**DACC’s Completion Data**

One of the more important indicators of a college's success is degree and certificate production. Realizing this, DACC has this long term outcome included as the first of its eight Key Performance Indicators.

Below is a chart showing the college's overall growth in student awards over the past six years. The growth is primarily from a steady increase in the number of degrees, while certificates awarded are decreasing.

Looking further into the data, during this period the degree increase was from both a 34% A.A.S. and 47% transfer/A.G.S degree increase.

In addition to the student awards, the graph shows a blue line which represents the Complete College America goals for DACC. As part of this nationwide initiative in which Illinois has a goal to have 60% of its citizenry with a college award by 2025, graduation outcomes have been set for each college. Currently DACC is slightly behind the goal award count, resulting from recent decreases in enrollment similar to many other state colleges.

As a result of efforts to increase student awards DACC has instituted program evaluation processes, called degree audit, where students can see what courses they still need to complete their degree. This also made it easier to see how close students who left the college with a substantial amount of credits were to receiving an award.

This past year 238 students who left DACC with 45 or more credits but no award had transcripts reviewed with the following results:
- 39 students were found eligible to graduate (15 AGS, 11 ASA, 1 AES, 3 AAS, 9 certs.)
- 140 “How Close Are You?” letters were sent
45 students owed money, resulting in no letter
14 students were already registered

Continuing to analyze students with substantial credits and either awarding degrees or encouraging students to complete their degrees should continue to keep the number of DACC graduates strong.

**What Are Graduates Saying?**

This past year all career/technical (CTE) and transfer graduates were surveyed on their DACC experience. Most students shared that they left the college with the preparation they wanted.

**What is your employment status? (CTE graduates)**
- 41% employed full-time
- 34% employed part-time
- 14% seeking employment
- 12% not seeking

**What is your current educational status? (transfer)**
- 80% attending a 4-year
- 10% attending a 2-year
- 10% not currently in education

94% of transfer respondents responded that their credits transferred as expected, with 100% stating that their DACC education provided them with knowledge and skills needed to be successful at their current institution (63% very helpful, 37% somewhat helpful). Additionally, the students reported low levels of student debt, shown below.

**DACC Transfer Graduate Student Loan Debt**

CTE graduates were asked to rate the skill courses they had taken while at DACC. Students responded being satisfied (very or mostly) most frequently with lectures, labs, group and individual projects and least frequently with job preparation and employment information made available to them.

Lastly, the students were asked about their satisfaction with DACC Student Services. Due to many students not using all the services, this set of questions had an additional option where students could note if they did not use the service. Once again, most of the services were rated with somewhat high levels of satisfaction.

The higher satisfaction percentages should not be a surprise as these are the students who navigated their way through the education process, but they should not be taken for granted as they describe student opinions and represent what is said to possible future students about DACC.