“Danville Area Community College’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill its mission, improve the quality of its education, and respond to future challenges and opportunities.”

Introduction

Danville Area Community College is located in an area experiencing a declining population and a tough economic climate. The College faces many challenges, but from its humble beginnings as an extension center of the University of Illinois that, according to Mary Miller in *A Chance for All* was supposed to close within two years, to its position today as a gem in Vermilion County, it has always been able to meet its challenges. There is always an unknown factor when preparing for the future. However, the College has a history of being able to respond quickly to the programming needs of the area while practicing fiscal responsibility. With a focus on local, regional, and national data and trend analysis, a solid resource base that supports its educational programs, ongoing attention to the effectiveness of the institution, and planning processes that support the mission of the College, DACC will move forward in providing for the educational needs of the diverse communities it serves.

Core Component 2a:

DACC realistically prepares for a future shaped by multiple societal and economic trends.

DACC effectively uses environmental scanning to identify the societal and economic trends that will impact it in the future.

Evidence:

2006 American Community Survey
2008 Report on Illinois Poverty
21st Century Workforce Study
University of Illinois Needs Assessment 2007
A Public Agenda for Illinois Higher Education
Professional Subscriptions, Memberships, and Conferences
The district DACC serves encompasses all of Vermilion County and small portions of Edgar, Ford, Iroquois, and Champaign counties. Vermilion County is 898 square miles, 82 percent of which is farmland. The total population in the county was 82,000, as per the 2006 American Community Survey. There were 33,000 households in the county, with the average household having 2.5 people and 49 percent being married-couple families. The population was evenly distributed by gender, with 42,000 (51 percent) female and 40,000 (49 percent) male and was aging, with 16 percent being 65 or older. Just under 25 percent of the population was under the age of 18. For people reporting race, 85 percent were white, 12 percent Black or African American, 3 percent Hispanic, 1 percent Asian, less than 0.5 percent American Indian or Alaska native, and less than 0.5 percent Native Hawaiian and other Pacific Islander, of those age 5 or older, 19 percent reported having a disability. Veteran status for the county, current or retired, was 7,598.

The area is characterized by low educational attainment. Of people 25 years and older, 83 percent had at least graduated from high school in 2006, while 17 percent were dropouts, were not enrolled in school, and had not graduated from high school. The total school enrollment in Vermilion County was 18,000 with a combined high school graduation rate of just 79.2 percent. College or graduate school enrollment was 2,700, and the percent who had a bachelor’s degree or higher was just 14 percent.

The area is also characterized by high unemployment rates. According to the Illinois Department of Employment Security, the June 2008 unemployment rate of 8.4 percent in Vermilion County was much higher than the Illinois unemployment rate of 6.8 percent and the national unemployment rate of 5.5 percent. The area, which has never recovered from the loss of major employers such as General Motors and General Electric, continues to lose jobs. The latest factory closing affected more than 300 workers when the doors of Heatcraft shut in spring 2009.

In addition, the area is characterized by high levels of poverty. The 2008 Report on Illinois Poverty showed that of the 102 counties in Illinois, Vermilion County had the eighth highest poverty rate at 18.3 percent. Thousands of Vermilion County residents were living in extreme poverty (8.4 percent), meaning they were living below 50 percent of the federal poverty level threshold. More than 40 percent of the residents were classified as low income, meaning they were living below 200 percent of the federal poverty threshold. At the same time, other Illinois residents had a poverty rate of only 12 percent with just 5.4 percent living in extreme poverty. Vermilion County also struggles with a declining housing market that has gained a large influx of public housing residents. As a result of the demolition of the public high rises in Chicago, more than 30 families had relocated to Danville by 2006 and many more have moved into the area since then.
None of the aforementioned data came as a surprise to DACC. Key College personnel participated in a community audit that examined the past, present, and future economic and workforce development in the county. This study, titled the 21st Century Workforce, was sponsored by the Workforce Investment Board (WIB). The President, Vice-President for Instruction and Student Services, and the Director of Adult Education all served on the steering committee for this study. Other DACC personnel then served on the committees formed to address each of the ten challenges identified by the study. These challenges were: low adult and workforce educational attainments; elevated high school dropout rates and low graduation rates; low performance of high school students as measured by standardized tests; excessive dependence on traditional manufacturing industries that are vulnerable to foreign or regional competition; a workforce with skills more appropriate to the “old economy” than the 21st century knowledge-based economy; sluggish population growth; a “brain drain” of young talent as well as older, experienced workers; a weak ability to attract newcomers to live and work in the county; an aging workforce; and little ethnic diversity. The findings of the community audit that most directly affected the College and what it must do were:

- Support the existing manufacturing base.
- Align the educational offerings, training and career preparation at DACC with Vermilion County’s major economic clusters.
- Reduce dropout rates and raise graduation rates in Vermilion County high schools.
- Improve the educational performance of Vermilion County K-12 students.

Other data have reinforced the findings from the community audit. In an assessment conducted in 2007, faculty from the College of Education at the University of Illinois determined there was a need to improve instruction and classroom environments for preschool programs in the district served by DACC. In March 2008 the National Center for Higher Education Management Systems published a draft of A Public Agenda for Illinois Higher Education: Planning for Career and College Success. This study indicated that Vermilion County had low educational attainment levels compared to the rest of the state and the nation. The occupations identified as having the largest gap between supply and demand included nursing, secondary and vocational education, computer engineering, special education, computer systems, and medical lab technology.

Although DACC is located in Central Illinois, in the heart of the Midwest, it is not isolated from the larger forces affecting the world. Many of Vermilion County’s largest employers are internationally owned. These include KIK, a Canadian company, Thyssen-Krupp, which is based in Germany and Brazil, Teepak, a Spanish-owned company, Alstom, a French-owned company, and Bunge, which is based in South
America. In the county, 69 percent of the manufacturers export their products abroad. Thus College personnel must be aware not only of the local trends affecting DACC, but also of global trends. DACC faculty and staff are exposed to the most current thinking on trends impacting higher education through memberships in professional associations, subscriptions to important publications, and participation in conferences and workshops. For example, the College maintains membership in the American Association of Community Colleges (AACC) and regularly provides copies of that organization’s journal to departments. The College subscribes to the Chronicle of Higher Education, which faculty and staff can access daily either in hard copy or online. All faculty and staff are provided a small travel allowance each year to enable them to participate in professional development activities to keep them abreast of issues and trends impacting their areas of responsibility.

Some of the major trends impacting higher education today and identified as critical to DACC are that students are being educated today for jobs that don’t exist yet, that technology will continue to grow and change rapidly, and that the public will continue to hold higher education more and more accountable for what students are learning. Two trends are of particular importance to DACC. One is that the population in the United States is becoming more diverse and the College must take a very active role in preparing students to live and work in a multi-cultural world. The other is that DACC must take a leadership role in creating a more sustainable world.

DACC has a history of responding to the information generated through environmental scanning and plans for responding to future needs.

Evidence:

- National Institute for Metalworking Skills (NIMS) Certification
- Project Lead the Way
- National Science Foundation Grant
- Associate Degrees and Certificates in Nursing and Allied Health
- College Express
- Career Exploration Lab
- ENRICH
- Vermilion Healthcare Foundation Grant
- DELL-D Grant
- Literacy Information Family Enrichment (LIFE) Project
- Associate of Arts in Teaching
- Veterans Employment Multipurpose Center (VEMC)
- JTP Grant Proposals
The College responded to the recommendation to increase support to the manufacturing base by being the first Manufacturing Engineering Technician program in Illinois to be certified by the National Institute for Metalworking Skills (NIMS). In addition, the College partnered with Vermilion Advantage, an organization dedicated to improving the local economy, to provide high school students the opportunity to participate in Project Lead the Way, a program to encourage high school students to enter the field of engineering. DACC also competed for and was awarded a $400,000 National Science Foundation grant to provide scholarship and support services for students attending DACC and pursuing an Associate or Bachelor degree in engineering, mathematics, or computer science. Despite the fact that there are excellent jobs in manufacturing available in the area, the best efforts of local businesses and the College to get students into the manufacturing-related programs have been unsuccessful at best. They continue to look for ways to market these programs and the local job opportunities to the community.

