Criterion 5: Engagement and Service

“As called for by its mission, Danville Area Community College identifies its constituencies and serves them in ways both value.”

Introduction

Danville Area Community College’s mission and vision statements identify its constituents and define its commitments to them. These have evolved since the earliest days of the College, when, according to Mary Miller in A Chance for All, the Danville Extension Center of the University of Illinois “would provide regular freshman courses to area students unable to find living quarters in the University campus.” The College has identified five constituent groups. The first group is comprised of its academic constituents. Included in this group are the public and private K-12 schools within the area the College serves that rely on it for resources and professional development and the higher education institutions to which DACC students transfer. The second group is made up of the College’s internal constituents. Included here are the students who rely on the college for support, education, and assistance to achieve their future goals and the faculty and staff at the College who require the resources to grow personally and professionally. The third group is described as community constituents. Included in this group are the community members and organizations that attend DACC’s classes and utilize the College’s facilities. Corporate constituents, the fourth group, is comprised of the businesses and agencies that employ the College’s graduates, participate in developing DACC’s programs, and turn to the College for training their staff. The fifth group is government constituents, which is comprised of the political leaders and governmental agencies that provide the support and financial resources to fund, direct, and coordinate DACC’s delivery of higher education. The College has embraced its commitments by improving the educational, economic, and social well-being of the communities it serves through implementing an extensive array of engagement and service activities. DACC listens to its constituents’ needs and applies its collective expertise and resources to fulfill the needs of both parties. Many parties have recognized the contributions DACC makes to the people it serves and have generously donated resources to assist with the College’s efforts.
Core Component 5a:

DACC learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

DACC practices periodic environmental scanning to understand the changing needs of its constituencies and their communities.

Evidence:

- Meetings with Personnel from K-12
- Articulation Meetings with Other Academic Institutions
- Student Surveys
- In-Service Evaluations, Assessment Reports, Budget Requests
- Community Focus Groups, Newspapers, Activities
- Corporate and Community Education Surveys
- State and Federal Organizations

DACC uses numerous methods to determine if the programs and services it offers are meeting the needs of its constituencies. College personnel meet regularly with representatives of the academic community to ascertain their needs. The president and representatives from the Board of Trustees attend meetings with area school boards to determine needs. The president meets monthly with the Regional Superintendent of Schools and area school superintendents, while the Vice President of Instruction and Student Services meets monthly with the Vermilion Vocational Education Delivery System (VVEDS) and area superintendents of schools. The College registrar holds an annual Counselor Articulation Workshop, to which all guidance counselors at the high schools served by the College are invited. This event dates back to fiscal year 1963, when Mary Miller, the first president of the College, set up the first county counselor meeting. The Counseling Department regularly attends articulation meetings at the four-year institutions to which DACC students transfer. The data generated from these meetings are shared with College faculty and staff in a variety of ways, such as Administrative Council, Expanded Administrative Council, Office of Instruction, Student Services, Continuous Quality Improvement teams, and planning retreats.

Student needs are examined using a variety of different surveys. Classroom evaluations are used to assess the strengths and concerns of instructors and their courses. These are discussed in depth in Core Component 3b. The Community College Survey on Student Engagement (CCSSE) is another method used to assess student needs. The CCSSE data are discussed in Core Components 3c, 3d, 4c, and 5d. The graduate exit survey allows the College to get a picture of how new graduates perceive their overall experience at DACC. This survey is discussed in Core Component 5d.
Climate Survey is administered annually and is used to examine the students’ feelings on the inclusiveness of the campus. This helps the Diversity Team determine the types of activities that need to be offered. The results of this survey are discussed in the next section. **Copies of all of these surveys and reports are available in the Resource Room.**

Faculty and staff are asked to identify their needs in a variety of ways. On the evaluations of all in-service activities, participants are asked for suggestions as to what future topics need to be offered. On annual assessment reports, all departments and divisions are asked to identify activities or resources they need. The annual budgeting process provides another opportunity for faculty and staff to identify activities or resources they need.

