Criterion 4: Acquisition, Discovery, and Application of Knowledge

“Danville Area Community College promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.”

Introduction

The coalescence of a community of learners is the essence of any institution of higher education. Essential to this process is a faculty dedicated to lifetime learning, creativity, analytical inquiry, and global social responsibility; a visionary administration that knows the pulse of the local communities; dedicated staff members who take great pride in the customer service they provide; and a supportive partnership with the Board of Trustees. This was as true in the early days of the Colleges, as it is now. According to Mary Miller in *A Chance for All*, “A dream of the future and what a college could do over the years for the people of this area was beginning to emerge.”

The transition from a teaching-centered to a learning-centered institution for DACC began in earnest in 2001 with the formation of the DACC Assessment Committee. This was in response to the 1999 visit in which the NCA found that the College did a good job of collecting data but did not do as well using that data to effect positive change. DACC immediately set out to create a culture of assessment which, in turn, led to the changes necessary to become a learning institution. Through the initiatives of this committee and a strong institution-wide commitment, DACC has developed numerous programs and procedures that have culminated in transforming the College from a teaching to a learning institution with a firm commitment to a life of learning.

Core Component 4a:

DACC demonstrates, through the actions of its board, administration, students, faculty, and staff, that it values a life of learning.

The board has approved and disseminated statements supporting freedom of inquiry for DACC’s students, faculty, and staff and honors those statements in its practices.
Evidence:

Academic Freedom Statement
Freedom of Access to Information
Internet Acceptable Use Policy
College Bulletin
Open Admissions Policy

As per Board Policy 2001, “A statement on academic freedom is set forth in the DACCEA collective bargaining agreement.” This statement, which is Article VI, Section 6, reads in part, “Within the scope of their duties and responsibilities, the Board, the Association, and the Bargaining Unit Members covered by this Agreement recognize their responsibility to protect and encourage the search for knowledge and its dissemination.” Faculty members at the College are ensured the freedom to conduct their courses as they deem appropriate. It is well understood across campus that college is a time for personal exploration and for developing a truer sense of one’s identity by exploring many positions and beliefs. The board recognizes that the faculty members are well equipped to provide a diverse educational experience to their students and does not interfere with the process without just cause. A copy of the current Agreement between the DACC Board of Trustees and the DACC Education Association (DACCEA) is available in the Resource Room.

Section 2011 of the Board Policies and Procedures Manual addresses DACC’s Learning Resource Center (LRC) and spells out its strong commitment to freedom of access to information. The board acknowledges the importance of freedom of inquiry and rejects any attempts at censorship or restriction of the information that is made available to DACC employees and clientele. The control of the resources that are available in the LRC is placed in the hands of the experts, the LRC faculty and staff. They are encouraged to provide a broad spectrum of resources that champion diverse opinions and beliefs as well as to maintain an extensive collection of the most current information available to meet the needs of the various curricula. Emphasis is placed on providing access to an extensive range of information so that those who use the LRC may explore multiple facets of any given topic, follow many lines of inquiry, and develop their own views. The LRC supports the individual’s right to privacy guaranteed under the Bill of Rights and supports and practices the principles stated in the American Library Association's Library Bill of Rights, the Freedom to Read, the Freedom to View, and the Intellectual Freedom statements.

The board acknowledges its understanding of the increasingly dominant role of the internet in the acquisition of knowledge and in the pursuit of various lines of inquiry. Section 2012 of the Board Policies and Procedures Manual clarifies the College’s Internet Acceptable Use Policy. DACCnet is defined as the entire DACC computer
system, including wireless access. The College provides free internet access in its library, computer labs, instructional classrooms and laboratories, offices, and meeting facilities.

The concept of freedom of inquiry is reinforced in the College Bulletin, the first section of the College Catalog. The beginning of the second paragraph of this document makes it clear that DACC is an equal opportunity/affirmative action institution that provides equality of opportunity in both education and employment for all students and personnel. Discrimination is strictly prohibited. The Bulletin also points out that the College is committed to a program of affirmative action to correct for under-representation of minorities and women in its workforce and its student body. The College further pledges itself to a program of affirmative action to employ and to advance in employment, qualified individuals with disabilities, veterans with disabilities, and veterans of the Vietnam era. DACC welcomes enrollment of students with disabilities and fully supports the laws and regulations which protect them. The College provides assistance to students who request accommodations in advance.

Believing that all citizens have a right to pursue an education, the College maintains an open admissions policy. Board Policy 3001 states that DACC admits all students who are qualified to complete any of the programs offered by the College. The Board Policies and Procedures Manual is available in the Resource Room and online at http://www.dacc.edu/board/policies.

The board shows its commitment to lifelong learning through the development of cooperative agreements.

Evidence:

- Comprehensive Cooperative Agreement with Illinois Community Colleges
- Cooperative Agreement with Parkland College
- Medical Laboratory Technician Program with Kankakee Community College
- Respiratory Care Program with Parkland College
- Cooperative Agreement with Lakeview College of Nursing
- Illinois Community Colleges Online (ILCCO)
- Concept School of Cosmetology

Section 2008 of the Board Policy and Procedures Manual states: “The Board of Trustees encourages the development of cooperative educational agreements between Danville Area Community College and other agencies or institutions that optimize services to students and use College resources.” DACC has a comprehensive cooperative agreement with twenty four Illinois Community Colleges. This agreement allows a student to enroll in any occupational certificate or associate in applied science degree program not offered by the home institution at in-district tuition rates. In addition,
DACC has entered into a cooperative agreement for specific programs with Parkland College. A student wishing to take advantage of these agreements must request a cooperative agreement from the home institution, which must be renewed yearly as long as the student is in the program of study. The complete list of colleges and the programs included are available in the Resource Room and online at [http://www.dacc.edu/selfstudy](http://www.dacc.edu/selfstudy).

Three cooperative ventures that go beyond these blanket agreements are designed specifically to help meet the need for allied health and nursing professionals in the state. The Medical Laboratory Technician Program is a cooperative program between DACC and Kankakee Community College (KCC). This program leads to a career in the clinical laboratory science field. General education and prerequisite courses are completed at DACC; major specific courses can be completed online; labs are completed at KCC. Students go to that campus approximately eight times a semester during the second and third semesters of the program. Lab and clinical experiences are completed through a cooperative agreement with Provena United Samaritans Medical Center in Danville.

Similarly, Respiratory Care is a cooperative program offered with Parkland College. This flexible program allows students to tailor the program to suit their individual needs. They can enroll for the entire program at Parkland College, they can schedule support classes at DACC and Respiratory Care classes at Parkland College, or they can take all support classes at DACC and complete Respiratory Care coursework at DACC via interactive video. Most clinical work can be done at Provena United Samaritans Medical Center, and students, if they desire, can find part-time work in respiratory care while attending classes. This allows students to complete the program with less financial burden.

Through DACC’s cooperative agreement with Lakeview College of Nursing, students can complete a Bachelor of Science in Nursing degree. The College provides the basic life and physical sciences, behavioral and social sciences, and communication and humanities courses for students admitted to the Lakeview College of Nursing, which is located in Danville. Students pursuing the BSN complete the majority of their general education and prerequisite courses at DACC within the first four semesters of their course of study. All nursing courses are taken through Lakeview College of Nursing, beginning the first semester of the third year.

In addition, DACC is one of twenty-three Illinois community colleges participating in Illinois Community Colleges Online (ILCCO), a consortium dedicated to serving online students by sharing online courses and programs with each other in order to provide students additional opportunities to meet their educational goals. ILCCO focuses on leadership issues, course and program sharing (serving 500 students annually), and faculty development (conducting workshops and supporting the Illinois Online Conference) for the colleges. ILCCO also addresses the needs of colleges by
providing opportunities such as research and course development as well as providing access to information through an Institutional Profile database. DACC is represented by the Director of Instructional Media, and the Instructional Designer/Academic Web Technologist, both serving as ILCCO Steering Committee members.

The College has also been involved in a long standing agreement with the Concept College of Cosmetology to offer a cosmetology certificate to DACC students who complete the cosmetology program at that campus and complete a communication elective and a math elective with DACC.