Another recommendation was to align education, training, and career preparation with Vermilion County’s major economic clusters, one of which is healthcare. In response the College expanded the nursing program, doubling staff numbers and almost doubling capacity. Ten years ago DACC had approximately 30 students in the Licensed Practical Nursing program. Today the College has a ladder program with a current capacity of 110 students; a student can complete Level I and sit for the Practical Nursing licensure exam and then continue in Level II to seamlessly earn an Associate Degree in Registered Nursing. When the local hospital announced its intention to discontinue its radiologic technology program, DACC determined there was still a need for the program in the area and agreed to take it over. This transfer was accomplished through careful planning and community support. DACC received a three year commitment from the hospital to assist with partial funding of the director’s salary and used money from the board’s equipment reserve to pay for the start-up costs of the program. The College utilized its own staff to remodel an existing space to accommodate a classroom, x-ray room, and darkroom. It applied for and received a grant through the Vermilion Health Care Foundation to help with equipment costs and structured a variable tuition rate specifically for the program to help make it more cost effective. In 2004, the College admitted its first class of radiologic technology students. The program now admits fifteen students per year. In January 2008 the Illinois Community College Board granted approval for a certificate program in diagnostic medical sonography with a capacity of twelve students, and ten students began the program fall 2008. For those individuals who are interested in working in the healthcare field but do not want to provide direct care to patients, a program in health information technology was added in 2003, as well as a certificate in medical coding.

When the Vermilion Vocational Educational Delivery System (VVEDS), the area vocational center for high school students, struggled financially, the College and
area school districts worked cooperatively to resolve this issue. Instead of closing the center and denying students access to career education at the high school level, DACC hired instructors, developed curriculum, and provided facilities and equipment to accommodate these students. Known throughout the district as College Express, this program provides the opportunity for students to earn both high school and college credit in several areas of study, including manufacturing, healthcare, computer networking, and early childhood education. It is funded through charges to each school district of a reduced tuition rate and course fees, and through DACC’s share of state apportionment for each student. Now in its fourth year, nearly 1000 students have completed courses through the College Express program. For more information on this program, please refer to Core Component 5c.

DACC is also helping to address workforce needs in the community with the Career Exploration Lab. Referred to simply as the Career Lab, this is a cooperative effort between DACC, Vermilion Advantage, and VVEDS. Established on the DACC campus in 2007, the purpose of the Career Lab is to promote careers in manufacturing, information technology and healthcare to eighth grade students in Vermilion County. The Career Lab replaced a smaller mobile career lab that had toured Vermilion County in a semi-trailer for three years. Due to space restrictions in the mobile unit, it took several days to move one school’s eighth grade class through the Career Lab. With the move to the permanent location at DACC, that same task can be accomplished in five hours and include a tour of DACC. The Career Lab is equipped with eight state-of-the-art workstations: robotics, four-stroke engines, electronics, landscape design, graphic arts, CNC milling, manufacturing, and health/nutrition. Each station allows students hands-on experience with equipment, techniques, and concepts used in an actual workplace. For example, the CNC milling station demonstrates CNC technology and allows each student to set up a machine, verify an NC program, and mill a wax block. These workstations were selected based on the current career needs of Vermilion County.

From February to May 2007, over 1300 eighth graders and youth groups from 15 different schools spent a day on campus participating in a four-part learning process. The students worked in the lab, participated in work ethics activities, experienced an internet career research process through Career Cruising and visited college classrooms. In fiscal year 2008, nearly 1200 students from thirteen public and five private schools spent a half-day on campus working in the Career Lab, learning that Character Counts, experiencing Career Cruising, and touring campus. Future uses of the Career Lab include offering the program to JTP clients so they can explore career interests prior to selecting a training program; to schools for teacher workshops to enhance math and science units; to tech prep coordinators for workshops; programs offering career youth camps; and to other in-state and out-of-state agencies seeking input to duplicate the program in their communities. It is too soon to tell whether the efforts to interest
students in careers in manufacturing, information technology, and healthcare have had any impact. The first group of eighth grade students that went through the Career Lab are just now sophomores in high school. By next year, however, the College should potentially be able to see if these early tours had any impact on students’ career choices. By that time these students will be eligible to enroll in College Express, and it will be interesting to see if any of them enroll in the programs the Career Lab promotes.

The College has taken particular interest in the challenge to raise graduation rates in Vermilion County high schools. A recent study showed that, over the course of a lifetime, dropouts can expect to earn $600,000 less than if they had graduated from high school, and that is assuming they can even find jobs. Because dropouts tend to stay in their home communities, this ends up costing those communities. In fiscal year 2008 alone there were 219 high school dropouts in Vermilion County, and 98 of these were juniors or seniors. The College is using multiple methods to address this issue. One example is the ENRICH program, which stands for Eliminating Negative Reinforcements – Inspiring Confidence and Hope. This program, which is funded in part by a grant from the Alcoa Foundation, provides community outreach to some of the most vulnerable members of the district and increases awareness of the impact education can have on quality of life. It has been designed to bring low-income-housing residents and other under-represented groups, including high school dropouts, to the campus and to educate them about the benefits of a college education. Between 2004 and 2007, ENRICH staff members presented at the Fair Oaks Health Fair, at New Resident Orientations at the Danville Housing Authority, and to the local Rotary and the Kiwanis organizations. They also presented to the East Central Illinois Community Action Association (ECICAA) Policy Council and Board and at the ECICAA Parenting Conference. Over 1300 individuals were present at these events. In addition to making presentations out in the community, the ENRICH program holds workshops on campus each semester to provide an overview of the College’s GED and associate and certificate programs, as well as available support services. To date there have been eleven of these workshops with over 1000 individuals participating. While it is too early to tell whether or not the activities provided to eighth grade students have had an impact on their career choices, it is not too early to evaluate whether or not the ENRICH activities have had an impact on the participants’ educational aspirations. Efforts are currently underway to see how to effectively monitor these individuals who might enter the College through multiple points.

In another venture, the College, in conjunction with the superintendents of schools, applied for and received a grant from the Vermilion Healthcare Foundation to address the high number and percentage of high school dropouts in the area. This is a county-wide approach to keeping students in high school and increasing graduation rates and improving the skill sets of the graduates. Schools will select junior and senior students with potential who are at risk of not graduating from high school to participate
in this program. The middle college, as it is currently being referred to, will be on the campus of DACC. Through dual-enrollment courses, all students will complete high school with the possibility of earning eighteen hours of college credit. In addition, students will have the opportunity to work fifteen hours per week in a high-wage, high-demand occupational area during the morning. Each student will graduate with his or her own respective high school class. Upon graduation, every student will be awarded a scholarship to continue his or her college education at DACC. The goal is to increase the number of students in the county who graduate from high school by 25 each year.

DACC has also taken steps to help improve the educational performance of Vermilion County K-12 students. One example is the DELL-D grant. DELL-D stands for Developing Early Language and Literacy in Danville. It is a 3-year, multi-million dollar project, funded by the U.S. Department of Education through its Early Reading First (ERF) program. This was one of 32 projects funded in fiscal year 2008, and the only one funded that year in Illinois. The overall purpose of ERF is to provide intensive support (professional development, materials, technical assistance) to a small number of early childhood classrooms, with a focus on helping young children learn emergent literacy skills that will later help them to become good readers and to do well in school. The primary focus is on children who are at risk for not being as successful as they could be because of family income or other factors that may interfere with their learning or development. The primary assumption of ERF is that working with teachers to achieve classrooms consistent with what is known from research about the best approaches to early literacy instruction is the best way to improve children’s chances of success in school. Early childhood faculty from the University of Illinois, assisted by DELL-D staff hired through the grant, are providing intensive support and training to teachers in sixteen early childhood classes in Danville, and also evaluating the effects of the program on teachers and children. All classes use the TROPHIES emergent literacy curriculum. The agencies involved include Danville Schools (District 118), Head Start, the Center for Children’s Services, and the DACC Child Development Center. It is certainly too early to determine whether or not participation in this program will help these young children be successful in school years from now. Assessments during the first year, however, suggest the program has had a positive impact on the students’ emergent literacy skills. The students in the two DACC classrooms that are participating in this program showed gains in all three areas tested. Their rhyming skills went up from 4.87 to 5.22, a gain of .76; alliteration skills went up from 2.57 to 3.35, a gain of .86; and picture naming skills went up from 18.48 to 20.57, a gain of 2.71.

In an effort to address low reading scores in District 118, DACC has collaborated on a grant that involves the Boys and Girls Club, the Danville Public Library, and the HALO foundation, as well as DACC’s Literacy Department. The proposal is to start a Family Literacy Program that specifically addresses reading scores in District 118. The DACC Readers’ Route is developing the Literacy Integration Family
Enrichment (LIFE) Project in cooperation with the Boys and Girls Club. The LIFE Project is a twelve-month family literacy program that will incorporate adult literacy, childhood literacy, parenting education, and intergenerational literacy. LIFE will serve approximately 25 families where the parent(s) has less than a high school diploma and children in first through fifth grade. The purpose of the LIFE Project is to promote literacy in Vermilion County so that families may improve self-sufficiency, participate successfully in the educational process, increase their employability skills, and enjoy a better quality of life.