DACC uses several methods of environmental scanning to ascertain community needs. One way is through community focus groups. A relatively recent example of this is Coffee and Conversation. The president visits locations around the district to gather information about the College and how it can better serve its constituents. Another way the College assesses community needs is through the two daily newspapers and several weekly papers published within the College district. Members of the Administrative Council read one or both of the daily papers, while the marketing department staff read the daily papers and weekly papers to glean information about community activities and monitor discussions of issues that are of particular interest to the College. Yet another way the College assesses community needs is through the participation of College employees on community boards and in local organizations. **Minutes of meetings with community groups and a comprehensive, though not exhaustive, list of employees and the community activities they are involved in are available in the Resource Room.**

The Corporate Education Department periodically scans the community to understand the changing needs of its constituencies through surveys, informational meetings, grant informational sessions, and through phone calls, emails, and expert advice. Using this information, along with data from labor market surveys, the Corporate Education Department responds to the needs of the College’s constituents by offering the newly requested programs. DACC officials also monitor and utilize the information gathered by the area Workforce Investment Board in their Community Audit, and monitor the annual labor projections compiled by Vermilion Advantage, the area economic development agency.

All College personnel keep abreast of state and federal requirements in their respective areas and share those requirements as appropriate with the larger community. The president takes an active role in assuring that the College is in alignment with state and national agendas and mandates. For example, the president has served as president of the Presidents’ Council of Illinois Community Colleges. In that capacity
she attended 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, she serves on the Executive Board of the Council of North Central Two-Year Colleges.

DACC demonstrates attention to the diversity of the constituencies it serves.

Evidence:

- Diversity-related Programs
- Visiting Scholar on Diversity
- Access, Equity, and Diversity Committee
- Student Diversity Advocate/Diversity Team
- Hispanic Recruitment and Retention Team
- ENRICH Program
- Student Success Center
- Student Enrollment by Ethnicity Spring 2001-2008
- Campus Climate Survey Fall 2008
- Association of Community College Trustees (ACCT) Equity Award for Diversity Initiatives

DACC constituents are numerous and diverse and vary greatly by age, gender, race, ethnicity, and physical abilities. The College’s departments serve a diverse group of community members through their many programs. The Child Development Center serves children from eighteen months to five years of age. The Community Education Department teaches computer classes specifically for senior citizens, sponsors a yearly Women’s Wellness Conference, and coordinates College for Kids, which serves students from third through eighth grades. The Corporate Education Program provides customized diversity training for various businesses and has taught “Spanish in the Workplace” for various healthcare facilities. The Liberal Arts Division hosts an HIV/AIDS Awareness Conference each spring, which involves area high schools, community groups, and social services agencies. The Adult Education department teaches English as a Second Language classes.

For the past several years the College has worked diligently to increase the number and percentage of DACC employees and students who are from minority backgrounds. DACC hired a Visiting Scholar in fall 2003. He was asked to make recommendations that would assist the College in recruiting and retaining faculty, professional staff, and students to mirror the population of DACC’s diverse communities. One of his
recommendations was to form an Access, Equity, and Diversity Committee. This committee was formed and meets regularly. **Minutes from their meetings are available in the Resource Room.** The Scholar also made recommendations that would ensure fairness in hiring practices. As a result, all search teams for College employees are now gender balanced with diversity representation. He also encouraged the College to help faculty and staff be sensitive to cultural differences. In response, DACC has offered the following topics as part of in-service activities: a roundtable discussion on “International Education”, a discussion led by the visiting scholar on “Leading a Diverse Workforce,” a program on “Hispanic Cultural Issues and Scenarios,” led by the Hispanic Recruitment Team; and two panel discussions on “My Experience at Danville Area Community College,” one consisting of a team of international students and one of a team of minority students.

