government. Despite lower enrollment during the pandemic, DACC's operating revenues for FY2024 increased from \$18,377,858 to \$19,732,000. This is a testament to the strong fiscal management provided by the Vice President of Finance/CFO and the leadership team team of the College. Despite the revenue decrease from tuition and fees, the strategic use of Higher Education Emergency Relief Funds helped maintain strong financials in the years impacted by the pandemic.
- The College has a history of strong financial management as evident by receiving the Government Finance Officers Association's (GFOA) Certificate of Achievement for Excellence in Financial Reporting for its Annual Comprehensive Financial Report (ACFR) the past 10 years. This report is created each year by an independent auditor and includes College and Foundation financials. The auditor presents the findings to the audit committee, which then presents findings to the Board. The ACFR, including the independent auditor opinions, are published on the DACC website.

The evidence provided reflects that the College is in excellent financial condition and has the fiscal planning infrastructure, leadership and resources sufficient to support current educational offerings

and its plans for maintaining and strengthening their quality in the future.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
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, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

### Rating

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Met With Concerns

### Rationale

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DACC continues to work through issues around systematic, data-driven improvement.

- DACC's Operating Budget Requests for Review - FY2024 serves as evidence the institution allocates its resources in alignment with its mission and priorities. Remote sites are accounted for in the budget request process. Requesters, when applicable, are required to link their requests to the BOT approved 2023-24 Strategic Planning Matrix. The annual priorities of the matrix are Student Learning, Student Success, Institutional Excellence, and Organizational Advancement. Once compiled, a spreadsheet of requests is reviewed by senior leadership. New one-time and recurring requests for FY2024 totaled \$521,949. The college has a multiyear budget planning spreadsheet that reflects its primary funding sources, (local, state and tuition) and anticipated expenses. The spreadsheet illustrates the need for improved tuition revenues beginning in FY2025.
- It is unclear how the assessment of student learning data is systematically utilized for evaluation of operations, planning, and budgeting. This is an opportunity for improvement as the College continues to grow its planning, budgeting, and assessment processes and linkages (campus-wide to program outcomes). The budget process discusses and prioritizes requests, but strategically they are not clearly linked by data from assessment or other evaluation processes.
- No examples were provided to illustrate how non-academic department reviews are used for continuous improvement. Additionally, there is no evidence supporting improvements made resulting from student or employee surveys.
- A SWOT (strengths, weaknesses, opportunities, threats) exercise in preparation of the development of a Strategic Enrollment Plan serves as best evidence that the institution is

inclusive in its planning efforts, considering the perspectives of internal and external constituent groups. Given the budget outlook, a well-developed and executed SEM plan is critical to the financial future of the institution.