The College is addressing another identified need by taking a more active role in teacher preparation. The Public Agenda Study indicated there would be a shortage of secondary and special education teachers in the state and in the region. At their meeting in October 2008, the advisory committee for the Early Childhood program indicated that, in the near future, teachers and directors in this field will be required to have a bachelor degree. To address this need, the deans of the Liberal Arts and Math and Science divisions are currently developing an Associate of Arts in Teaching degree in Early Childhood Education, in Secondary Math, and in Special Education. The College’s interest in teacher preparation is not new, however. On May 12, 1952, when the institution was only in its fourth year as a junior college, it was officially certified by the state to offer teacher training classes. Students who completed the required two-year program at the College and passed the state Teacher Qualifying Exam were qualified to teach in county schools.

Because of its close proximity to the Illiana Health Care System, referred to locally as the VA, it was imperative that the College look at ways to serve the veterans returning from the recent wars in Iraq and Afghanistan, as well as veterans of previous wars. According to the 2006 American Community Survey, there are an estimated 7,598 civilian veterans in Vermilion County. A “civilian veteran” is a person 18 years old or over who has served, but is not now serving, on active duty in the U.S. Army, Navy, Air Force, Marine Corps, or the Coast Guard, or who served in the U.S. Merchant Marine during World War II. Estimates from the Illiana Health Care System state that there are more than 30,000 eligible veterans in the Illiana area. The recruiting offices for DACC’s area report a total of 225 active-duty deployed military personnel. Currently, the College has almost 200 students receiving veterans’ benefits through the Financial Aid Department at DACC.

Recognizing that veterans have different psychological needs than other non-traditional students, DACC applied for and received a grant that will fund the Veterans Employment Multipurpose Center (VEMC). This program will provide an accessible and functional employment base centered on the DACC campus. The VEMC is designed to help veterans compete successfully in the job market while alleviating employment-related barriers. Some services include providing interest, skills, and
personality assessments including career counseling; career choice, job search, and job readiness workshops; labor market information and job search tips; assistance with résumé writing and development; access to free online career libraries, computers, laser printers, internet, and FAX; assistance with college admissions, financial aid and GI Bill benefits; converting military experience into college credit; classroom training, skills upgrading and retraining in short-term certificate or associate degree programs; and the opportunity to participate in a veterans peer support program. The VEMC will also serve as the hub of information for other community services and networks; including social service agencies, non-profit organizations, and faith-based organizations. This is located in the DACC career services area, which provides for ease in locating the office and a seamless transfer of services.

The current recession has forced DACC, like the rest of the nation, to focus its attention even more closely on unemployment rates and retraining needs. According to the U.S. Department of Labor, jobless claims were at a 16-year high in October 2008 and more than 20 million people were expected to use a federal workforce program, compared to 14 million in 2005. Locally the unemployment rate in Vermilion County rose from 8.5 percent in June 2008 to 8.9 percent in October that year, with the rate in Danville itself being 9.5 percent. In recent months three employers have closed (Heatcraft, Bumperworks, and Ryan’s), resulting in the loss of nearly 500 jobs. Other companies, including Walgreens, Alcoa, Thyssen-Krupp, Freight Car, and the City of Danville, have downsized. The College has addressed the loss of jobs through the Vermilion County Job Training Partnership (VCJTP), known in the community simply as JTP. DACC is one of only two community colleges in the state of Illinois to administer all Workforce Investment Act programs. This program serves approximately 300 individuals each year. In June JTP modified its original Trade Adjustment Assistance (TAA) grant of $91,000 to meet the high demand for training from TAA qualifying lay-offs, including Heatcraft, Krupp, and Bumperworks. This proposal was approved for $203,000. To meet the increasing need in Vermilion County, JTP then submitted a new grant to the Department of Commerce and Economic Opportunity in the amount of $651,800. This grant would be to provide job training assistance and supportive services for all of the qualified workers through December 2009. Without the due diligence of the College and the JTP program in particular, hundreds of unemployed workers would not have access to the training they need to qualify for new jobs in today’s volatile economic climate.
DACC’s planning processes show careful attention to the College’s function in a multicultural society.

Evidence:

- 2000 Census
- Public School Enrollment Data
- Diversity-related Activities
- Multiculturalism in Instructional Offerings
- International Students
- International Center
- Illinois Consortium for International Studies and Programs (ICISP)

State and national trend data have indicated for several years that the population in the United States is becoming more diverse and soon the populations referred to as “minority” will become the majority. This trend holds true for the district the College serves. Current enrollment data in area public schools indicate shifts in the minority distribution of the diverse communities the College serves. Compared to the 2000 Census data, black students accounted for over 19 percent (up from 10.6 percent) and Hispanic/Latino over 4 percent (up from 3 percent) of enrollment in kindergarten through 12th grade in Vermilion County public schools in 2007-2008.

In anticipation of the increase in the number and percentage of individuals from minority backgrounds in the College district, DACC has undertaken several initiatives to assure that DACC’s internal constituencies accurately reflect the external constituencies. Three of these initiatives are the appointment of a student diversity advocate, the formation of a diversity team, and the formation of the Hispanic recruitment team. Another thing the College did to prepare for changing demographics was to hire a visiting scholar in fall 2003. One of his recommendations was to form the Access, Equity, and Diversity Committee, and another was to adopt policies that would ensure fairness in hiring practices. He also encouraged the College to help faculty and staff be sensitive to cultural differences. Diversity-related activities are discussed in greater detail in Core Component 5a.

The College recognizes the importance of multiculturalism in instructional offerings. In fact, one of the College’s general education outcomes is “Cultural awareness and social skills.” In compliance with Public Act 87-581, all degree seeking students are required to take a minimum of one course related to improving human relations, including race, ethnicity, gender, and other issues that address racism and sexual harassment. In addition, all students seeking an Associate in Science and Arts degree are recommended to take a non-western culture class from either the humanities or the social science categories. Corporate and Community Education offers “Workplace
Spanish for Healthcare” and “Conversational German” and the Adult Education department offers ESL classes.

Because many of DACC’s students have not had the opportunity to travel outside the United States, it is important for the College to acquaint them with the larger world. The College first received approval on March 28, 1952, from the U.S. Immigration and Naturalization Service to admit foreign students, but the College didn’t have any until 1961. In the fall of that year, the College hosted a student from Nicaragua. The following spring a student from Thailand was on campus. Since then, the College has had a number of students from other countries on its campus. Since 2005 DACC has hosted forty-six international students from seventeen different countries. These include Brazil, Bulgaria, Camaroon, China, Colombia, Ghana, Haiti, India, Ivory Coast, Japan, Kenya, Malaysia, Mexico, Mongolia, Nigeria, Spain, and Turkey. For many students from the surrounding area, this is their first introduction to individuals from other cultures. In order to maximize the opportunity for the students from abroad to share their culture with the campus community, DACC established the International Center, a room where international students can display items from their cultures and socialize. In addition to displaying items from their homelands, these students often hold an International Food Fair. They bring food items native to their cultures and invite students and faculty to taste.

In addition to hosting the international students, the College is a member of the Illinois Consortium for International Studies and Programs (ICISP), which is comprised of 34 institutions. Membership in this organization enables DACC to offer faculty and students the opportunity to study abroad. This year a faculty member will visit a technical college in Finland. Upon her return she will be invited to share information from her trip with students, faculty, and staff.

**DACC is taking a leadership role in creating a more sustainable world.**

**Evidence:**
- Sustainability Initiatives on Campus
- Green Collar Jobs and Technologies
- Wind Technology
- Green Initiatives in the Community
- Four-day Class Schedule
- Global Warming Debate
- Phi Theta Kappa Think Green Grant

Community colleges throughout the nation are taking an active role in the green movement, and, again, DACC is taking a leadership role with the communities it serves.
The College itself has had a comprehensive recycling program in place for many years, but much more than that is required. In recent years DACC has made significant effort to incorporate sustainability into its planning in the areas of facilities, community development, curriculum, and student development.