DACC identified an administrative position, student diversity advocate, to oversee implementation of diversity-related activities on campus. In carrying out the responsibilities of the position, the student diversity advocate works closely with the diversity team to promote the recruitment and retention of minority students. The student diversity advocate and diversity team plan, develop, and implement programs and activities for students from diverse race, ethnic, and cultural backgrounds, as well as students with disabilities. These programs and activities ultimately foster and support an inclusive campus environment which reflects and welcomes students from all backgrounds. The student diversity advocate is available to assist students in the resolution of issues or concerns they encounter on campus.

The student diversity advocate and diversity team coordinate many activities on campus for students. Each fall they sponsor a welcome back reception for students. In 2007 the team gave away shirts, mugs, and gift certificates to nearly one hundred students who were in attendance. The team members also sponsor the minority student reception each fall. At the last reception, over sixty students and staff members were in attendance. The diversity team also sets up a “Day of Remembrance” display on September 11 and at the most recent event gave away red, white, and blue pins and ribbons. The diversity team also sponsors the annual Black History Month Trivia contest and displays.

The student diversity advocate and diversity team also coordinate and participate in activities off-campus. They partnered with the instructor of the Introduction to Humanities classes and provided tickets for students to attend the Danville Light Opera’s production of *Ragtime*. Seven students and staff members traveled to Eastern Illinois University to attend the Tim Wise Diversity lecture. After the lecture, the group spent an additional forty-five minutes with the lecturer, asking questions and gaining additional insight on issues of social justice. Sixteen students and staff members traveled to Millikin University for the James W. Moore Lecture Series with Morris
Dees, guest lecturer. The diversity team also sponsored a trip to Millikin University to hear the Soweto Gospel Choir. Thirty students and staff participated in this event.

The student diversity advocate frequently presents on the topic of diversity. In one academic year she gave a presentation during opening session for College faculty and staff, presented twice for the ENRICH Program, and completed sixteen presentations to Success in College classes. She presented at the Illinois Community College Faculty Association Teaching and Learning Excellence Conference on Future Practices in Teaching Diversity. Along with the president of the College, she presented at the 2007 AACC National Conference in Tampa, Florida, on the topic “Moving Beyond the Grand Gesture: Creating and Sustaining an Environment Where People from Diverse Backgrounds Learn and Thrive.” She regularly attends the Walking the Walk Diversity Conference in Decatur, Illinois.

Another important initiative in the area of diversity is led by the DACC Hispanic recruitment and retention team. In an effort to promote inclusion and understanding on campus and in the community, this team planned the first annual Hispanic/Latino awareness summit at the College. This event featured several area agencies, including: Illinois Department of Human Services; Child Care Resource Services; University of Illinois Extension; City of Danville; and Vermilion County Public Health Department. These departments provided free information about education, health issues, child care, immigration reforms, and citizenship. Along with the student diversity advocate and diversity team, this team also sponsors a “Fiesta” each October to celebrate National Hispanic Month. This past fall over one hundred students and staff members participated in games and raffles and enjoyed authentic Mexican cuisine from a local restaurant. In the past this event has been featured on a local television news program. In fall 2008, members of the Hispanic Recruitment and Retention team hosted a group of seventeen Hispanic/Latino students from Danville High School. Students were brought to campus on the DACC minibuses and provided with lunch. They were presented with information from various departments about how to get started and finance their education at DACC. A group of Hispanic/Latino students currently enrolled at DACC acted as peer mentors. They met with the high school students and talked to them about what it takes to be a successful college student and explained to them why DACC was their college of choice. Currently the Director of the Radiologic Technology Program, who is himself Hispanic, meets regularly with a group of Danville High School students who refer to themselves as the Hispanic Leadership Team.

Another important initiative is the ENRICH Program. Eliminating Negative Reinforcements – Inspiring Confidence and Hope (ENRICH) is based on the philosophy that education is the most fundamental building block of freedom and human rights. The ENRICH Program was developed to provide community outreach to the most vulnerable members of the district and increase awareness of the impact
education can have on quality of life. Administrators of the program stress that education can open doors to emotional stability, peace of mind, and social, career and economic advancement. This program is discussed in greater detail in Core Component 5c.

The Student Success Center is committed to ensuring equal access and reasonable accommodations for students with disabilities. Their goal is to enhance the educational experience of each individual by providing appropriate academic accommodations on a case-by-case basis. Additionally, a TRiO grant administered through this department provides special services for students with documented disabilities. In an average year, just over one hundred students with disabilities will avail themselves of services provided by the Student Success Center. The College recognizes that this is just a fraction of the students on campus who are eligible for services. In an effort to make more students with disabilities aware of what the Student Success Center has to offer, faculty are urged to include a statement on their course outlines encouraging students to contact this office if they have special needs. The Student Success Center hosts a variety of workshops and activities and posts information about these on campus billboards and in the campus student newsletter. Staff present annually to the Board of Trustees, and their office has been featured frequently in the local newspapers.

The increase in the number and percentage of students from minority groups at DACC since the inception of these diversity activities suggests that DACC has been more successful in this area. Student enrollment by ethnicity has increased at the College by 40 percent in the last seven years. In spring 2001, the total number of students at the College who were from a minority background was 445. In spring 2008, the number was 623. Note that these numbers do not include students from the correctional facilities served by the College. See Appendix A, Student Enrollment by Ethnicity Spring 2001-2008.

Each fall the Diversity Team administers the DACC Campus Climate Survey to students from diverse backgrounds. The results of the 2008 survey indicate that, overall, DACC provides a welcoming environment to its student population, regardless of gender, race, sexual orientation, or disability status. Thirty-six females (49 percent) and 25 males (34 percent) responded to the survey. Of these, 47 percent were African-American, 10 percent were Hispanic/Latino, 3 percent were Asian or Pacific Islander, 1 percent was Alaskan or Native American, and 30% indicated they were Other. While 73 percent indicated they were heterosexual, none indicated they were gay or lesbian, bisexual, or transgendered, and only 5 percent indicated they were Other. Six of the respondents (8 percent) said they had a disability. The table that follows captures some of the data from the 2008 survey.
### Selected Items from DACC Campus Climate Survey Fall 2008

*(N=73)*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Do Not Know</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>DACC is sensitive to the needs of students of all race and ethnic groups.</td>
<td>40%</td>
<td>38%</td>
<td>18%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>DACC is sensitive to the needs of female students.</td>
<td>34%</td>
<td>36%</td>
<td>25%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>DACC is sensitive to the needs of male students.</td>
<td>37%</td>
<td>25%</td>
<td>33%</td>
<td>4%</td>
<td>0%</td>
</tr>
<tr>
<td>DACC is sensitive to the needs of students with disabilities.</td>
<td>41%</td>
<td>30%</td>
<td>25%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>DACC is sensitive to the needs of students regardless of their sexual orientation.</td>
<td>40%</td>
<td>34%</td>
<td>22%</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>I feel comfortable at DACC and have a sense of belonging.</td>
<td>47%</td>
<td>29%</td>
<td>18%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>I believe that college courses, events, and programs include the perspectives of racial and ethnic minorities and women.</td>
<td>34%</td>
<td>27%</td>
<td>33%</td>
<td>4%</td>
<td>1%</td>
</tr>
</tbody>
</table>

Source: DACC Diversity Team

The vast majority agreed that DACC has a welcoming environment. On this same survey, 96 percent said they had not experienced sexual discrimination or harassment on campus; 97 percent said they had not experienced racial discrimination on campus; and 99 percent said they had not experienced discrimination based on disability, sexual orientation, or religious preference. The entire survey, along with the results of previous surveys and reports based on those survey results, are available in the Resource Room.

