Data Brief

40% Graduation Rate

The college has reached a 40% graduation rate. This is is a high achievement as less than a quarter of all public community colleges have a graduation rate this high. This mark is a long way from graduation rates of less than 20% DACC was reporting before the start of Achieving the Dream.

This growth was definitely a team effort spurred by a number of efforts including:

- Improved defining students' educational paths
- improved feedback of students' progress during each semester and throughout their time at DACC
- enhanced academic and student support services more closely aligned to student needs
- continued focus on aspects of teaching which enhance learning
- curriculum alignment with student outcomes
- changes to course placement policies and developmental education curriculum
- development of academic policies which promote student success

This list is not exhaustive as DACC has embraced the idea of student success and made it part of the college culture as can be seen in many areas.

As new initiatives are being formed it is often the short term marks that are the focus including course success, term to term retention, and gatekeeper course enrollment and completion. Once the short term markers see increase, it is often hoped that the long term markers such as graduation, transfer, and job placement rates increase of which the college has solid proof.

Continued Achievement Gap Concerns

As student success continues to rise, the performance gaps between Black and White students persist. In eight of the colleges Key Performance indicators these achievement gaps have not improved over the past five years.

KPI 1a. Developmental (DEV*) Course Success Rate

	FY14	FY15	FY16	FY17	FY18	FY19
Black	45%	59%	57%	55%	50%	55%
White	69%	77%	69%	69%	73%	74%
gap	24%	18%	12%	14%	23%	19%

KPI 1b. Gatekeeper Course Success Rate

	FY14	FY15	FY16	FY17	FY18	FY19
Black	52%	50%	53%	56%	53%	55%
White	68%	64%	69%	69%	70%	71%
gap	16%	14%	16%	13%	17%	16%

KPI 1c. Fall to Spring Retention

cohort:	13FA	14FA	15FA	16FA	17FA	18FA
Black	57%	51%	42%	60%	54%	48%
White	65%	73%	72%	75%	73%	73%
gap	8%	22%	30%	15%	19%	25%

KPI 1d. Fall to Fall Retention

cohort:	13FA	14FA	15FA	16FA	17FA
Black	36%	39%	29%	32%	34%
White	45%	49%	48%	56%	51%
gap	9%	10%	19%	24%	17%

KPI 1e. Credit Course Success Rate

	FY14	FY15	FY16	FY17	FY18	FY19
Black	70%	74%	71%	68%	70%	71%
White	81%	81%	81%	83%	83%	82%
gap	11%	7%	10%	15%	13%	11%

Danville Area Community College Data Brief

KPI 2c. Students Earning 24/12 (FT/PT)
Credits in Their First Year

Full-Time	FY14	FY15	FY16	FY17	FY18	FY19
Black	38%	66%	26%	38%	42%	29%
White	53%	58%	56%	64%	62%	62%
gap	15%	-8%	30%	26%	20%	33%

Part-Time	FY14	FY15	FY16	FY17	FY18	FY19
Black	16%	18%	8%	25%	26%	27%
White	31%	38%	33%	42%	34%	38%
gap	15%	20%	25%	17%	8%	11%

KPI 3f. Four Year Graduation Rates

cohort:	FY11	FY12	FY13	FY14	FY15
Black	19%	22%	16%	19%	26%
White	33%	40%	37%	39%	43%
gap	14%	18%	21%	20%	17%

As noted by Dr. Luzelma Canales, DACC's Achieving the Dream coach, and others in the Achieving the Dream organization, paying attention to the gaps is as important as looking at the overall picture when considering the big picture of student success.

DACC has embarked on different initiatives over the years to help decrease the gap, including some newer developments at the current time. The request is for ideas on what steps can be taken to lessen the gaps. If you have any ideas please share them with members of the Governance Umbrella Committee.

Student Satisfaction Survey Results are Here

According to the fall 2019 Student Satisfaction Inventory, from Ruffalo Noel Levitz (RNL):
- 85% of the students were satisfied with their DACC experience, 5% unsatisfied, and
- 86% of the students if they had the chance would enroll again, with only 5% saying they would not.

This is similar to what students across the nation said about their home colleges.

Of the twelve areas of focus the results were fairly similar to those from around the nation. Some exceptions were Academic Advising/Counseling and Registration Effectiveness which DACC students had higher satisfaction than others and Safety/Security and Academic Services where DACC students had lower satisfaction than others. The greatest concern was Safety/Security which RNL rated as a campus challenge.

Statements which students responded to unfavorably were:
- The quality of instruction I receive in most of my classes is excellent.
- Faculty are understanding of students' unique life circumstances.
- My academic advisor is concerned about my success as an individual.
- I was satisfied with the availability of information about my online course.
- The online instructor was available and helpful.

Statements which students responded to more favorably than others across the nation were:
- Faculty are usually available after class and during office hours.
- There is a good variety of courses provided on this campus.
- My academic advisor is approachable.
- Admissions staff are knowledgeable.
- Tutoring services are readily available.
- Classes are scheduled at times that are convenient for me.
- Student are made to feel welcome here.

Of course, student perception can differ from faculty/staff perception. Both may differ from reality. However, the students' perception is the most important indicator of their satisfaction, along with the college and the education that they are receiving.