- In preparation for the 2019 HLC comprehensive review, DACC created a Strategic Planning Matrix. Discussions with institutional stakeholders confirmed that in its current state the planning matrix serves as a working (short-term operational) document, which lacks stated long-term goals and desired outcomes supported by tangible measures throughout planning efforts. Although the matrix provides a strong foundation for future planning, the HLC Team discerned that the cyclical process of annual matrix development had failed to deliver on the integration of the annual strategic plan with long-range master plans, annual departmental goals, tangible outcomes, assessment, and continuous improvement (i.e., closing the loop). Moreover, long-term planning is critical to prioritize for unexpected shifts as well as keeping up with the future trends in higher education (local, state, and federal levels).
- As in 2019, critical planning is still incomplete. The 2019 HLC team's recommendations included for DACC to create a data governance policy and procedure that provide structure by which college data is collected, managed, and shared with the greater campus community. The HLC Focused Visit Report dated 11/30/2021, affirmed that DACC created a framework for data governance. However, campus interviews revealed that efforts around data integrity, reporting, and sound practice appear "stalled" as the campus has placed emphasis and more directed focus on IT-related issues/projects. The HLC Team heard the word "disjointed" in discussions with campus personnel relating to data governance and strategic planning. It is worth noting that DACC has made strides in the stewardship of its data (i.e., more accuracy, pulling reports directly from the data warehouse, ability to duplicate data, streamlined processes, etc.) and the IR team takes seriously its role of being "good custodians of the data..." However, there are still concerns DACC must address (i.e., navigating the magnitude of data, establishing IR policies/procedures, proper use of data, common definitions for persistence/retention/completion, data reporting timelines, access to data, etc.). With this in mind, prior to the next review, DACC should revisit its data governance structure and framework as a primary area of focus for ensuring sound data-driven decisions that impact enrollment, budgeting, master planning, and overall institutional effectiveness.
- HLC\_Evidence\_File 108220190328 states "that The Strategic Matrix and associated planning documents need to 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." The College has solid annual budgeting and facilities plans and does a good job of providing annual reports sharing its annual success, but as reviewers cited in 2019, the process is still limited to a one-year course of action to guide the institution forward. This limitation makes it more difficult to reach the vision of the institution: to be a nationally recognized leader in student success and an active partner in building and maintaining academic excellence. Without a longer-range (3-5 year) plan based on SMART (strategic, measurable, attainable, realistic, and timely) goals, the College will be challenged to demonstrate overall effectiveness toward its stated vision as well as contribute to IBHC's strategy for the state's higher education system - A Thriving Illinois: Higher Education Paths to Equity, Sustainability, and Growth.
- DACC has an opportunity to rethink its strategic planning framework in alignment with its next on-site review in 2029. This window allows time for the College to anticipate evolving external factors, such as technology advancements, demographic shifts, globalization, long-term needs of the community. A formal process for integrated annual planning with yearly results/outcomes can easily be adapted into long-range SEM, Academic, IT "Next" and "Future", comprehensive assessment, IR, master plans.

The College has done a good job of working to systematically improve its operations and student outcomes. Examples of this are the new leadership structure within Academic and Student Affairs and a better than average graduation rate. As it relates to the work of systematic and integrated planning and improvement, however, the College is at a crossroads. Since 2019, the College has addressed some major issues--during a 100-year pandemic. Despite the challenges, advancements in assessment, policy and infrastructure position the college to go from good to great by its next HLC review. Re-energized work on data governance and continued work in stabilizing IT systems will allow for more successful planning and planning outcomes. Most importantly, the energy reviewers felt from the campus community and the combined experience of the leadership team will contribute greatly towards achieving the college's desired future.

### **Interim Monitoring (if applicable)**

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DACC will provide an interim report derived from the March 2024 Team Report. The report should include the following:

1. A timetable and description of the process for the development of a strategic plan. This plan should reflect integration with a strategic enrollment management plan (SEM), the assessment of student academic achievement measures and co-curricular activities, and other applicable institutional planning efforts including facilities, information technology, master academic program planning, and multiyear budgeting;
2. Information as to how these plans are linked to better contribute to achieving the mission and vision of the College;
3. Narrative relating to the formal process for compiling key data used in measuring yearly results and a description of the role of Institutional Research and Effectiveness in establishing measures and benchmarks; and
4. An account of how internal and external stakeholders contribute to planning efforts.

## **5.S - Criterion 5 - Summary**

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The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

### **Rationale**

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DACC has adequate resources and well-aligned governance structures. Personnel on campus are knowledgeable and deliberate in the roles that they perform on campus. A greater integration of efforts on campus, however, derived chiefly through a concerted planning process, would augment efficacy in achieving financial goals, in planning for the future, and in delivering learning to students.