DACC has always been concerned about sustainability and the cost of utilities. For over 30 years the College has contracted its electricity and natural gas purchases through B.J. Hilton of Midwest Energy Alliance, which has worked diligently to make the most cost effective utility purchases. The Director of Administrative Services has attended seminars conducted by the local power company and the Illinois Department of Commerce and Economic Opportunity (DECEO) to learn of potential grant funds for energy saving opportunities. In 2006 he applied for and received a grant from the Illinois Clean Energy Foundation to replace 8,025 fluorescent lamps with energy efficient T-25 bulbs at a cost of $30,628.31. This resulted in an energy reduction of 245,372 kilowatts, or an estimated savings of $17,176.07 annually. These light fixtures were in Lincoln Hall, Cannon Hall, Prairie Hall, Vermilion Hall, Child Development Center, Clock Tower, Mary Miller, Technology Center, and the Operations Facility. At the time of this writing, he is gathering data and preparing to apply for another grant due by February 2009 to replace lights and fixtures in buildings that were not covered in 2006. The Director of Administrative Services has requested all DACC employees to turn off their computer monitors and printers nights and weekends because this could potentially save the college about $250,000 in electricity costs annually. He continues to work with his staff on the automatic set-back of thermostats campus wide. The rule of thumb is for every 1 degree of set-back, the average savings would be 2 percent in energy costs. He has contacted the Smart Energy Design Assistance Program (SEDAP) to assist the College with a full campus energy audit. This state-funded group is located at the University of Illinois, Champaign, and the audit will be at no cost to DACC. Per ICCB regulations, all new future construction at DACC should meet the Leadership in Energy and Environmental Design (LEED) Green Building Rating System. Although this will add to the cost of each project, it should reduce green house gases and energy costs.

DACC is participating in two initiatives to develop a green collar workforce and create jobs in green technologies. The College submitted a list of projects for the American Association of Community Colleges (AACC) to include with its proposal to receive funds from President O’Bama’s economic recovery initiative. All of the project estimates included LEED Design Technology costs. The College also submitted a list of projects to include with the Illinois Community College Sustainability Network’s (ICCSN) Proposal to Rapidly Build the Green Collar Workforce and Create Jobs. All of the proposed green projects would have a significant impact on instruction and curricular options. More information on these two proposals is available in the Resource Room. The College has already added one program in green technology. At
its November 2008 meeting the Board of Trustees approved a wind energy technician program to prepare individuals to work in the emerging wind power energy industry. Students will complete an industry-driven curriculum as they learn about the electrical power generation industry, safety at the worksite, mechanical devices, as well as hydraulic and electrical systems. Currently several companies are considering setting up wind farms in an area known locally as the California Ridge, due to its proximity to a power plant.

The College is also supporting efforts in the local community to create a more sustainable world. In fall 2008 Corporate and Community Education provided training facilities and support for a new bio-fuel plant, which is owned by Renewable Energy Group (REG). Headquartered in Iowa, this company is the largest producer of bio-diesel fuel in the country. When it was ready to open its new facility in Danville, it brought its new staff to the College campus for three weeks and conducted training in the processes to operate and maintain this plant. The College provided a training room, internet access, a fax machine, and other amenities to the company and looks forward to a positive working relationship with REG in the years to come. Corporate and Community Education Division and the Small Business Development Center (SBDC), in conjunction with the Illinois Sustainable Technology Center (ISTC) at the University of Illinois, hosted a free seminar entitled “Practical & Effective Ways to Make Your Organization ‘Green’” in January 2009. Participants learned how to improve the bottom line through sustainable business practices, including how to reduce material and energy waste and how going green cuts costs. Ongoing trainings were scheduled from February through April.

In addition to looking at new programs the College can offer in green collar jobs, DACC is looking at ways to engage students that will make them aware of the need to create a more sustainable world. Early in fall 2008 College personnel were exploring the idea of a four-day class schedule to help students reduce their consumption of gasoline. Faculty and staff created a short survey and administered it to approximately 250 students. The survey asked the students if they would like a four-day course schedule, even if it might result in longer class days. They were also asked if the College went to a four-day class schedule, would they want Monday or Friday off. There was a place for them to provide comments. Almost two-thirds of the students said they would prefer to leave the schedule as it is. In their comments they made it clear that they could already get a four-day schedule if they planned carefully and registered early because the College offers many Monday-Wednesday and Tuesday-Thursday classes, many night classes, and numerous online classes. They were equally clear, however, that if the College were to go to a four-day class schedule, they would prefer Friday off. Based on the results of this survey, the College chose not to change to class schedule format at this time.
In November 2008 two faculty members in the Math and Sciences Division faced-off in a global warming debate in the Bremer Conference and Workforce Development Center. One took the position that global warming is a problem and humans can do much to prevent it and another took the position that global climate changes are normal and are not the result of human behavior patterns. Faculty across campus attended the event and encouraged their students to do so, also. Several students commented that they wished the College had more activities like this.

Perhaps the best example of the College’s effort to engage students in a serious conversation about creating a sustainable world has been through DACC’s chapter of the International Honor Society Phi Theta Kappa. In 2006, the chapter submitted and was awarded a grant on behalf of Keep Vermilion County Beautiful (KVCB) for a $10,000 Think Green Grant through Waste Management, Inc. Chapter members then partnered with KVCB to launch the largest electronics recycling event in Vermilion County history. All schools served by the College (five counties in Illinois and seven in Indiana) were invited, as were local businesses and individuals. Members selected the site, the contractor, and the dates and worked the event, collecting over seventy-three tons of electronic waste for recycling. The effort resulted in the DACC chapter receiving a first place national award from Keep America Beautiful. For more information on Phi Theta Kappa activities, please refer to Core Component 4c.

*DACC incorporates in its planning those aspects of its history and heritage it wishes to preserve and continue.*

Evidence:

- Historic Campus
- Athletics
- Alumni Association and Newsletter
- Annuities Association
- Archives Project
- Founders’ Day Luncheon and Awards

Although DACC is clearly preparing for a future that is being shaped by changing societal and global forces, it has never forgotten its roots and understands very well what Shakespeare meant when he wrote in *The Tempest*, “What’s past is prologue.” The College was housed at Danville High School until 1965, at which time it moved to its present location on property acquired from the Veterans Administration. After the Civil War, Congress passed an act to establish a “home” or “hospital” for those volunteer soldiers who needed a place to recover from their injuries. The Danville Branch of the National Home for Disabled Volunteer Soldiers, or “the Old Soldiers’ Home” as it was commonly referred to, was built between 1898 and 1900. In 1966 the Veterans Administration Hospital deeded seven of those buildings to Danville Junior College.
for $1.00. The College takes pride in its campus and has worked hard to maintain the integrity of the original grounds by designing new construction to assimilate with the original buildings. This is discussed more fully in the next section.

DACC has maintained a strong basketball tradition throughout its history. The College, as an extension site of the University of Illinois, manned its first basketball team in 1947 and enjoyed an undefeated season that year - winning both games. Since this beginning, the program has evolved. In 1956 the basketball team was given the official name Jaguars. In 1972 the Mary Miller gymnasium was completed, giving the College’s athletic program its first real home. The building was named after DACC’s first president, who was an avid basketball fan. The athletic program at DACC now offers scholarships for women in four competitive sports (basketball, cross country, softball, and volleyball) and cheerleading and for men in five competitive sports (baseball, basketball, cross country, golf, and soccer). In 2008 the College established the DACC Athletic Hall of Fame. There are four categories: Athlete, Coach, Friend of the Program, and Team. Six individuals were inducted into the Hall of Fame in 2008, and three individuals and one team were inducted in 2009. The Hall of Fame display is located in the west end of the Mary Miller Center.

In addition to maintaining its historic campus and fostering its athletic traditions, the College recognizes the importance of reaching out to its alumni and its annuitants. DACC has committed resources to support alumni by investing in part-time staffing to rejuvenate the Alumni Association which was first formed in 1963. In another initiative, the Foundation is underwriting the cost of publishing and distributing an Alumni Newsletter twice yearly. The College also recognizes the importance of working with former employees. The DACC Annuitants Association was established to look out for the interests of the College’s annuitants and to facilitate a way for them to stay in touch. The College supports this group by providing office space and coverage in the College’s campus newsletter, Plain Brown Rapper. This is a two-way street, however. DACC annuitants generously give back to DACC. They are currently spearheading an archives project, which involves collecting, identifying, categorizing, and displaying pictures, documents, and other memorabilia starting with the early years of the College. The archive project is housed in the library, where there is a viewing room, as well as a storage/work room. Library patrons are greeted by a dramatic portrait of Mary Miller, the first President of the College, and are encouraged to enter the archive viewing room, where a variety of memorabilia are on display.

The College honors those individuals who were active in the early days of the institution via the Founders’ Day Luncheon and Awards Ceremony. Initiated in 2006 by the President of the College, the Foundation, and the Annuitants Association, the day is designed to honor the early founders of the College. In 2006, there were five honorees: Mary Miller, first President of the College; Dr. Otto Schaefer, Medical
Director of the Veterans Administration Medical Center who engineered the transfer of VA land and buildings to the College in 1965; Elmer Smith, first President of the DACC Board of Trustees; Mary Ann Diller, first full-time DACC faculty member; and Don Longer, student in the first class and Vice-President of the first Student Senate at DACC and the sole surviving honoree. The second luncheon and awards ceremony was held on October 17, 2008. The four honorees were: Leonard Jaffe, the first President of the Foundation Board; Alice Lee Morrison, first Dean of the Liberal Arts Division; Annabelle Neel, first Registrar of the College; and Wilbur Dickson, who started as an evening counselor and retired as Vice-President of Instruction and Student Services. Jaffe, Neel, and Dickson all accepted their awards. A longtime friend accepted the award on behalf of the late Ms. Morrison.

These ongoing activities – maintaining the historic campus, continuing the College's commitment to athletics, fostering ongoing relationships with alumni and former employees, and honoring those individuals who played an important role in the founding of the College - not only help to preserve DACC’s history, but also serve as building blocks to the future.

**Core Component 2b:**

DACC’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

DACC has a history of investing in its facilities in ways that support educational quality.

Evidence:

- Facilities Table and Campus Map
- Campus Master Plan
- Student Survey Fall 2007
- Student Housing
DACC has a long history of allocating its physical resources in ways that will positively impact student learning. The College takes pride in its buildings and grounds and provides outstanding facilities for students and the communities it serves. DACC presently has 11 buildings totaling 445,553 gross square feet:

- Mary Miller Center 84,545 sq. ft.
- Clock Tower Center 74,003 sq. ft.
- Lincoln Hall 68,057 sq. ft.
- Technology Center 50,606 sq. ft.
- Vermilion Hall 39,155 sq. ft.
- Cannon Hall 36,811 sq. ft.
- Prairie Hall 36,793 sq. ft.
- Bremer Conference Center 23,872 sq. ft.
- Operations Facility 11,986 sq. ft.
- Ornamental Horticulture 11,558 sq. ft.
- Child Development Center 8,167 sq. ft.

For more information on the physical features of the campus, please see the Administrative Services Handbook, which is available in the Resource Room.
The Campus Master Plan has provided the College with a vision for restoration and campus development. It is a well thought-out document which has resulted in a campus which is both functional and beautiful. The plan details a list of ten projects completed between 1996 and 2003 at a cost of $31,958,771. These projects included the completion of Lincoln Hall, the renovation of Cannon, Prairie, and Vermilion Halls and the library, and the creation of the Art Gallery.

Since that time another $5,446,800 in renovations and demolitions have taken place. The Bremer Conference and Workforce Development Center was expanded, and Buildings 5, 9, and 10 were demolished. Most recently the College has constructed a beautiful garden gateway. The funds for this gateway were provided by a local donor whose idea was to provide a structure on campus that will inspire students as they enter the grounds. This gateway, which complements DACC’s architectural style, bears the inscription, “Knowledge is the Gateway to Endless Possibilities” and showcases a flower garden designed by the graduating ornamental horticulture class.

Four future projects have been approved by the ICCB. One of these projects is an addition to and renovation of the Mary Miller Center to make it accessible to individuals with disabilities in compliance with the Americans with Disabilities Act. Exterior changes will make the center, which was built in 1972, look more like the other DACC buildings. The other projects are renovation of the Clock Tower Center, rehabilitation of the Ornamental Horticulture Building, and repair to the brick road. The College has planned for these projects by placing the revenue to cover the College’s local 25 percent match in reserve until the state funds are released. With construction costs increasing, the College reevaluates yearly to see if it needs to put more money in reserve so that it will have the local match available when the state releases funds for these projects.

These renovations and additions would be inconsequential if they did not contribute to the College’s overall goal, which is student learning. In a student survey administered in fall 2007, 88 percent of students responded that classrooms, labs and common areas met their needs either “mostly” or “fully.” Students often indicate on surveys that they are interested in student housing, however. As per state regulations, Illinois community colleges are prohibited from owning student housing. Thus the DACC Foundation has partnered with a developer to provide housing for students. The proposed 25-unit apartment complex will be situated close to DACC’s Child Development Center. According to the architectural renderings, the apartment complex is designed to complement the historic DACC structures. Copies of the Campus Master Plan and the brochure for student housing are available in the Resource Room.
DACC’s history of financial resource development and investment documents a forward-looking concern for ensuring educational quality.

Evidence:

Operating Funds Revenue Allocation
Long Term Debt and Schedule of Legal Debt Margin
History of In-District Tuition Rate
TRiO, Perkins, and Early Learning Literacy Grants
History of Grant Funding
Foundation’s Major Gifts Campaign
Director of Grants and Planning
Illinois Community College System Performance Report for FY 2008

Historically DACC has maintained a healthy financial position, despite tightening funding levels in recent years. Like all community colleges in Illinois, DACC is funded from local property taxes, state sources, and tuition and fees. Over the last ten years, the percentage coming from state reimbursements has declined from 36.7 percent in 1999 to 30.9 percent in 2009. Please refer to the Danville Area Community College Operating Funds Revenue Allocation Table, Appendix C.

Despite the reduced funding from the state, the College has maintained a healthy financial position by being both prudent as well as innovative. A successful tax referendum in 1985, the issuance of school building bonds due to retire in 2010, and technology bonds due to retire in 2011 show a pattern of fiscal responsibility. As of June 30, 2008, the College’s indebtedness, consisting of bond issues, capital lease obligations, and accrued compensated absences, totaled $2,410,323.

DACC Long Term Debt June 2007 and June 2008

<table>
<thead>
<tr>
<th>Description</th>
<th>Balance 6/30/07</th>
<th>Additional Obligations</th>
<th>Retirements</th>
<th>Balance 6/30/08</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 bonds</td>
<td>$1,665,000</td>
<td>$-</td>
<td>$540,000</td>
<td>$1,125,000</td>
</tr>
<tr>
<td>2005 bonds</td>
<td>1,000,000</td>
<td>-</td>
<td>-</td>
<td>1,000,000</td>
</tr>
<tr>
<td>Accrued compensated absences</td>
<td>244,408</td>
<td>18,997</td>
<td>-</td>
<td>263,305</td>
</tr>
<tr>
<td>Capital lease obligations</td>
<td>63,627</td>
<td>6,154</td>
<td>47,763</td>
<td>22,018</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$2,973,035</strong></td>
<td><strong>$25,051</strong></td>
<td><strong>$587,763</strong></td>
<td><strong>$2,410,323</strong></td>
</tr>
</tbody>
</table>

Source: DACC Business Office
This is quite low compared to the College’s legal debt margin at this same time of $24,741,687. In November 2008 the Board approved the issuance of a $1 million Technology/Equipment Funding Bond. During this process DACC’s Moody rating improved from A2 to A1 status. The Moody Rating report is available in the Resource Room.

### DACC Schedule of Legal Debt Margin June 2008

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessed valuation - 2007 Levy</td>
<td>$934,493,475</td>
</tr>
<tr>
<td>Debt limit, 2.87% of assessed valuation</td>
<td>$26,866,687</td>
</tr>
<tr>
<td>Bond indebtedness</td>
<td>2,125,00</td>
</tr>
<tr>
<td>Legal debt margin</td>
<td>$24,741,687</td>
</tr>
</tbody>
</table>

Source: DACC Business Office

The College’s budget is conservative, and generally end-of-year balances are transferred to board Restricted Funds to finance one time expenditures, such as DACC’s portion of the campus master plan. Although the College has had to increase the tuition and fee rate yearly since 1998, that rate currently remains at the state-wide average. See Appendices D and E for DACC’s History of In-District Tuition Rate and Illinois Community College Tuition/Fees Rate FY09 and FY10.

The College has a history of bringing in additional resources. DACC competed for and secured its first TRiO Student Support Services grant in 1997 and has been successful in each grant competition since that time. This grant provides nearly $300,000 each year for services to assist students who are first-generation, low-income, and/or have disabilities. Each year the College receives approximately $200,000 from the Carl Perkins grant, which is used to strengthen career and technical education programs and to provide assistance to students from underrepresented groups who are enrolled in those programs. In 2007 the College collaborated with the University of Illinois and several Danville entities on an Early Language and Literacy Grant from the U.S. Department of Education. This goal of this grant, which is providing over $4 million over a three-year period to the community, is to help insure that children in selected child care programs receive a high quality pre-school education. A successful Foundation Major Gifts Campaign in 2003-2005 surpassed the original goal by $300,000 and raised $2.8 million. For a more thorough discussion of this campaign, please refer to Core Component 5d. A Director of Grants and Planning was hired in 2008 and is planning to organize a team to work on a Title III grant proposal, which, among other things, would be used to strengthen the College’s institutional planning and retention efforts. Please see Appendix F for DACC’s Grant Revenue History.