**Copies of these agreements are on file in the Resource Room.**

*DACC shows its commitment to lifelong learning through other programs that serve members of the communities it serves.*

**Evidence:**

- Adult Education Program
- Vermilion County Job Training Partnership (JTP)
- College for Kids
- Continuing Education Classes
- Henry Hill and East Moline Correctional Centers

DACC is located in an area where more than twenty percent of the population does not have a high school diploma. In an effort to address this problem, the College houses an Adult Education Program. Adult Education classes are held in Prairie Hall as well as at numerous extension sites, such as area high schools, churches, and the Hoopeston Multi Agency. In fiscal years 2006 and 2007, 224 students in Vermilion County received their General Education Diploma (GED). Of that number, 116 (52 percent) enrolled at the College and 70 (31 percent) had attended GED classes. The Adult Education Program awarded 78 GEDs in 2008. The College demonstrates its commitment to the GED program and the value of the credential by holding a graduation ceremony for these students each year. The names of recent GED graduates are routinely shared with staff in the Student Success Center and with the individuals coordinating the ENRICH program, both of which work with non-traditional students to assist them with the transition into post-secondary education.

Another way the College demonstrates its commitment to lifelong learning is through its relationship with the Vermilion County Job Training Partnership, commonly referred to as JTP. DACC is one of only two community colleges in Illinois that administers all Workforce Investment Act programs in its district. This program provides basic education and high school equivalency training classes, tutoring sessions for high school graduates to improve their basic academic skills, and classroom skills
training programs for specific occupations. Short-term, high-intensity skills training programs are provided by the College and JTP subcontracting agencies. One-year certificate and two-year associate degree programs are available to JTP clients at DACC and other institutions. This program is discussed more fully in Core Component 5a.

The College shows its commitment to lifelong learning in yet other ways. In 1982, the College initiated College for Kids. This has been a successful program demonstrating the College’s belief that the idea of a life of learning should be introduced at an early age. Each summer, two two-week programs are open to students entering third grade through eighth grade. A large variety of classes are offered in arts and crafts, cooking, computers, foreign language, job skills, music, science, and special interests. Also, with this program students are able to visit museums, theme parks, and zoos. In summer 2008, 362 students were enrolled in College for Kids.

In addition, the College offers extensive Continuing Education classes, which are non-credit classes offered to all who may benefit. The classes may be taken for vocational interest, personal enrichment, or recreational purposes. Classes in recent semesters have included cooking, investing, computers, rag quilting, sewing fun, babysitter training, PowerPoint, and defensive driving, to name a few. Many workshops are offered annually on different topics such as early childhood education and lawn and garden. Continuing Education programs are discussed in greater detail in Core Component 5a.

Realizing that education is an important tool through which incarcerated individuals can improve their futures and become productive members of society upon their release, DACC has taken over responsibility for the educational programming at the Henry Hill and East Moline Correctional Centers in Illinois. The College first partnered with Henry Hill in July 2006 and East Moline in August 2007. The College offers ten to twelve academic classes each year at Hill, with 30 students enrolled in each class. Currently the Management Certificate is the only program available to students at Henry Hill. Previously the College had offered Custodial and Diesel certificates also, but when the faculty for those programs left, the Department of Corrections did not allow the College to fill those positions. Four programs are offered at East Moline: Construction, Culinary Arts, Custodial, and Horticulture. Developmental, as well as Youth Offender and Education for Careers classes, are available at both Henry Hill and East Moline. Faculty are DACC employees, and hiring practices follow all College requirements. As per HLC Policy 3.2(d)3, “Institutions may open and close course locations in their home state without specific, prior approval . . . but MUST report the number of such operational locations on the AIDU.” Because the College offers courses and certificates only at these locations and because they are in the same state, they did not require prior approval by the HLC.
DACC publicly acknowledges the achievement of students and faculty in acquiring, discovering, and applying knowledge.

Evidence:

- President’s Report to the Board of Trustees
- Plain Brown Rapper
- Mass Communications (newspapers, radio, and television)
- Recognition Programs

The President of the College submits a report to the Board of Trustees at its monthly meetings. The purpose of the report is to provide the members of the Board of Trustees with information regarding College activities and accomplishments. The agendas and minutes of board meetings are available online at [http://www.dacc.edu/board/meetings](http://www.dacc.edu/board/meetings). The President’s reports are routinely made available to the public in the President’s office and in the DACC library. Copies of reports are on file in the Resource Room.

The Plain Brown Rapper is a bi-monthly publication of the College. It is a newsletter which provides another method for the College to highlight special events taking place at the College; to recognize the accomplishments of the students, faculty and alumni of the College; and to inform the readers about future events and issues at the College. The newsletter is distributed online and through the mail to retirees, current and former board members, newspapers, and government officials.

News stories about DACC students and faculty discovering, acquiring, and applying knowledge are heard on local radio and television stations and featured in the local newspapers throughout the year. The College has a weekly radio program which highlights activities on the campus. The College has a television broadcast studio and regularly produces programs that are aired on the local access channel. Both local newspapers provide excellent coverage of activities at the College.

Each year the College holds special recognition programs. The Board of Trustees hosts a reception for faculty, administration, staff, retirees, and former board members in April. For students the College holds the formal induction ceremony for Phi Theta Kappa, the honors program for those receiving scholarships, the nursing pinning ceremony, and the spring commencement ceremonies for College graduates and for GED graduates. In fall 2008 the College and the DACC Foundation included in one of the local newspapers a sixteen-page insert featuring the recipients at the DACC Foundation Honors Program. A copy of this insert and the programs for the various recognition ceremonies are available in the Resource Room.
The faculty and students, in keeping with DACC’s mission, produce scholarship and create knowledge through basic and applied research.

Evidence:

Syllabi
Assessment Activities
Faculty Research & Publications

DACC is not a graduate school and thus does not have a focus on research. The students at the College do learn the foundational principles for research, however. The teaching of basic and applied research methods is accomplished in each department of the College. A review of course syllabi, which are available on the College website, provides evidence that students at DACC are learning how to perform research through the writing of research papers as well as in-class and out-of-class research projects. The College continuously looks for ways to encourage the use of scholarship by students and is currently exploring the desire of Eastern Illinois University faculty to connect with DACC faculty and students on applied research projects prior to students transferring to that institution.

While research is not their primary focus, faculty and staff do engage in research and other scholarly activities. The College views the assessment of student learning as basic and applied research at its most fundamental level. As evidenced in Criterion Three and in Core Component 4b, faculty and staff are committed to the assessment of student learning and use the data generated from assessment activities to plan and continuously improve at the course, program, and institutional level. An example of research published recently by a faculty member is “Generic Critical Thinking Infusion and Course Content Learning in Introductory Psychology.” Another example is *Women of Conscience: Social Reform in Danville, Illinois, 1890–1930*, published in 2008 by two faculty members. Several faculty have authored textbooks. Some of the titles are: *Understanding American Government*, *Get Ready for A & P*, *Business Communication at Work*, *Introduction to Landscaping*, and *Introduction to Horticulture*.

Other faculty members regularly contribute to the literature in their disciplines. For example, one faculty member in Liberal Arts has had numerous short stories published in the last few years. Most recently his short story “Everything Has Its Place” appeared in *The Madison Review*, which is published by the University of Wisconsin. Another short story, “Man, Woman, Gun,” has been accepted for publication in Clemson University’s *The South Carolina Review*. His short story, “Scrapping a Bird” has been accepted by the journal *Elder Mountain*, which is published by Missouri State University-West Plains. An administrator’s article “What Community Colleges Should do to Help First Generation College Students” was published in the *Community College Review*. 
DACC supports professional development opportunities and makes them available to all of its administrators, faculty, and staff.

Evidence:

- Funds Allocated for Professional Development
- Tuition and Fee Waiver
- Tuition Reimbursement
- Professional Development Funds
- Diversity Conference
- Employee Development Team
- In-service Activities, Trainings, and Workshops
- StarLink
- Innovations Abstract
- Sabbatical Leave Policy
- Faculty Endowed Chairs

The College believes and demonstrates that the acquisition, discovery, and application of knowledge are lifelong endeavors and extends such opportunities to all employees. Board Policy 4001 states: “Danville Area Community College wishes to encourage its employees to continue to improve their knowledge and skills. The College will provide for that opportunity.” The Board provides for professional development in many ways.

The pattern of financial allocation over the last three years illustrates that the Board of Trustees promotes a life of learning for its faculty and staff. Despite declining resources and increasing costs, the College has allocated slightly more than 5 ½ percent of the unrestricted budget for academic support each of the last three years.
One way the College provides for professional development is through tuition and course fee waivers. Full-time employees are eligible to have tuition and course fees waived for any DACC credit course for which they are qualified. Continuing part-time employees are eligible to have tuition and course fees waived for up to six credit hours per semester. Part-time faculty members who are teaching at least three credit hours are eligible to have tuition and course fees waived for up to six credit hours per semester for the semester in which they are teaching. Spouses and dependents of full-time employees are eligible to have tuition waived for any DACC credit course for which they are qualified. Degree credit classes taken through the Corporate and Continuing Education Department are also eligible for tuition waiver at the discretion of the Vice-President for Instruction and Student Services. These waivers help employees feel that their education and individual fulfillment matter to the Board and the College. In fiscal year 2008 a total of forty employees took advantage of the tuition waiver benefit, either for themselves or for their spouses or children.

In addition to tuition waivers, full-time employees may request reimbursement for tuition expenses at an accredited four-year institution, provided they complete the required forms prior to the start of the class and submit proof of successful completion of the class. Tuition reimbursement makes higher education accessible to many more individuals, some of whom would possibly not pursue the opportunity if this benefit were not available. Relevant additional coursework that is successfully completed can be used by full-time faculty members to advance on the salary scale. In fiscal 2008 seven full-time employees took advantage of tuition reimbursement. DACC also recognizes the importance of other educational opportunities, such as seminars, workshops, and
training sessions for instructors in vocational or technical programs, and equates them at the rate of one semester credit hour for each fifteen contact hours.

Each faculty member is allowed a stipend for professional development, and each departmental budget provides the resources for administrators and staff to participate in professional development activities specific to their areas of responsibility. Division deans and the Vice-President of Instruction may allow more money for faculty members who are presenting at conferences and workshops. In the past two years, faculty members have used their professional development monies to attend the Higher Learning Commission Annual Meeting, Agriculture Articulation Conference, Central States Speech Association Conference, Illinois Association of Chemistry Teacher Conference, Houghton Mifflin Mathematics Conference, Mosby’s Faculty Development Institute, American Association of Community College Trustees Conference, National Accounting Education Conference, Illinois Business Education Association Conference, Associate of Collegiate Educators in Radiologic Technology Annual Conference, Society for Electroacoustic Music National Conference, Mid-Atlantic Student Literary Magazine Conference, Illinois Association of Minorities in Government Conference, and the National Institute of Staff and Organizational Development (NISOD) Leadership Conference.

For the past eight years, several faculty and staff have attended the “Walking the Walk of Diversity” conference hosted by Richland Community College in Decatur, Illinois. The conference is designed to provide diversity awareness for professionals in higher education, public education, business and industry, and social service agencies. DACC has paid for all travel and registration fees and has opened the conference to any faculty and staff members (full- and part-time) who are interested in attending. Conference topics have encompassed the entire gamut of diversity including disabilities, race, gender, sexual orientation, age, and religion. Participants choose from a range of sessions that focus on the learning the history of race issues, initiating systemic changes in the workplace, and incorporating outreach techniques for underrepresented groups. Several of the ideas gathered during these conferences have been put into practice by incorporating them into the diversity team events or using them in the classroom.

The College supports professional development opportunities for employees in yet other ways. The Employment Development Team, which is composed of the Vice-President of Instruction, division deans, and faculty members, formulates and maintains an active professional development program. The team conducts a survey during fall and spring semester in-service days to elicit suggestions for potential professional development offerings for the coming year. All employees have the opportunity to indicate areas of interest and to make suggestions for possible development activities. The team produces a calendar from the results of the returned surveys. The team also suggests topics for the Part-time Faculty Academy.
Several professional development opportunities are provided specifically for faculty to improve student learning. For example, all faculty members have StarLink available to them online. StarLink presents various scholarly topics on a monthly basis to the faculty to assist in classroom instruction. The purpose of StarLink’s research based programs is to improve student learning and to enhance teaching techniques, thus providing a stimulating learning environment for students and faculty. Another example is Innovations Abstract, which is distributed monthly to the faculty and provides a print version of scholarly topics that have been researched to improve and stimulate learning for students in the classroom. Faculty members are encouraged by the administration to attempt new methods of instruction and to evaluate the effects of the new methods on student learning.

The College offers its faculty the opportunity to engage in a life of learning through its Sabbatical Leave Policy. The Board describes a sabbatical leave of absence as “an opportunity for the intellectual growth of a faculty member.” Any full-time faculty member who has been employed for six or more years may apply for a sabbatical leave, which may include study, travel, research, creative activity, or other useful service that “will benefit the College and the students of the district.” A faculty member interested in a sabbatical leave of absence must submit a proposal to the Sabbatical Leave Committee. This proposal must list the purpose or objective of the sabbatical, specific activities in which the faculty member will engage, and how these activities will be applied upon the faculty member’s return. The faculty member must also include in the proposal why these activities cannot be completed unless the sabbatical is approved, if he or she will receive any outside remuneration as a result of these activities, and that he or she understands the terms of the Sabbatical Leave Agreement. The Sabbatical Leave Committee rates and ranks proposals and makes recommendations to the President, who in turn reviews all materials and makes a presentation to the Board of Trustees in March prior to the semester for which a faculty member has requested a sabbatical. The faculty member will receive full pay for one semester or half pay for two semesters.

A maximum of two sabbaticals per year may be awarded. In the past one faculty member used a sabbatical to develop the first online course for the College. Another faculty member developed curriculum that expanded the College’s non-western offerings. There have been few requests for sabbaticals since the last HLC visit, perhaps because many long-time faculty have retired since then, and many of the current faculty have either not been with the College long enough to be eligible for a sabbatical or cannot yet afford to take one. Recently one faculty member’s request was denied, only because the project the faculty member proposed was already being addressed by the College in a different manner. For a complete discussion of the Sabbatical Leave Proposal procedure and to see a copy of the Sabbatical Leave Agreement, please refer to Board Policy 4050. The Policies and Procedures Manual is available in the Resource Room and online at http://www.dacc.edu/board/policies.
Another way DACC offers its faculty the opportunity to engage in a life of learning is through the Endowed Chair Awards. The College, in conjunction with the DACC Foundation, supports six endowed chair awards for full-time, tenured faculty. The Dorothy Duley Endowed Chair award is for two years at $2000 per year. Liberal Arts faculty are eligible to apply for this award. There are two Tom and Barbara Crays Endowed Chair awards, one in Business and Technology and one in Math and Science. Both awards are for three years at $2000 per year. The Keith and Nancy Bates Endowed Chair award is for two years at $500 per year. Math and Science faculty are eligible to apply for this award. Finally, there are two A.L. Webster Endowed Chair awards, each for two years at $2500 each year. Any full-time tenured faculty member may apply for these awards.

A faculty member applying for one of these awards must submit a current vita, a list of personal and professional accomplishments for the last three years, and a proposal of how the funds would be utilized for each academic year. The proposal also includes the impact the award would have on the recipient, the students, and the College, as well as how the faculty member would evaluate if the proposal were successful. Examples of ways Endowed Chair funds may be used include: professional development activities; purchase of instructional materials and supplies; implementation of a special event or activity; purchase of materials to support student learning; special equipment, technology, or software; educational speakers or guest lecturers; field trips; and other expenditures as approved by the Vice-President of Instruction and Student Services. The most recent Duley, Crays, and Bates Endowed Chair awards were announced at the in-service August 2008. The Webster Endowed Chair awards will be announced at the in-service August 2009. The application form for the Endowed Chair Awards and copies of proposals that were submitted for fiscal year 2009 are available in the Resource Room.

Core Component 4b:

DACC demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

DACC integrates General Education into all of its programs to develop the attitude and skills requisite for a life of learning in a diverse society.

Evidence:

Commission Statement on General Education
Statement of Purpose
Course Catalog
DACC values the acquisition of a breadth of knowledge and fully supports the Commission Statement on General Education that was issued on February 21, 2003. The first function listed under the College’s Statement of Purpose is Provision for General Education. DACC integrates general education into all of its programs and courses. General education courses are required of all degree-seeking and many certificate-seeking students. The College’s general education courses are designed to help students develop both individually and as members of a group and to instill in students the desire to develop intellectual and emotional skills through lifelong learning.

As stated in the College Catalog, general education at DACC has two purposes. The first is to develop skills in communication and in mathematics that will be necessary for success in college, the community, and the working world. The second is to acquaint students with the breadth of knowledge and the methods of inquiry in the natural sciences, the social sciences, and the humanities. General Education falls into five areas: communications, humanities, mathematics, science, and social science.

All new and existing programs at the College are required to meet or exceed Illinois Community College Board (ICCB) guidelines in the required makeup of General Education courses within the degree program. Requirements for the Associate in Science and Arts (ASA), Associate in Engineering Science (AES), Associate in Applied Science (AAS), and Associate in General Studies (AGS) are included in the chart that follows. A list of the courses that fulfill the requirements in each of the five general education areas is in the College Catalog, which is available in the Resource Room and online at http://www.dacc.edu/selfstudy.

<table>
<thead>
<tr>
<th>General Education Requirements by Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
</tr>
<tr>
<td>ASA</td>
</tr>
<tr>
<td>AES</td>
</tr>
<tr>
<td>AAS</td>
</tr>
<tr>
<td>AGS</td>
</tr>
</tbody>
</table>

*The AAS requires 3 credit hours in Science and/or Math, depending on the program.
Source: DACC Catalog
In addition to meeting these general education requirements, all students seeking an ASA, AES, AAS, or AGS degree are required to take a minimum of one course as part of their general education program which contains instruction on improving human relations, including race, ethnicity, and gender, to address racism and sexual harassment. This requirement is in compliance with Public Act 87-581. Examples of courses that fulfill this requirement are Introduction to Psychology, Race and Ethnic Relations, and Oral Communications. Students seeking an ASA degree are also recommended to take a non-western culture class from either the humanities or the social science categories. Examples of courses that fulfill this recommendation include Non-Western Literature and Modern Latin America.

To strengthen and clarify the College’s commitment to assuring that its students develop the attitudes and skills requisite for a life of learning in a diverse society, the Assessment Committee established four general education outcomes in fall 2003:

- Competence in communications: written communications, oral communications/listening skills, visual communications
- Competence in critical inquiry and problem solving: qualitative analysis, quantitative analysis, ability to define a problem and construct methods to gather, analyze, interpret, and evaluate data
- Technological competence: ability to use current resources, methods, technology, adaptive skills for future learning
- Cultural awareness and social skills: effective human relations in diverse settings, application of ethical principles, understanding of local, national, and global issues, appreciation for aesthetics and the arts

The committee worked to incorporate these outcomes into the course and program assessments and to find methods to measure growth. One of the first steps was to develop a matrix for each course, where faculty listed activities that would support each general education outcome. It was not expected that every course would adequately address every general education outcome, but that over the course of a student’s program, all outcomes would be addressed.

The College assesses one general education outcome per year. In fiscal year 2008, faculty developed their course assessments and program assessments based on the general education outcome communication and the College used the CAAP Writing Test to measure the students’ growth in the targeted area. In fiscal year 2009 the College is assessing critical thinking. To further emphasize the College’s commitment to assuring that students develop the attitudes and skills requisite for a life of learning in a diverse society, the Board of Trustees voted to include DACC’s four measurable
General Education Outcomes as part of the College’s Mission Documents on January 22, 2008.

*Learning outcomes demonstrate that graduates have achieved breadth of knowledge and skills and the capacity to exercise intellectual inquiry.*

*Evidence:*

- Academic Profile
- Collegiate Assessment of Academic Proficiency
- CAAP Linkages Report
- 2006 CCSSE Data

For many years DACC used two assessments to determine whether or not students who had filed an intent to graduate demonstrated the attitudes and skills requisite for a life of learning. Students who were completing an Associate Degree in Arts or Science took the Collegiate Assessment of Academic Proficiency (CAAP) tests in Writing, Math, and Critical Thinking. Students who were completing an Associate Degree in Applied Science took the WorkKeys tests in Writing, Math, and Reading for Information. Although DACC students consistently scored well on both of these assessments, the members of the Assessment Committee weren’t certain that they provided the information the College needed. They also wanted to use the same assessment for students in transfer programs and students in career programs.

After much research, they decided to try the Academic Profile as a way of measuring gains in general education. This was a nationally-normed general knowledge assessment developed by the Educational Testing Service (ETS). There were four tests, Writing, Reading, Critical Thinking, and Mathematics, with questions coming from three broad academic areas: humanities, social science, and natural sciences. In fall 2004, the tests were administered to 239 entering, degree-seeking students to get baseline data on the general education skills of students just starting their postsecondary education. The skills measured by the Academic Profile were grouped into three proficiency levels in each area – proficient, marginal, and not proficient. In Mathematics, 28 percent of the students were proficient at the first level. In Writing, 40 percent were proficient at the first level. In Reading, 43 percent were proficient at the first level. No students were proficient in Critical Thinking.

In spring 2006, assessments for general education skill levels were conducted with 217 students who were completing their program of study. The results of these assessments were compared with those from the fall 2004 cohort. In Mathematics, 35 percent were proficient at the first level. In Writing, 53 percent were proficient at the first level. In Reading, 52 percent were proficient at the first level. In Critical Thinking, 3 percent were proficient at the first level.
**Percent Proficient at the First-Level by General Education Area Academic Profile Fall 2004 and Spring 2006**

<table>
<thead>
<tr>
<th></th>
<th>Fall 2004 (n=239)</th>
<th>Spring 2006 (n=217)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>28%</td>
<td>35%</td>
</tr>
<tr>
<td>Writing</td>
<td>40%</td>
<td>53%</td>
</tr>
<tr>
<td>Reading</td>
<td>43%</td>
<td>52%</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>0%</td>
<td>3%</td>
</tr>
</tbody>
</table>

*Source: DACC Institutional Research Office*

While these scores were still disappointingly low, they did show growth over time and suggested that these students’ programs of study had positively impacted their ability to continue to learn. The summary reports for both 2004 and 2006 are available in the Resource Room.

The data collected from the Academic Profile assessment proved to be problematic as different cohorts of students were being used in the pre-test and post-test assessments. In addition, ETS discontinued the Academic Profile and was in the process of developing a new instrument. As a result, the members of the Assessment Committee decided in fall of 2006 to resume using the CAAP because this ACT standardized assessment for writing, reading, and mathematics could be linked back to incoming ASSET, COMPASS, or ACT scores. The committee member also decided to assess just one general education outcome each year, as opposed to assessing all four, because they wanted to evaluate general education outcomes at the course, program, and institutional levels. To do more than one each year would be unwieldy. In 2007-2008, faculty members assessed communication skills in their classes, and program level reports focused on communication.

The CAAP writing assessment was administered to a total of 203 DACC students, 37 in the fall 2007 and 166 in the spring. Of these students, 124 (61 percent) scored at or above the national mean.

As stated previously, one reason DACC resumed using the CAAP to measure gains in general education was because student performance can be linked back to the same students based on their incoming scores on ACT and COMPASS. DACC was in a unique situation in the 2007-2008 academic year in that many of its graduating students came in with ASSET scores, the ACT assessment tool the College used prior to moving to COMPASS. In order to link the CAAP scores back to those scores, ACT had to write a special Linkages Report for DACC. Unfortunately, that report did not include the students who came in with ACT or COMPASS scores. Only 41 of the 203 students (20 percent) tested had ASSET scores. Because those students may not be typical of the general student population, DACC cannot generalize the
results. Nonetheless, the results are encouraging. Only 2 percent of DACC students entering with an ASSET writing score made lower than expected progress on CAAP as compared to 10 percent of the reference group, whereas 88 percent of DACC students made expected progress on CAAP as compared to 78 percent of the reference group. The percentage of DACC students who made higher than expected progress on CAAP, 10 percent, was just under the percentage of students in the reference group who made higher than expected progress on CAAP, 12 percent.

*CAAP Linkages Report 2008*

<table>
<thead>
<tr>
<th></th>
<th>Higher than Expected</th>
<th>Expected</th>
<th>Lower than Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>DACC</td>
<td>10%</td>
<td>88%</td>
<td>2%</td>
</tr>
<tr>
<td>Reference Group</td>
<td>12%</td>
<td>77%</td>
<td>11%</td>
</tr>
</tbody>
</table>

*Source: DACC Institutional Research Office*

While test scores are useful indicators of what students have learned, student perceptions of what they have learned are equally important. As per the 2006 CCSSE data, 68 percent of the respondents said that their experience at DACC had contributed “very much” or “quite a bit” to their acquiring a broad general education. Only 59 percent said their experience at DACC had contributed “very much” or “quite a bit” to their writing clearly and effectively, 49 percent to speaking clearly and effectively, 62 percent to thinking critically and analytically, 52 percent to solving numerical problems, 57 percent to using computing and information technology, 54 percent to working effectively with others, and 33 percent to understanding people of other racial and ethnic backgrounds.