## Review Dashboard

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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.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
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	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
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Institutional Effectiveness, Resources and Planning	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met With Concerns
5.S	Criterion 5 - Summary	

## Review Summary

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### Interim Report(s) Required

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#### Due Date

3/13/2026

#### Report Focus

DACC will provide an interim report derived from the March 2024 Team Report. The report should include the following:

1. A timetable and description of the process for the development of a strategic plan. This plan should reflect integration with a strategic enrollment management plan (SEM), the assessment of student academic achievement measures and co-curricular activities, and other applicable institutional planning efforts including facilities, information technology, master academic program planning, and multiyear budgeting;
  2. Information as to how these plans are linked to better contribute to achieving the mission and vision of the College;
  3. Narrative relating to the formal process for compiling key data used in measuring yearly results and a description of the role of Institutional Research and Effectiveness in establishing measures and benchmarks; and
  4. An account of how internal and external stakeholders contribute to planning efforts.
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### Conclusion

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Danville Area Community College serves almost 2,000 FTE students in five counties in Illinois. Programs, which range from transfer-oriented offerings to short-term CTE tracks, are deployed on two campuses, in local high schools, and in a correctional facility. The College offers solid educational opportunities, bolstered by solid wrap-around services, to its students in fulfillment of a clearly understood mission. Improvement in data management and planning will augment the institution's efforts in its delivery of education and impact on the community.

### Overall Recommendations

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#### Criteria For Accreditation

Met With Concerns

#### Sanctions Recommendation

No Sanction

#### Pathways Recommendation

Not Applicable to This Review

# INTERNAL



## Institutional Status and Requirements (ISR) Worksheet

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### Review Details

**Institution:** Danville Area Community College, Illinois

**Type of Review:** Standard Pathway - Mid-Cycle Review

**Description:** Year 4 Comprehensive Evaluation

**Review Dates:** 03/04/2024 - 03/05/2024

No Change in Institutional Status and Requirements

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### Accreditation Status

**Status:** Accredited

No Change

Recommended Change:

**Degrees Awarded:** Associates

No Change

Recommended Change:

### Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2019 - 2020

Year of Next Reaffirmation of Accreditation: 2029 - 2030

No Change

Recommended Change:

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### Accreditation Stipulations

#### General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

- No Change
- Recommended Change:

**Additional Locations:**

Prior HLC approval required.

- No Change
- Recommended Change:

**Distance and Correspondence Courses and Programs:**

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

- No Change
- Recommended Change:

**Competency-Based Education:**

- No Change
- Recommended Change:

**Pell-Eligible Prison Education Program:**

- No Change
- Recommended Change:

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**Accreditation Events**

**Pathway for Reaffirmation of Accreditation:** Standard Pathway

- No Change
- Recommended Change:

**Upcoming Reviews:**

Comprehensive Evaluation Visit - 2029 - 2030

Federal Compliance Review - 2029 - 2030

No Change

Recommended Change:

**Upcoming Branch Campus or Additional Location Reviews:**

No Upcoming Reviews

No Change

Recommended Change:

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**Monitoring**

**Upcoming Monitoring Reviews:**

No Upcoming Reviews

No Change

Recommended Change: **Interim Report due 3/13/26; A report on planning.**

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**Institutional Data**

**Academic Programs Offered:**

<b>Undergraduate Programs</b>		
Associate Degrees:	35	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Baccalaureate Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
<b>Graduate Programs</b>		
Master's Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
Specialist Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

Doctoral Degrees:	0	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:
<b>Certificate Programs</b>		
Certificates:	47	<input checked="" type="checkbox"/> No Change <input type="checkbox"/> Recommended Change:

**Contractual Arrangements:**

No Contractual Arrangements

- No Change
- Recommended Change:

**Off-Campus Activities**

**Branch Campuses:**

No Branch Campuses

- No Change
- Recommended Change:

**Additional Locations:**

Danville Correctional Center, 3820 E. Main Street, Danville, Illinois 61832 UNITED STATES

DACC Barbering Program, Danville Village Mall, 2917 North Vermillion Street, Suite 66 & 67, Danville, Illinois 61832 UNITED STATES

DACC, Higher Learning Center Hoopeston, 847 E. Orange Street, Hoopeston, Illinois 60942 UNITED STATES

- No Change
- Recommended Change: