

# Data Brief



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*Danville Area Community College*

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## **ACHIEVING THE DREAM (AtD) is shifting and continuing to set down roots at the college.**

This Data Brief is looking at why emphasis is being shifted from interventions to close achievement gaps between students of different race/ethnicity categories to those of different socio-economic statuses, as well as sharing the recently created DACC Key Performance Indicators used to benchmark college success.

### **Improvement In Student Course Success Rates**

Since the start of Danville Area Community College's work with Achieving the Dream student success has improved in many areas, including DACC's traditional gatekeeper courses. The eight gatekeeper courses included in the chart below are BIOL 102, CBUS 150, ENGL 121, ENGL 101, ENGL 102, MATH 105, MATH 115 and PSYC 100. The success rates of all four groups of students have generally been increasing over this period of time, but the gaps are worth noting. While the

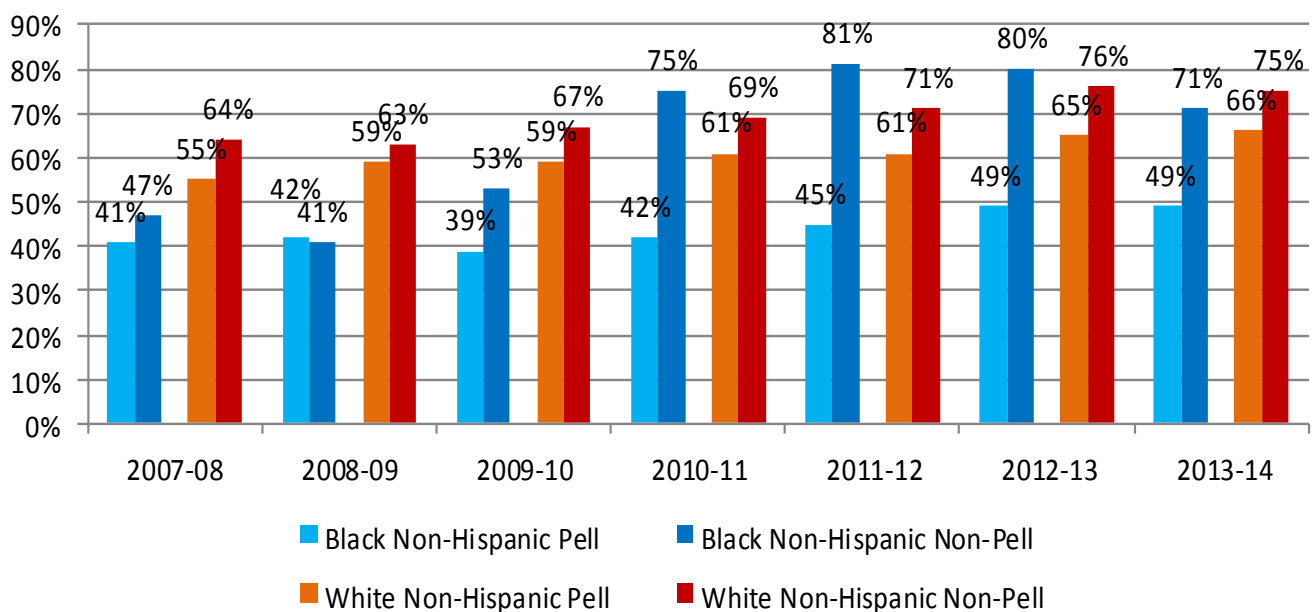
White students gap between students receiving and not receiving Pell, a standard measure of student need, has remained somewhat constant over this time frame, the gap between performance of the two groups amongst Black students has increased.

Looking at this data, it seems that although introduced changes have increased student success overall, the students most left behind are the students with the most need.

Due to this fact, and the fact that a large portion of the student population have substantial financial need, focus is being shifted to look more for initiatives that will assist our students in need.

One of these new initiatives is a special section of Success in College that is aimed at students in financial need. In this section, course content is being added aimed at getting students thinking and talking about methods to overcome obstacles that are present as a result of financial need.

## **Gatekeeper Course Success Rate Comparison for Black and White Pell and Non-Pell Receiving Students**





## **College Key Performance Indicators**

The college has recently developed eight Key Performance Indicators (KPI) to measure institutional performance. The indicators, developed over the last year, will be tracked by the AtD Data Team to evaluate progress and determine trends. The AtD Leadership Team will be made aware of successes and items which may need future emphasis. The KPIs, and means of measurement are listed below.

These indicators, and the measures underneath each indicator, are a mix of Achieving the Dream and Illinois community college performance indicators, which are directly related to student success.

The indicators include a mix of long term (transfer and completion) and short term (developmental advancement and course completion) data points which both need to be tracked to get a better idea of where it is students are succeeding and where they are not.

As work groups think about what improvements they are investigating, what initiatives they are introducing, and/or what recent activities they are engaged, it is hoped that the underlying purposes can be tied to one or more of the indicators and underlying measures. The KPIs will be featured in college planning and budgeting.

### **KPI #1 – Degree and Certificate Completion**

The number of community college degrees and certificates awarded

The number of community college degrees and certificates awarded as compared to enrollment and credit hours

The number of occupational and CTE degrees and certificates awarded

The percentage of first-time, full-time students who graduate within 150% of normal time to completion

### **KPI #2 – Degree and Certificate Completion of At-Risk Students**

The number of students who are economically disadvantaged who complete a community college degree or certificate

The number of students who are enrolled in pre-college developmental courses who completed a community college degree or certificate

### **KPI #3 – Persistence (Cohorts)**

The percentage of first-time, full- and part-time degree seeking students who persisted from first term to second term (e.g. Fall to Spring 10<sup>th</sup> day)

The percentage of first-time, full- and part-time degree seeking students who persisted from fall to fall 10<sup>th</sup> day

### **KPI #4 – Developmental Advancement**

The number and percentage of underprepared students who transition from remedial/developmental education to college-level coursework

The number and percentage of students who successfully complete developmental courses (DEVE-098, DEVE-099, DEVM-098, DEVM-099, DEVM-100, DEVR-098)

### **KPI #5 – Overall and Gatekeeper Course Completion**

The percentage of students who complete credit courses with a “C” or better

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

### **KPI #6 – Momentum Points**

The percentage of first-time, full-time students completing 24 credit hours in their first academic year

The percentage of first-time, part-time students completing 12 credit hours in their first academic year

The number of Adult Education participants who advance to college-level coursework

The percentage of Adult Education participants who achieve an Educational Functioning Level gain

### **KPI #7 – Transfer to a 4-Year Institution**

The number of students who transferred from DACC to a four-year campus within four years

The number of students who transfer from DACC and are successful at a four-year institution

### **KPI #8 – Transfer to a Community College**

The number of community college students who laterally transfer to a two-year institution within three years of entry