The College has employed innovative strategies to contain costs, such as locking in power rates ahead of time, changing phone services, and maintaining the State Cooperative Agreement to reduce chargeback costs. The College’s efforts to contain
costs while increasing revenue have paid off. As per the Illinois Community College System Performance Report for Fiscal Year 2008, DACC was one of 15 community colleges in Illinois to report a decrease in cost of instruction for fiscal year 2007 (-8.1 percent). A copy of this report is available in the Resource Room.

DACC has a highly qualified faculty and staff and uses its human resources effectively.

Evidence:

- Human Resources Report December 2008
- Percentage of Operating Budget
- Reallocation of Positions
- Hiring Process
- Tuition Waivers and Reimbursement
- Professional Development Opportunities
- Endowed Chair Awards
- Interactive Health Solution
- Employee Assistance Program

The College has averaged 180 full-time employees over the last three years, with approximately 40 percent male and 60 percent female. The gender distribution has remained fairly constant with only slight variations. The majority are white (89 percent), and the combined diversity totals are 11.2 percent, with the largest minority group being African-American (9 percent). These percentages are comparable to the student population and the population of the district the College serves. The average age is 48. The average years of service decreased from 12.02 in 2006 to 10.81 in 2008, primarily because there were 19 retirements during that time. That number will decline again next year due to the retirements of several long-time employees this fiscal year. The College will lose 149 years of combined service among those employees. On average 74 percent of all employees hold an associate degree or higher. Of those, approximately 17 percent hold a bachelor degree, 33 percent hold a master degree, and just over 5 percent hold a doctorate. For a complete breakdown of employees for each year by administration, faculty, and support staff, please refer to the 2008 Human Resources Report, Appendix G.

Historically the College has made a concerted effort to increase the portion of the operating budget appropriated for salaries and benefits, with it increasing over 2 percent over the last five years, even though employee numbers decreased. In fiscal year 2007 the College allocated 71.8 percent of operating funds to salaries and employee benefits. Despite budgetary constraints, DACC has been able to provide yearly salary increases to employees, although in fiscal year 2007, faculty salaries averaged slightly below the state average when base salaries, overload and summer salaries were considered. See
a Comparison of Faculty (9 & 12 month) Fiscal Year 2007 Contractual Base Salaries Appendix H.

Since 2005 the College has used resignations and retirements as opportunities to reorganize positions to better utilize its human resources. Several positions have not been replaced, with support staff experiencing the most reductions. Staff reductions in some areas have enabled reallocation of the budget into areas which directly impact student learning – faculty and programs. When a faculty position has opened up, the position has been analyzed with respect to the number of students and potential for program growth. As a result six new full-time faculty positions have been added, enabling the College to expand the developmental education and nursing programs, add three associate degree programs (health information technology, radiologic technology, and automotive technology), and add a certificate program in diagnostic medical sonography.

The Danville area faces competition in the hiring process because of its location and economy. Thus it is critical that the College have hiring procedures in place to attract highly qualified individuals and sufficient professional development opportunities and benefits to retain them. DACC conducts national searches for faculty and upper level administrators in an effort to bring in the most highly qualified individuals and to diversify its faculty and staff. Interview teams are balanced as to race and gender. Faculty selections are made based on recommendation by a committee after a review of credentials, interviews, sample lessons, and reference checks. In addition to the usual benefits, the College waives tuition for employees and their spouses and dependents taking campus credit classes. The College also reimburses full-time employees at a rate of $150 per credit hour for classes taken at other institutions. In fiscal year 2008, forty employees took advantage of the tuition waiver benefit, and seven requested tuition reimbursement. The following table shows the funds dedicated to tuition waiver and tuition reimbursement from 2002 through 2008.

<table>
<thead>
<tr>
<th></th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Waivers</td>
<td>28,751</td>
<td>29,314</td>
<td>27,644</td>
<td>33,634</td>
<td>25,970</td>
<td>27,016</td>
<td>22,529</td>
</tr>
<tr>
<td>Tuition Reimbursement</td>
<td>12,060</td>
<td>4,590</td>
<td>1,710</td>
<td>1,800</td>
<td>7,950</td>
<td>7,920</td>
<td>11,510</td>
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<tr>
<td>Total</td>
<td>40,811</td>
<td>33,904</td>
<td>29,354</td>
<td>35,434</td>
<td>33,920</td>
<td>34,936</td>
<td>34,039</td>
</tr>
</tbody>
</table>

Source: DACC Business Office

All full-time faculty have a small travel allowance each year, and departmental budgets allow for professional development opportunities for administrators and support staff. The College provides on-going training in a cost efficient manner through
in-service activities, satellite programs, and memberships in professional organizations that provide print materials. In addition, as a result of the Foundation’s successful major gifts campaign, the creation of four new faculty endowed chairs has expanded the opportunities for professional development and travel. This is a much needed resource, enabling additional faculty to attend national and state meetings as well as participate in professional development in specific disciplines. For more information on faculty development, and specifically, the Endowed Chairs Awards, please refer to Core Component 4a.

Over the course of several years, the College has implemented policies and programs to encourage a healthier workforce. College employees have access to the fitness center on campus and may use a certain amount of work time each week to use that facility. In 2007, the College arranged through Interactive Health Solutions an opportunity for employees to participate in a comprehensive health screening. The screening includes a report that outlines health evaluation results, reviews potential health problems and describes personalized strategies for the individual to address health problems and stay healthy long term. In 2007 59 employees participated and in 2008 62 employees took advantage of the program. Results from the 2007 screening reflect that six participants discovered abnormal results and medical conditions of which they were unaware. Realizing that people are most productive when they are satisfied in both their home and work lives, the College has enlisted in Resolutions EAP, an Employee Assistance Program. The program, which has a satellite office in Danville, offers counseling and problem solving to any employee. During the faculty and staff in-service in the spring of 2008, EAP representatives reemphasized the resources available for employees. Because of the anonymity of the program, the College does not know which, or how many, of its employees use this service. The most recent data that the College has received indicates usage is at 1.6 percent of its employee population, slightly higher than the rate of 1.1 percent the year before, but well below the 5 percent national average.

DACC has a history of and a plan for providing the technology needed to support its educational programs.

Evidence:

Advanced Technology and Educational Technology Grant
Education to Career Grant
Employee Survey Fall 2007
Student Survey Fall 2007
CCSSE Results 2004 and 2006
Technology Plans 2003-2006, 2007-2010
Technology Bonds
Perhaps the greatest challenge the College has faced in supporting, maintaining, and strengthening its educational programs has been in the area of technology. Over the past several years, as the need for technology has increased dramatically, state resources to support that need have decreased. For example, the Illinois Community College System Advanced Technology and Educational Technology Grant was last funded in fiscal year 2004. DACC had received approximately $250,000 per year from that grant. About that same time the state funds for the Education to Career Grant were discontinued. The College had received approximately $100,000 a year from those funds. Despite the challenge this has presented, the College has continued to place a high priority on the development of campus technology to support teaching and learning. At present the College has more than 900 computers, with over 600 of them located in 30 student labs. Three of these are mobile labs, and two are off-campus lab locations. The other computers are in offices, classrooms, and public access areas. Technology is more than just computers, however. It also includes wireless access, online course management systems, webpage development, SmartBoards, iClickers, and much more.

In the 2007 employee survey, 86 percent of employees “agreed” or “strongly agreed” that current and innovative technologies are used in their departments or programs to enhance effective learning environments for students, while 81 percent of students surveyed answered that they feel “mostly” or “fully” that technologies used in the classroom help them learn. The 2006 Community College Survey of Student Engagement (CCSSE) results support the College’s attention to technology. DACC students scored above the mean on frequency of computer lab usage as compared to other colleges.

This did not happen by accident but instead by careful planning and creative thinking. In response to rapidly changing technology and dwindling resources, DACC developed its first technology plan in 2003. This document was very comprehensive and clearly identified the myriad issues involved – administrative computing, software upgrades, support for faculty and staff, support for students, access for students, support and training for office users, instructional computing, infrastructure, instructional media. The list seemed endless. In addition to the usual challenges of upgrading computers in labs and offices, updating the classrooms with multimedia equipment to accommodate new technologies, and expanding wireless capabilities on campus, DACC had a major challenge. The management information system that had been in place for fifteen years needed to be replaced. The environment had changed, and students expected more online services, the College couldn’t provide with the old system. But how could the College pay for computer upgrades and purchase and implement a costly new management information system, too? The Board of Trustees saw a window of opportunity and took it. A building bond, which had been issued in 2003, was due to retire. Board approval of a new bond would have minimal to no impact on the property tax levy rate and would not require a tax increase, thus placing the least financial burden
on the communities the College serves. The board voted to borrow $1 million in debt certificates and issued technology bonds in December 2005. These funds were used to purchase the $1.7 million Datatel/Colleague system.