*Degree to Which Students Agree Experience at DACC Contributed to General Education 2006 CCSSE*

<table>
<thead>
<tr>
<th></th>
<th>Very Much</th>
<th>Quite a bit</th>
<th>Some</th>
<th>Very Little</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquiring a broad general education</td>
<td>27</td>
<td>41</td>
<td>26</td>
<td>6</td>
</tr>
<tr>
<td>Writing clearly and effectively</td>
<td>17</td>
<td>42</td>
<td>29</td>
<td>12</td>
</tr>
<tr>
<td>Speaking clearly and effectively</td>
<td>14</td>
<td>35</td>
<td>33</td>
<td>17</td>
</tr>
<tr>
<td>Thinking critically and analytically</td>
<td>20</td>
<td>42</td>
<td>29</td>
<td>9</td>
</tr>
<tr>
<td>Solving numerical problems</td>
<td>17</td>
<td>35</td>
<td>31</td>
<td>16</td>
</tr>
<tr>
<td>Using computing and information technology</td>
<td>24</td>
<td>33</td>
<td>27</td>
<td>16</td>
</tr>
<tr>
<td>Working effectively with others</td>
<td>17</td>
<td>37</td>
<td>34</td>
<td>12</td>
</tr>
<tr>
<td>Understanding people of other racial and ethnic backgrounds</td>
<td>9</td>
<td>24</td>
<td>39</td>
<td>28</td>
</tr>
</tbody>
</table>

*Source: DACC Institutional Research Office*
While the College would like to see higher percentages for all of the above measures, it is particularly interested in increasing the number and percentage of students who indicate their experience at DACC has positively impacted their understanding of people of other racial and ethnic backgrounds. DACC will pay particular attention to this measure on the 2009 CCSSE data. Meanwhile, the College will continue its efforts to diversify faculty, staff, and students, and to expose students to a wide array of multicultural experiences.

The Assessment Committee discussed the assessment of general education at its organizational meeting in January 2009. That committee will review the current process and the data provided by that process to determine if changes need to be made and will then make recommendations to the College. One of the concerns is that the committee has not yet identified instruments to measure technological competence or cultural awareness.

**Core Component 4c:**

DACC assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

Regular academic program reviews include attention to currency and relevance of courses and programs.

**Evidence:**

- ICCB Program Review
- Percentage of Occupational Degree and Certificate Completers Employed
- Percentage of Occupational Degree and Certificate Completers Retained

The most comprehensive strategy used on an ongoing basis to assess programs at DACC is program review as defined by the Illinois Community College Board (ICCB). 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. The College must include in the Summary Report of Review Results the improvements made to the program since the last review and the rationale for those improvements; the principle assessment methods used in quality assurance for the program; and statewide program issues, if applicable. The College is to indicate what action should be taken, based on the results of the review. Should the program be continued with minor improvements, significantly modified, discontinued or eliminated, placed on inactive status, scheduled
for further review, or something else? Each program and service must be evaluated at least once within a five-year cycle.

Most of the strengths and concerns noted each year as a result of the program-review process relate to issues surrounding academic program continuation and/or improvement as determined by student enrollment, graduation, job placement, employer feedback, and the costs associated with program delivery and equipment. Concerns are typically addressed in the year following the particular program review and then the results are reported to ICCB the next year. The ICCB Program Review schedule and copies of Program Review Reports are on file in the Resource Room.

The College uses other measures to assure that its programs are current and relevant. The first is by identifying the percentage of occupational degree and certificate completers who are employed or enrolled in further education within one year of graduation and comparing this to the statewide average. The College scores well on this measure. Based on the three year average from fiscal year 2005 to 2007, 89.9 percent of the students who graduated with a degree or certificate from an Illinois community college were employed or enrolled in further education a year after graduation. The percentage of DACC graduates who were still employed or enrolled in further education had increased by 20.8 percent from 2005 to 2007, with the three year average from 2005 to 2007 exceeding the statewide average by nearly 6 percent.

Graduates Employed or Enrolled in Further Education Fiscal Years 2005-2007

<table>
<thead>
<tr>
<th>District</th>
<th>College</th>
<th>FY 2006</th>
<th>3 Yr Average (2005-2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>507</td>
<td>Danville</td>
<td>92.3%</td>
<td>95.7%</td>
</tr>
<tr>
<td></td>
<td>STATE AVG</td>
<td>86.8%</td>
<td>89.9%</td>
</tr>
</tbody>
</table>


The second measure DACC uses to assure that its programs are current and relevant is the percentage of occupational degree or certificate completers who are retained in employment. As the following tables show, the College performs well on this measure, also, although it is slightly lower than the statewide average.
Curricular evaluation involves alumni, employers, and other external constituents who understand the relationship among the courses of study, the currency of the curriculum, and the utility of the knowledge and skills gained.

Evidence:

- Advisory Committees
- Professional Certification
- Illinois Community College System Performance Report FY2008
- Licensure Exam Pass Rates
- ICCB Graduate Follow-Up Study
- Transfer Student Success

DACC recognizes the need for input from the business, health, industry, and public service communities to ensure programs meet the needs of its students and thus the communities it serves. To ensure the programs offered are in line with what is needed in various career fields, career and technical programs are connected with advisory committees. The Adult Education Department meets twice yearly with the Adult Education Area Planning Council. The Corporate and Community Education Department has three advisory committees: Culinary Arts, College for Kids, and Tractor Trailer Driving. The Business and Technology Division has nine advisory committees: Accounting, Automotive Technology/Collision Repair, Electronics, Golf and Turf Management, Heating, Ventilation, and Air Conditioning (HVAC), Information Systems, Manufacturing, Marketing, and Office Systems. The Liberal Arts Division has three advisory committees: Criminal Justice, Early Childhood Education, and Fire Science. The Math and Science Division has four advisory committees: AgriBusiness, Health Information Technology, Nursing, and Radiologic Technology. These committees are composed of program administrators, instructors, current and former students, business partners, and community experts. For example, the Nursing Program Advisory committee is composed of individuals instrumental at the program’s clinical sites or are generally involved with hiring large amounts of the program’s graduates.
The individuals on the Criminal Justice Advisory are employed in some capacity in the criminal justice field.

Most advisory committees meet annually, usually in the fall, to evaluate curriculum, discuss the needs of the workforce, and incorporate new ideas into the program. One of the most recent changes produced through the Nursing Advisory Committee was the move of the student clinical site out of the Public Health Department and into the Juvenile Detention Center and the Public Safety Building. This switch allowed the students to learn a greater variety of nursing skills and to incorporate the development of health educational programs for their clients. The Nursing Advisory also recommended that, since the work environment requires more computer skills, students should get more exposure to technology. As a result, an additional half day in a hospital computer lab was added to familiarize students with technology. In the Radiologic Technology program, Pharmacology was removed from the curriculum and replaced by Atypical Radiologic Procedures. In addition, more emphasis is placed on patient history-taking in the curriculum. At the suggestion of the Health Information Technology advisory committee, flyers about this relatively new program were placed in physicians’ offices and long-term care facilities.

Another example of the contribution advisory committees make to improving curriculum can be seen within the AgriBusiness program. This committee is composed of former and present students, administrators, instructors, and corporate and community leaders representing banks, the seed industry, the fertilizer and chemical industry, and agricultural processing plants. One of committee’s biggest contributions to the program was the movement from career courses for the purpose of an Associates in Applied Science degree to transferable courses allowing students to transfer their agriculture courses to four-year institutions. As a result of the Agriculture advisory, internships/partnerships were developed with area businesses, opening up the opportunity for DACC to attract students and for business to recruit future employees. Yet another example of curricular changes that resulted from an advisory committee comes from the Criminal Justice Advisory, which recommended in fall 2007 that the internship be reduced from 225 hours to 160 hours, which is comparable to other universities. The Advisory also decided the program should include Logic to help students develop their critical thinking skills.

In addition to advisory committees, DACC uses other measures to ensure that students in the career programs gain the skills and knowledge they need to function in diverse local, national, and global societies. DACC regularly reviews the passage rates on licensure and certification exams and uses these to assess whether or not students in the respective programs are gaining the knowledge and skills they need to be successful. For example, the Manufacturing Technology program at DACC offers Level I certification from the National Institute for Metalworking Skills (NIMS) for students in general
machining, benchwork, milling, drill press operation, surface grinding, turning in chucks, and turning between centers. DACC was the first post-secondary institution in the state of Illinois to be designated a NIMS Certified Training Program. DACC Manufacturing instructors were among the first instructors in the state to receive their individual credentials. A NIMS credential is recognition that a person’s competencies have been validated against a set of industry-written skill standards. Skills standards are developed by workers, managers, and trainers from the metalworking industry and are subject to two different forms of national validation. Certification involves meeting the performance requirements and passing a knowledge skills exam required for the credential. The performance requirements and the exam are the same nationwide. To date students have taken eighty-six tests and have passed eighty-five tests toward Level 1 certification. In order to receive Level I NIMS credential, a student must complete one project in each of seven skills areas. Completing a metalworking program at a NIMS-certified institution gives a job applicant an advantage over the competition, but being a NIMS-certified graduate is even better. In May 2008 officials at DACC proudly presented a graduate with a machinist’s toolbox in recognition of his Level I certification from NIMS. The student came to DACC for retraining through the Job Training Partnership after he was laid off from his job. Upon his graduation he was already employed as a machinist at a local manufacturing company.

The College is particularly interested in the percentage of students in nursing and the health related fields who pass their licensure and certification exams. DACC nursing students have consistently performed well on the National Council Licensure Examination (NCLEX), and students in Radiologic Technology have performed well on the American Registry of Radiologic Technologists (AART) national certification exam. DACC students have consistently performed well on these licensure exams.
According to the Illinois Community College System’s Performance Report for Fiscal Year 2008: Focus on Affordability, DACC was one of forty institutions in the system that reported pass rate information for the NCLEX-RN. In fiscal year 2007 the median pass rate for the state was 89 percent, compared to 85 percent nationwide. DACC’s pass was over 95 percent. As per this same report, fourteen community colleges in Illinois provided pass rate information for AART in 2007. The average statewide pass rate was 94 percent, higher than the national pass rate of 91 percent. DACC was one of seven Illinois Community Colleges that reported a pass rate of 100 percent. A copy of this performance report is available in the Resource Room.

The College is interested in how students in other allied health programs perform also. Students in health information technology are not required to sit for the Registered Health Information Technician (RHIT) exam, so only a few do. All four (100 percent) of the students who have taken it (two in 2004 and one each in 2007 and 2008) have passed. The pass rate for the students taking the Certified Nurse Assistant (CNA) exam is high, also. Between 2004 and 2007, 546 students took the exam, and the average pass rate each year was 98 percent.

Another way the College evaluates the currency of curriculum and the utility of the knowledge and skills gained is through the results of the ICCB Occupational Follow-Up Study. This study asks graduates to what extent they recognize the institution’s quality and effectiveness. Although DACC has fallen just slightly below the state-wide average on this measure, it has improved over time, from 76.8 percent in 2005 to 87.9 percent in 2007.
Extent to Which Institutional Quality and Effectiveness are Recognized by Graduates

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Number</td>
<td>%</td>
<td>Number</td>
<td>%</td>
</tr>
<tr>
<td>507</td>
<td>Danville</td>
<td>156</td>
<td>76.8%</td>
<td>288</td>
<td>86.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>188</td>
<td>87.9%</td>
<td>197</td>
<td>83.6%</td>
</tr>
<tr>
<td></td>
<td>State Average</td>
<td>290</td>
<td>87.3%</td>
<td>527</td>
<td>89.1%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>189</td>
<td>88%</td>
<td>369</td>
<td>87.1%</td>
</tr>
</tbody>
</table>

Source: ICCB, FY05 Occupational Follow-Up Study.

One way the College measures the effectiveness of its transfer programs is by comparing how well DACC students perform at four-year institutions compared to native students. They have consistently performed well on this measure. Transfer student success information is available in the Resource Room.

DACC provides curricular and co-curricular opportunities that promote lifelong learning and social responsibility.

Evidence:

- Experiential Offerings
- Field Trips
- Service Learning
- Waiting for Rain
- Rad Tech Club
- Student Government
- Athletics
- Presidential Scholars
- National Collegiate Honors Council (NCHC)
- Scholars Program
- Phi Theta Kappa
- USA First Academic Team Winner

Students at DACC have a wealth of opportunities to take part in curricular and co-curricular opportunities that promote lifelong learning and social responsibility. These range from experiential offerings and field trips to conferences and service learning classes, from honors programs and publishing their own and others’ writing to organized clubs and societies.
DACC students have many opportunities engage in activities that help to connect what they are learning in the classroom with the greater world. Student can join the College Singers, Pep Band, and the Vermilion Festival Chorus. They can try out for the college play or audition for the Danville Symphony Orchestra. They can go on field trips that reinforce what they are learning in their classes. For example, the zoology class goes to the Shedd Aquarium and the Museum of Natural History in Chicago and the Indianapolis Zoo every year. Students get a chance to meet with scientists in their fields and get ideas about career options. When students from the biology classes need a cadaver, they tour the Anatomical Gift Association’s facility and view preparation of the bodies for academic use. The second year Radiologic Technology students go to the Radiological Society of North America (RSNA) Conference, and many students also attend the Association of Collegiate Educators in Radiologic Technology annual conference. The acting class students attend productions at area universities, such as at the Krannert Center for the Performing Arts at the University of Illinois where they recently saw A Flea in Her Ear. They have also attended the Murat Theater in Indianapolis to see Miss Saigon. The sociology classes visit Hull House in Chicago, after which they write about Jane Addams and her contributions through her social work. Also, art history classes have visited the Indianapolis Art Museum, literature classes have visited Spurlock Museum at the University of Illinois, and education classes have visited the Children's Museum in Indianapolis.

The service learning class combines classroom instruction with community service, focusing on critical reflective thinking as well as personal and civic responsibility. Enrollment in this class has been limited, but the work produced by the students involved has been exemplary. Projects have included informing the community about the dangers of METH, both the making and the using of the drug. The students involved presented six thirty-minute programs to fifth graders at North Vermillion Elementary School. In one thirty-minute program, DACC students set up a dark tent with eerie music. When the fifth grade students were led into the tent, the DACC students shone lights on the faces of METH users. DACC students also did a demonstration that showed how easily a house can explode when someone is cooking METH. Another service learning project was tied to the annual HIV/AIDS Conference. DACC students did art projects, put on a play, and helped with securing speakers for the conference. This class was recently offered to seniors at Schlarman High School and was taught by a DACC instructor. Their project was to make students, parents, and the community aware of sexual predators on the internet. Through learning in the classroom about this subject, the students were able to take their knowledge and use it to practice social responsibility by informing their selected audience. Another section of this class was offered to art students at the College, who painted a mural on a wall at the neighboring Veterans Administration hospital. This was part of the national movement to create a culture of care at these institutions. Students can earn from one to three credit hours for
this course, with the number of volunteer hours dependent upon the number of credit hours being earned.

Waiting for Rain, DACC’s award-winning student literary journal, offers students, faculty, and staff an outlet for their creative efforts while encouraging student participation in the design of the journal and the selection of the journal’s content. These opportunities encourage students to explore their creative arts and to exhibit those efforts in a professionally produced publication. In fall 2005 the journal won first prize for a small college student literary magazine at the Community College Humanities Association National Conference. In 2008, under the direction of the faculty advisor and three student editors, the journal took on a new look and an expanded focus. With the goal of becoming a regional journal, the advisor and student editors established an advisory board to lend credibility to the publication. This Advisory Board is made up of both DACC faculty and staff and nationally published writers. The advisor and the student editors’ proposal to present at the 2008 Mid-Atlantic College Student Literary Magazine Conference was accepted. Their presentation, entitled “Harnessing the Gift Horse,” focused on the benefits of a literary magazine at a small community college, as well as the methods for creating an outstanding publication on a fixed budget. DACC was the only community college that presented at this conference, which was held in Philadelphia in October 2008.

The Rad Tech Club, which was established in 2005 for students enrolled in the Radiologic Technology Program, facilitates participation in professional conferences that expand students’ knowledge of the field. The club also has a community service component and has been instrumental in coordinating local food drives and blood drives, as well as other activities. Student Government Association (SGA) provides an effective means of communication, and promotes positive relationships between the students and faculty, students and administration, and within the student body. Members of SGA are to be knowledgeable of all DACC policies/procedures, are to appropriately channel students’ questions and concerns, and are to support the development and promotion of student activities at DACC. The SGA holds elections every semester to involve students in the association. In the Spring of 2008, the officers and faculty advisor traveled to Washington, D.C., to visit with their representative and their senators. The SGA is involved with many projects which help to promote social responsibility, such as blood drives and Meals on Wheels.

DACC competes in nine sports and is a member of the National Junior College Athletic Association (NJCAA) as well as Region 24 in the State of Illinois. Student athletes are engaged in many activities in the community that promote social responsibility. For example, athletes have broken down displays at the Festival of Trees, mentored elementary students and participated in Fun Night at Edison School, bagged groceries at County Market, participated in the Reading Program with students in
District 118, spoke to students at District 118 about staying in school and being involved in athletics, volunteered for the annual Kiwanis Pancake Day, participated in the annual HALO house painting activity, and sponsored the Liberty School Volleyball clinic. They have rung bells for the Salvation Army, volunteered at Danville High School track meets, and participated in the Danville Saint Football and Danville Boat Club Golf Outings. They regularly volunteer at the Boys and Girls Club, the Lions Club, and the Laura Lee Fellowship House.

Another way the College promotes lifelong learning and social responsibility is through the Presidential Scholars. Presidential Scholarships are awarded to students in the top 15 percent of their high school graduating class. Each scholarship provides full tuition and fees at DACC for two years. The DACC Foundation provides funding for the first year of the scholarship, and a gift from the Frank Brittingham Estate supports the second year of the program. Terms of the scholarship include a service learning component. Recipients must provide up to 8 hours of promotional service to the College each year. Scholars have volunteered for many community organizations including Big Brothers/Big Sisters, the Boys and Girls Club, AMBUCS, United Way, Red Cross, District #118 (specifically Garfield School), Community music programs, the Danville Light Opera, and the Red Mask Theater group. Students have also volunteered around campus helping with the many Department activities offered to the public. A list of activities and the hours of service completed for 2007 and 2008 can be found in the Resource Room.

DACC is a member institution of the National Collegiate Honors Council (NCHC) and hosts two separate programs for exceptional students, the DACC Scholars Program and Phi Theta Kappa International Honor Society. Each of these programs offers DACC students opportunities to expand their learning and academic experience beyond the confines of the classroom. The DACC Scholars Program is for highly motivated students seeking greater academic challenge. The purpose of the program is to allow exceptional students the opportunity to explore areas of particular personal interest; to conceptualize and orchestrate their own independent study; to gain experience in independent thinking, planning, and learning; and to further their intellectual growth through nontraditional endeavors. Students accepted into the program are required to complete at least four independent study projects prior to graduation. Past projects have included a model of an Aztec village, an examination of hypnosis and its role in smoking cessation, an exhibit of uniforms and equipment portraying “Nursing Through the Years,” and an exploration of the cultural roots of circumcision which led to development of an informational brochure for parents.
In addition to completing the four independent projects, students are required to participate in at least two additional honors program activities each semester, usually in conjunction with Phi Theta Kappa International Honor Society. Upon successful completion of the Scholars Program students receive a Scholars medallion, a white honors cord to wear at graduation, a certificate of completion, and designation as a Scholars Program member on their transcripts, Honors Day recognition, a member and guests post-graduation reception, and special Scholars-only privileges on campus. Because this program requires independent study and participation, membership looks very impressive on scholarship and school applications, and on résumés. In addition, because DACC is a member of the NCHC, DACC’s Scholars Program requirements are accepted by most four-year institutions towards fulfillment of their own Honors Program requirements.

Undoubtedly the organization on campus that provides the most extensive array of opportunities for students to practice social responsibility and engage in lifelong learning is Phi Theta Kappa, the international honor society for community colleges. Phi Theta Kappa is founded on four hallmarks: scholarship, leadership, service, and fellowship. For two-year periods, the Society focuses on in-depth exploration of an International Honors Study Topic and an International Service Program. The current topic is “The Paradox of Affluence: Choices, Challenges, and Consequences.” The Service Program is “Operation Green: Improving Our Communities,” which is a partnership with Keep America Beautiful (KAB). DACC’s chapter partners with the local KAB affiliate, Keep Vermilion County Beautiful (KVCB). In 2006, the chapter researched and wrote an application on behalf of KVCB for a $10,000 Think Green Grant through Waste Management, Inc, and they received it. Chapter members then partnered with KVCB to launch the largest electronics recycling event in Vermilion County history. All school districts in the College District (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 and DACC’s chapter advisor being named to the KVCB Executive Board.

Each fall, the chapter hosts a series of four satellite seminars on the current Honors Study Topic. Seminars are free and open to the public. Seminar speakers are top scholars and experts in their fields, including Arun Gandhi. The 2008 seminar series includes a founder of Doctors without Borders and a speaker on the future of green technology. Instructors are invited to bring their classes to the seminars to open intellectual dialogue. Each spring, the chapter attends the International Convention where they hear amazing speakers, including Dr. Patch Adams, Madeleine Albright, Al Gore, Christiane Amanpour, Dr. Jocelyn Elders, James Carville, and George Will.
The convention also offers many educational forums covering various aspects of the Society’s four hallmarks.

The DACC Chapter is involved in tremendous community outreach. Past activities have included voter registration drives, Relay for Life, mentoring through Big Brothers Big Sisters, annual Arbor Day tree plantings with local schools, work with Habitat for Humanity, helping launch First Night Danville (an alternative New Year’s Eve celebration), Light the Night Walk for Leukemia and Lymphoma, Alzheimer’s Memory Walk, Operation Paperback (collecting books from the community to send to troops overseas), and Project Graduation (collecting food and books for local food banks and literacy programs). Students are also given the chance to attend regional and international meetings and provided with many opportunities to develop leadership skills on campus and in the community.

The DACC chapter of Phi Theta Kappa has consistently won awards. Since 2001, the chapter has maintained full Five Star Chapter status, served as Regional President twice and Regional Secretary once, and gone from being the Region’s Most Improved Chapter to twice being named the Region’s Most Distinguished Chapter. Internationally, the Chapter has always been a Top 100 chapter and multiple times has been named a Distinguished Chapter. In 2008, the DACC chapter was named Fourth Runner-Up to Most Distinguished Chapter, making it the fifth highest rated chapter in the world, out of 1250 chapters. The chapter’s advisor is now a certified Leadership Development Instructor and is incorporating more focus on leadership skills in the chapter’s work. The chapter advisor is also on the Illinois Regional Advisory Board and now serves through International Headquarters as the Service Learning Representative on the Honors Program Committee.

In 2008 the Chapter and the College were honored in yet another way. Jacob Lane, DACC student and member of Phi Theta Kappa, was named to the USA Today All-USA First Academic Team, one of only twenty community college students in the nation. Competition to be included on this team is stiff. In addition to academic success, nominees must be active in the community and/ or on campus. Nominees earn points based on academic achievement
and a personal essay about a specific endeavor for which the nominee was primarily responsible that benefited the campus or the community. Additionally, references from the local Phi Theta Kappa chapter advisor, a College faculty member, and an adult involved in the endeavor accompany the nomination. Lane was chosen from among 1500 extraordinary community college students representing 849 community colleges in fifty states and beyond. The honor came with a $2,500 scholarship. He was the youngest member of the Team, was the first-ever honoree from DACC, and had the highest score of any nominee from the State of Illinois. That high score earned him another honor, being named a New Century Scholar, and earned him a $2,000 scholarship. Lane had already been accepted at two prestigious senior institutions in Illinois, but as a result of this honor, he was offered a full scholarship to an Ivy League College, proof positive that DACC offers Endless Possibilities to its students.

While DACC offers many opportunities to engage in curricular and co-curricular opportunities that promote lifelong learning and social responsibility, the majority of the organized opportunities to practice social responsibility appear to be available primarily to students who could be described as high achieving. The students in the Rad Tech Club, the Scholars Program, Student Government, Presidential Scholars, and Phi Theta Kappa all must meet high academic standards to be eligible to be in those organizations. Even the athletes, who sometimes are not the strongest students, must maintain high standards to continue to be eligible to compete as per the requirements of the National Junior College Athletic Association (NJCAA). There are few organized efforts to engage all students, including those in adult education and developmental education, in activities designed to promote social responsibility. This finding is consistent with the results of the 2004 and 2006 CCSSE surveys and the fall 2008 online survey of full-time faculty. All of these indicated that DACC students are not as involved in projects that place them in the community or in service learning opportunities as the College would like. This issue is already on the agenda for the August 2009 in-service.

Core Component 4d:

DACC provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

DACC follows explicit policies and procedures to ensure ethical conduct in its research and instructional activities.

Evidence:

Affirmative Action and Anti-Harassment Policies
Student Conduct Code
Course Outlines
As members of an academic community, the faculty, staff, and students at DACC have both rights and responsibilities which derive from appropriate standards of conduct and ethical integrity. Board policies that specifically address this are the Affirmative Action Policy, the Anti-Harassment in Employment Policy, the Anti-Harassment in Education Policy, and the Student Conduct Code. The College’s Affirmative Action Policy was adopted in 1992 and revised in 1993. Section 4003 of the Board Policies and Procedures Manual states that “discrimination based on race, color, sex, religion, age, national origin, ancestry, marital status, unfavorable discharge from military service, mental or physical disability, veteran status, or sexual orientation . . . is strictly prohibited.”