The 2007-2010 Technology Plan indicates the College continues to face many of the same challenges it addressed in the earlier plan - continuing the replacement of campus computers on a rotating basis, completing the conversion to the new management information system, upgrading the network to improve security and performance, and increasing the delivery of media services to faculty, staff, students, and the communities the College serves. Two new challenges are addressed by this plan, however. First, enrollment in online courses has increased dramatically over the past ten years, and the College needed to hire an instructional designer to support faculty in the development and maintenance of online, hybrid, and web-enhanced courses and to assist in online student retention efforts. Second, the College had used the WebCT platform as its online course management system for the past decade. Because WebCT merged with Blackboard, the College had to select a new product because the existing platform would be discontinued at the end of the academic year. In 2008 the Board of Trustees again saw the opportunity to provide the needed funding for technology with the least impact on the communities the College serves. The technology bonds issued previously were now due to retire, so in November 2008 the board approved the issuance of a $1 million Technology/Equipment Funding Bond. The College developed a list of all computers on campus and ranked them in order of age, with the oldest being first. The plan is to replace the oldest computers first and work through the list until all computers have been upgraded. Every computer will then be upgraded every three years.

The College must closely monitor funding patterns and relevant legislation at the local, state and national levels on a year to year basis to determine budgetary constraints and legislative action. The president of the College has taken an active role in this endeavor, having served as president of the Presidents’ Council of Illinois Community Colleges. In that capacity she sat in on all Illinois Board of Higher Education and Illinois Community College Board meetings where legislative bills were discussed and examined. She continues as a member of the Council’s Executive Committee. In addition, as a continuing member of the American Association of Community Colleges, she keeps apprised of current federal legislation that impacts the College. She is a member of the Association’s Board of Directors and serves as chair of the Audit and Finances Committee. Additionally, the president serves on the Executive Board of the Council of North Central Two-Year Colleges.
Core Component 2c:

DACC’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

DACC has effective systems for collecting, analyzing, and using organizational information to show that it is meeting its stated expectations for institutional effectiveness.

Evidence:

- Institutional Effectiveness Model
- Assessment of Student Achievement
- Community College Survey of Student Engagement (CCSSE)
- ICCB Program Review
- Core Indicators of Effectiveness
- Illinois Community College Board Annual Performance Report

Since the 1999 North Central Association (NCA) site visit, DACC has been committed to establishing a culture of assessment and accountability within all departments and divisions of the institution. This focused effort has provided not only an infrastructure for the assessment of student learning but also a foundation for measuring the overall effectiveness of the College. DACC’s institutional effectiveness system is based upon four formal assessment measures. These are assessment of student achievement; student satisfaction and engagement; program review; and core indicators of effectiveness. These assessment measures are all linked to the mission of the College and drive the institution’s strategic planning and continuous improvement processes. The College adopted this system in 2004 and has made improvements to it each year.
Assessment of student achievement consists of course- and program-level assessments and general education assessments. All full- and part-time faculty are required to submit an assessment report for at least one class each semester. In these reports they are to describe the learning outcome they assessed, the assessment tool they used, the results or conclusions they drew based on those assessments, what actions they took or plan to take based on those results or conclusions, and what resources would help them achieve their student learning goals.

Faculty are also required to submit program-level assessment reports annually. These reports contain a detailed description of program outcomes; feedback from program faculty on what they learned and used from the assessment activities for the year; outlines of all the curricular and instructional changes that were implemented as a result of analyzing the assessment data; an analysis of how assessments conducted in the program impacted general education outcomes; and feedback on what institutional support (resources, personnel, etc.) would be needed to improve learning and teaching in the classroom for the next year. Course-level and program-level assessment and how they are used to improve student learning are discussed in detail in Core Component 3a and 3c.

The Assessment Committee established four general education outcomes in fall 2003: communication, critical thinking, technological competence, and social awareness. Each year the College focuses on assessing one of these outcomes. In fiscal year 2008, the College assessed communication. All course- and program-level reports addressed this general education outcome. At the institutional level, DACC assessed the communications skills of graduating students via the ACT CAAP writing test. In fiscal year 2009 the institution is assessing critical thinking. For a complete discussion of DACC’s general education outcomes and how they are assessed to improve student learning, please refer to Core Component 4b.

In the spring of 2004 DACC began using the Community College Survey of Student Engagement (CCSSE) to generate important descriptive data on student satisfaction of the College and its services. CCSSE reports the survey results in terms of national benchmarks, areas that educational research has shown to be important in quality educational practice. DACC pays particular attention to its scores in each of these five benchmarks areas, which are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. For more information on this assessment tool and how it is used to improve student learning at DACC, please refer to Core Components 3c, 3d, 4b, and 5d.

ICCB Program Review is used on an ongoing basis to assess programs at DACC. This is an evaluative process which includes all instructional programs, student services, and academic support programs. It utilizes, at a minimum, the evaluative criteria of
program need, program cost, and program quality, as defined by the College. This process is discussed in greater detail in Core Component 4c.

DACC has adopted seven core indicators which link directly to the College’s mission and with the ten functions of the College as clarified in its Statement of Purpose. These core indicators also link directly to the Illinois Community College Board’s Strategic Plan: Promise for Illinois. The College collects, analyzes, and then reports the data related to each of these core indicators in its annual report to the ICCB. These core indicators are student success, transfer education, general education, adult and developmental education, workforce development, student support, and community education.

### Core Indicators of Effectiveness

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Success</td>
<td>To provide academic excellence through quality learning activities that enable all students the opportunity to achieve academic and personal goals.</td>
</tr>
<tr>
<td></td>
<td>• Course completion rates</td>
</tr>
<tr>
<td></td>
<td>• Student persistence</td>
</tr>
<tr>
<td></td>
<td>• Degree/program completion rates</td>
</tr>
<tr>
<td>Transfer Education</td>
<td>To provide quality transfer courses and programs that enable students to achieve success at four-year institutions.</td>
</tr>
<tr>
<td></td>
<td>• Subsequent success at transfer institutions</td>
</tr>
<tr>
<td></td>
<td>• Transfer rates to four-year institutions</td>
</tr>
<tr>
<td>General Education</td>
<td>To provide the knowledge and abilities that enable students to achieve academic and personal goals.</td>
</tr>
<tr>
<td></td>
<td>• The number of general education and major specific courses offered that are included in the Illinois Articulation Initiative</td>
</tr>
<tr>
<td></td>
<td>• The competence DACC students demonstrate in the four general education outcome areas the College measures. (See Criterion 4 for a discussion of these.)</td>
</tr>
<tr>
<td>Adult and Developmental Education</td>
<td>To provide quality developmental courses and programs that prepare students for educational and personal success.</td>
</tr>
<tr>
<td></td>
<td>• Successful performance in developmental education and subsequent related course</td>
</tr>
<tr>
<td></td>
<td>• Earned developmental education credits versus attempted</td>
</tr>
<tr>
<td></td>
<td>• Educational gains in adult education</td>
</tr>
<tr>
<td>Student Support</td>
<td>To provide exceptional service and resources that meet the dynamic needs of students and support learning.</td>
</tr>
<tr>
<td></td>
<td>• Student satisfaction with academic and student services</td>
</tr>
<tr>
<td>Workforce Development</td>
<td>To provide specialized quality training, courses, and services that meet the needs of business and individuals.</td>
</tr>
<tr>
<td></td>
<td>• The number of occupational degree and certificate completers</td>
</tr>
<tr>
<td></td>
<td>• Job placement</td>
</tr>
<tr>
<td></td>
<td>• Satisfaction with corporate or customized courses and workshops</td>
</tr>
<tr>
<td></td>
<td>• Pass rates on occupational certification tests and state licensure exams</td>
</tr>
<tr>
<td>Community Education</td>
<td>To provide a wide variety of opportunities that meet the needs of life-long learners.</td>
</tr>
<tr>
<td></td>
<td>• Student satisfaction with courses and workshops for students enrolled for personal development reasons</td>
</tr>
<tr>
<td></td>
<td>• Participation in the community</td>
</tr>
</tbody>
</table>
In addition to reporting on these core indicators each year to ICCB via the Annual Performance Report, the Director of Institutional Effectiveness includes them in the Annual Institutional Effectiveness Report to the DACC Board of Trustees. Some of the indicators and measures are required by the ICCB, and some are mission specific. DACC is carefully monitoring the results of the Achieving the Dream: Community Colleges Count initiative to see if the College should modify the mission specific indicators and measures. This initiative is looking at federal measures for community college performance and has piloted some modifications to those measures.

*Appropriate data and feedback loops are available and used to support continuous improvement at DACC.*

**Evidence:**

- Institutional Effectiveness Reports
- Presentations to the Board of Trustees, Faculty and Staff

Each year the Director of Institutional Effectiveness produces a report that integrates the reporting, analysis, and use of data. This report highlights the accomplishments of each of the College’s assessment efforts and illustrates how the College has used the results of these efforts to improve student learning. The report provides a way to communicate the results of these assessment activities to internal and external stakeholders. This report is shared annually with the Board of Trustees and with employees of the College. It is available online to all interested parties. While the report had been available online for several years, it was “buried” under several layers. It required four clicks to get to, and an individual had to know where to find it to begin with. As a result of the self-study, the leadership team has requested a direct link to this report and other important documents, such as the Strategic Plan, on the College’s homepage. This will help the College in its efforts to be more transparent to the public. The team members also decided that, although the institutional effectiveness report provides a great deal of information, it is far from comprehensive and does not present the information in a format that is easily used to make improvements at the College. This team has recommended that the College look for a different format for reporting assessment and institutional effectiveness information. One possibility is the format the Voluntary System of Accountability (VSA) is using.
Core Component 2d:

All levels of planning align with DACC's mission, thereby enhancing its capacity to fulfill that mission.

DACC has an inclusive planning process that aligns with its mission and supports its educational programs.

Evidence:

- Strategic Planning Flowchart
- Strategic Plan 2006-2008, 2009-2011
- Budget Process
- Continuous Quality Improvement Process

The leading force behind DACC’s success is its guiding document, the strategic plan. As the DACC strategic planning flowchart clearly illustrates, the strategic plan is driven by the mission of the College. See Appendix I, DACC Strategic Planning. The strategic plan in turn drives board decisions, presidential initiatives, and departmental planning. The plan, which has a three-year focus, is based on data generated from a variety of sources, including program information, employee input, and student and other constituent data. Impacted by local and state funding, the strategic plan drives both the budget development process and the Continuous Quality Improvement (CQI) initiative at DACC. Both the 2006-2008 and the 2009-2011 strategic plans identified student retention as a major priority for the College. Copies of the strategic plans are available online at http://www.dacc.edu/selfstudy and in the Resource Room.

DACC’s strategic planning process links with the budgeting process, which is very systematic and inclusive. Around March of each year every department must submit its budget request for the next year. The budget planning packet, which is available online, contains four schedules. Schedule B is a list of requested budget changes. This is where an administrator can ask to increase or decrease money in a given line and gives the rationale for that requested change. Schedule D is a priority listing of furniture, equipment, and computers. On this sheet the administrator lists in order of priority what the department needs and how much it costs, and projects these needs out for three years. Schedule D1 is a detail of furniture, equipment, and computers. On this sheet the administrator gives a description of the item needed and a rationale for that request. Schedule R is a building repair and renovations form. Again the administrator is asked to supply the rationale for the request as well as an estimated cost.

Data collected in the classrooms on student learning and in the offices on departmental effectiveness play a very important role in how the annual budget is created. For example, the last item on the course-level and department-level assessment
forms asks what institutional support and/or resources would help to improve student learning and teaching and why. Needs, such as new technology, equipment, training, instructional aides, and staffing, are identified. The administrator incorporates these requests into the budget. The budget forms are submitted to the budget committee, which develops the overall capital expenditure plan. Funding is prioritized according to the strategic plan, although the budgeting process allows for some flexibility to provide for emergencies, one-time purchases, and start-up costs as needed. The capital equipment list which is generated from these requests is presented to and approved by the Board of Trustees the summer prior to the start of the fiscal year. The strategic plan drives not only the budget process at the College but also DACC’s Continuous Quality Improvement process. CQI has been in place since the early 1990’s. The process is built around six teams: Academic Affairs; Employee Development and Training; Human, Financial, and Physical Resources; Institutional Planning and Community Relations; Student Support and Development; and Technology Resources and Services. Some teams have permanent sub-teams. For example, the Assessment Team has been a permanent sub-team of Academic Affairs; the Diversity Team is a permanent sub-team of Student Support and Development. Sometimes fast-teams are called to work on a specific topic. For example, a fast-team of the Human, Financial, and Physical Resources team looked at health insurance options. Each team, which meets monthly, has at least one facilitator, and in most cases co-facilitators, and a recorder. Membership on all of the teams is open to any College employee, full- or part-time. The teams report to the Quality Council, which is made up of two representatives from each of the six teams, a recorder, the CQI Coordinator, and the president of the College. At the Quality Council, the representatives from each team report on activities. The members discuss any Process Improvement Forms (PIFs) that have been received and assign them to the appropriate team for further consideration. Any actions that require the approval of the Quality Council are voted on. These teams provide input to the strategic plan and in turn take their direction from that plan. DACC’s CQI initiative maintains a web presence. The CQI newsletter, Choices and Voices, is posted there. Meetings times and minutes may also be posted there. Although the CQI teams accomplish much, these accomplishments are not always well documented and shared with the College or the larger community. In addition, participation on CQI teams is not as large or as diverse as the College would like. For an overview of CQI, please refer to the October 2008 issue of Choices and Voices, which is available online at http://www.dacc.edu/selfstudy and in the Resource Room.
Long-range strategic planning processes allow for reprioritization of goals when necessary because of changing environments.

Evidence:

- Increased Campus Security Measures
- Text-Alert Messaging System
- Emergency Operations Plan

The 2006-2008 Strategic Plan did not identify campus security as an issue. The tragic events at Virginia Tech in April 2007 and more recently at Northern Illinois University in February 2008 required the College to address this concern and incorporate measures to increase campus safety. The College has hired two full-time security guards, installed additional security cameras and a campus-wide emergency warning system, and implemented a text messaging alert system for employees and students. This optional service can be used in the event of a potential, developing, or existing on-campus emergency, or as an advisory about closing and/or class cancellation, possibly due to inclement weather. The Administrative Services Department continues to elicit information from faculty and staff on ways to ensure campus safety. In addition, DACC revised its Emergency Operations Plan and distributed hard copies to all departments on campus. This document is available online at [http://www.dacc.edu/selfstudy](http://www.dacc.edu/selfstudy) and in the Resource Room.

Conclusion

DACC effectively uses environmental scanning to identify trends that will impact its future and responds to the information generated through environmental scanning. The College pays careful attention to its function in a multicultural society while paying tribute to its history and heritage. The institution has a solid history of investing in its facilities in ways that support educational quality and of financial resource development and investment that documents a forward-looking concern for ensuring educational quality. DACC has paid particular attention to providing the technology needed to support its educational programs. DACC has effective systems for collecting, analyzing, and using organizational information to show that it is meeting its stated expectations for institutional effectiveness. Appropriate data and feedback loops are available and these are used throughout the organization to support continuous improvement at the College. DACC provides adequate support for these evaluation and assessment processes. DACC has an inclusive planning process that aligns with its mission and supports its educational programs. The implementation of the organization’s planning is evident in its operations.
Strengths

- DACC has an excellent working relationship with the local community and has worked closely with its partners to respond to needs and trends identified through environmental scanning. The response to the need for more health care programs is one example. The response to provide career and occupational education for high school students is another.
- The College has worked to address the growing diversity of its constituents and the world they will live in.
- DACC strives to preserve its history and honor those who have been a part of that history.
- The College has a history of using its resources wisely and finding innovative ways to provide for future needs, especially in the area of technology.

Challenges

- The community continues to see a decrease in employment opportunities as companies leave the area.
- The Core Indicators and their measures need to be revisited to be sure they are still valid.
- The College generates a great deal of data every year, but it needs a systematic, comprehensive method for analyzing, reporting, and acting on that data.
- The Institutional Effectiveness Report provides a great deal of information, but it must become more readable and user-friendly.
- The retention of students must remain a major priority for the college.

Planning for the Future

- The College will continue to look at ways to improve the Institutional Effectiveness Report and make it more user-friendly. One of the reporting models DACC is looking at is the Voluntary System of Accountability (VSA).
- The College will continue its efforts to address retention. It plans to form a team to investigate grant opportunities to support efforts in this area, such as a Title III-Strengthening Institutions grant.
- The College will investigate moving from PEAK to AQIP. Two “potential” projects identified as a result of this self-study could be improving the reporting process on institutional effectiveness and making it more transparent and developing and implementing a student retention model. An administrator, who has been trained in PEAK, will be participating in AQIP training and will bring back information to help with this transition, should the College choose to pursue it.
- The College has taken steps to address the need for “green collar” jobs and is taking a leadership role in the community to focus on developing a sustainable world. Additional research and possible program development should continue.