The Anti-Harassment in Employment Policy was adopted in 1992 and was revised in 2000, 2004, and 2005. Section 4003.1 of the Board Policies and Procedures Manual states that the College is committed to a work environment that is free of discrimination and will not tolerate harassment. The Anti-Harassment in Education Policy was adopted in 1992 and was revised in 2004 and 2005. This policy states that the institution “is committed to providing its students with an educational environment that is free of discrimination.” Harassment is defined as unwelcome conduct, be it verbal, physical, or visual, that is based upon a person’s status. The policy, found in Section 4003.2 of the Board Policies and Procedures Manual, outlines employees’ responsibilities in regards to assuring a workplace and learning environment that is free of harassment.

In 1992 the Board adopted the statement, “A student conduct code shall be published in the Danville Area Community College Student Handbook.” This statement can be found in Section 3007 of the Board Policies and Procedures Manual. As stated in the Student Handbook, “The College should provide a safe environment where respect for the individual is practiced and learning is the fundamental goal of all activity.” The code describes what is expected of students and how individuals should be treated, what constitutes violations of this code, how violators of the code should be disciplined, and the procedures for grievance and resolution.

To ensure that students are aware of the Student Conduct Code, many faculty include a reference to it on their course outlines and remind students that it is their responsibility to follow it. Course outlines are kept on file in the division offices. The Board Policies and Procedures Manual and the DACC Student Handbook are available in the Resource Room and online.
**DACC creates, disseminates, and enforces clear policies on practices involving intellectual property rights.**

Evidence:

*Board Policies and Procedures Manual*
*Library Policy on Reserve Materials and Copyright*
*Graphics and Copy Center Guidelines and Procedures*
*Student Handbook*
*Turnitin.com*

As per section 6031 of the *Board Policies and Procedures Manual*, DACC is committed to complying with the requirements of all copyright laws. Faculty, staff, and students are required to comply with the Copyright Act of 1976 and its amendments, the Digital Millennium Copyright Act (DMCA), and the Technology, Education, and Copyright Harmonization (TEACH) Act. The aforementioned acts dictate policy as to how institutions may use the works of others. It is the College’s intent to comply with these intellectual property, copyright, and fair use guidelines.

The incorporation of copyright compliance protects the ideas and products that the College’s faculty, staff, and students create as well as outside materials which are used for academic purposes. Illegal copies or sharing of copyrighted software, movies, or music may not be made or used on equipment owned by the College. Employees and students who disregard this Board policy do so at their own risk and assume all liability for their actions. The ownership of and copyright to teaching aids, films, outlines, books, and manuals which have been developed on College time and with College materials through College funds or with technical or secretarial assistance provided by the College are vested in DACC unless exceptions are negotiated and contracted in advance of material preparation. This policy was originally adopted on July 28, 1992, and revised on May 25, 2004.

The *Library Policy on Reserve Materials and Copyright* further clarifies the College’s commitment to protecting intellectual property rights. The purpose of Reserve Services at the library is to provide access to course-related materials for intensive student use. Both library-owned materials and those supplied by faculty members are accepted for reserve. In order to assure that the library complies with the requirements of the Copyright Law of the United States, the following procedures are applied in accepting copies (photocopies or electronic versions) that fall under the guidelines of the fair use provisions of the Copyright Act. In general, United States government publications and materials published in the U.S. before 1923 are not covered by Copyright Law (check the inside cover page for a copyright notice).

The circulation staff will accept only one copy of an item which is to be placed on course reserve. The copyright statement must either accompany or be placed on the
Copyright-protected materials are often reproduced in areas where there are user-operated copy machines or on monitors in computer labs. In order to assure that users are cautioned about their responsibilities under the copyright law, the library posts the warning notice below on the equipment. The notice is clearly visible, legible, and comprehensible to users in the immediate vicinity of any copy machine or on the monitors and printers for lab computers. The user is the library patron: student, instructor, researcher, community member. Users should request copies of copyrighted works only to serve personal study, scholarship, or research needs. Users should request only the amount of material needed. Copies of copyrighted materials made available through interlibrary loan services become the property of the user and should not be reproduced for further distribution, except when there is a reasonable determination of fair use. The Graphics and Copy Center Guidelines and Procedures further delineate the College’s commitment to creating, disseminating, and enforcing clear policies on practices involving intellectual property rights. Included in the guidelines and procedures is the following statement: If the material is copyrighted, written approval from the author, the publisher, or the Vice-President of Instruction must be provided before the material can be duplicated.

The College is very clear as to what it expects from students in regards to intellectual property rights. Board Policy 3007 states that a student conduct code will be published in the Student Handbook. As per that Student Conduct Code, the following acts of academic dishonesty are stated: cheating, fabrication, and plagiarism. The Student Handbook states that students who violate the student conduct code will have appropriate sanction(s) imposed. The Student Handbook includes the disciplinary guidelines and grievances and resolution procedures.

Students are expected to do course work honestly in accordance with the stated requirements of the class. Course outlines usually contain a reference to the Student Conduct Code. DACC subscribes to Turnitin.com, a web-based tool that instructors may use to determine if student material has been plagiarized. Students submit their writings to Turnitin.com, and this tool effectively finds any reference to sentences or paragraphs from the web as well as many print sources and papers previously submitted by high school and college students. Changing a word or two will not prevent detection. Instructors at DACC use turnitin.com not only as a plagiarism detection devise but also as a teaching tool. Instructors can show students how to paraphrase effectively.
Conclusion

DACC is a community of learners. The organization demonstrates, through the actions of its board, administration, students, faculty, and staff, that it values a life of learning. The College has a faculty dedicated to lifelong learning, creativity, analytical inquiry, and global social responsibility; a visionary administration that knows the pulse of the local communities; dedicated staff members who take great pride in the customer service they provide, and a supportive partnership with the Board of Trustees. The College made the transition from a teaching-centered to a learning-centered institution in 2001. As a learning-centered institution, DACC is dedicated to integrity at all levels and in all areas of its operations. The learning-centered mission of the College is addressed by the Board of Trustees in the policies relating to instructional activities, the budgetary process, and the allocations of funds. The faculty and staff make every effort to encourage and provide opportunities for students to practice social responsibility and to use knowledge responsibly in the classroom and in their community. The College promotes a life of learning for its faculty, administration, staff, and students and demonstrates that the College’s graduates have been prepared for a life of learning.

Strengths

- DACC values a life of learning, as evidenced by board policies and procedures, Cooperative Agreements with other institutions of higher education, the variety of programs offered by the College to meet the needs of its diverse constituents, and the support for the professional development of the board, faculty, administration, and staff.

- DACC demonstrates that it is preparing students for a life of learning in a diverse world. All areas of the College assess how their choices and actions have impacted students and others in the learning community. Faculty incorporate and assess general education in every program on campus. Learning outcomes are identified for all areas of study. How students fare on these outcomes is carefully monitored and reported.

- The College assesses the usefulness of its curricula for students living in a diverse world. DACC uses program review, program-level assessment, information on employment of graduates, advisory groups, and transfer student data to assure the currency and relevancy of its courses and programs.

- The College promotes curricular and co-curricular activities for students to promote the creation and use of scholarship and to promote social responsibility.

- DACC has clear policies and procedures in regards to acquiring, discovering, and applying knowledge for faculty, staff, and students. These are easily accessible on the College website.
Challenges

- While outcomes are reported to ICCB, other external entities, and the DACC campus community, they are not readily available to the students and the public.
- Program Reviews and Program-Level Assessment Reports are not readily available to the campus community or to the larger community.
- Alumni provide limited input on the usefulness of curricula in some program areas.
- The majority of opportunities for social responsibility and connecting to the larger community appear to be available primarily to higher achieving students.
- There appear to be few examples of curricular activities that connect students with the larger community, other than field trips.

Planning for the Future

- Continue to evaluate outcomes and modify as needed to improve student learning.
- Renew efforts to survey alumni, in conjunction with the Alumni Association.
- Work with all faculty to determine ways to incorporate projects that involve students in the community or in activities that promote social responsibility.
- Look for ways to encourage the use of scholarship, particularly by students. One way is to explore the desire of Eastern Illinois University to connect with DACC faculty and students on applied research projects prior to students transferring to that institution.
- Make reports and information on learning outcomes readily accessible to all who are interested via the web.