As a result of the College’s many activities, the Board of Trustees and the President of DACC were honored by the Association of Community College Trustees (ACCT) with the Central Region Equity Award for diversity initiatives. The regional award was one of four given in front of a national audience at the ACCT Community College Leadership Conference in October 2005. The ACCT represents more than 6,500 elected and appointed trustees who govern over 1,200 community, technical, and junior colleges in the United States, Canada and England, with enrollment of more than 11 million students. The Central Region is comprised of more than 200 two-year institutions in nine states. To qualify for the award, an institution must demonstrate evidence of leadership in setting policies and in assuring results for the enhancement and expansion of opportunities for minorities and women.
In responding to external constituencies, DACC is well-served by programs such as continuing education, outreach, customized training, and extension services.

Evidence:

- Adult Education Program
- Corporate and Community Education Department
- Danville Area Labor Management Council
- Small Business Development Center
- Vermilion County Job Training Partnership (JTP)

The Adult Education Department at DACC strives to give students a second chance to achieve a basic education. The department helps students improve basic skills in reading, writing, and math; prepare for successful GED testing; transition into career or post-secondary education; improve speaking skills and/or basic skills if English is their second language; and learn the basic skills needed in the workforce today. The Adult Education Department offers a Life Skills Program which helps students to develop and broaden the life skills necessary to cope with daily life. A partial listing of topics covered in this program includes oral communications, consumer skills, government and law, health and safety, and job skills and career exploration. Another program offered is the Reader’s Route, which addresses the skills needed in the areas of reading, writing, grammar, punctuation, spelling and math. The Family Literacy Program assists parents to read better to their children. All together, the Adult Education Program serves over three hundred individuals each year. In 2008 it awarded seventy-eight GEDs.

The Corporate and Community Education Department provides programs and services that meet the educational needs of various sectors in the community. Programs offered for professional and personal development include; microcomputer training, leadership skills, first responder and CPR training, driver’s education, LEAN manufacturing, and lift truck and CDL training. The division offers programs for certification in phlebotomy, pharmacy tech, medical coding, medical billing, food sanitation, and paraprofessional testing for teachers. In 2007 the division offered 1,116 programs or courses, served 6,681 individuals, provided 94,928 instructional hours, and generated 4,529.5 credit hours. The Corporate and Community Education Department also develops customized training that satisfies the educational needs of the employees of the corporate community. In collaboration with corporations, the department develops leadership seminars, safety seminars, and foreign languages in the workplace classes. Since 2002 this department has been awarded numerous grants from the Department of Commerce and Economic Opportunity (DECEO) to assist in funding customized training for manufacturing and logistics industries. Examples include Illinois Manufacturing Association, Illinois Current Workforce, and Employer Training Investment Program.
Through the Danville Area Labor Management Council (LMC), the College has become a consistent, vital entity in addressing the labor-management needs of the community. The LMC provides an ongoing opportunity for monthly meetings in an open forum. The LMC is a not-for-profit organization that creates a non-adversarial forum for improving communications and promoting positive labor and management relations throughout the East Central Illinois Area. This council serves all of Vermilion County, fifty percent of Edgar and Iroquois counties, and smaller portions of Champaign and Ford Counties. The College actively supports the LMC by providing an executive director and a recording secretary. The College President is also represented on the council as an ex-officio member. The council consists of ten to twelve management representatives and ten to twelve labor representatives. Activities sponsored by the council include educational programming, the development of construction project agreements, the establishment of a labor history course, the local education-to-careers apprentice programs, and award and recognition programs.

DACC’s Small Business Development Center (SBDC) has been invaluable to the community. Established in 1986, the SBDC is funded in part through a cooperative agreement with the U.S. Small Business Administration and in partnership with Illinois Department of Commerce and Economic Opportunity and DACC. The SBDC is committed to ensuring that small businesses are developed and thrive. It provides one-on-one business counseling for existing and start-up businesses. It provides assistance with developing, writing, and implementing business plans and with financial analysis and planning. The SBDC assists with the preparation and implementation of budgets, helps to identify and apply for business financing, and assists with cash flow management. In addition it helps small business owners evaluate business acquisitions and legal entities. The SBDC offers education and training opportunities to local small business owners.

DACC administers all Workforce Investment Act programs in Vermilion County through the Vermilion County Job Training Partnership (VCJTP). Known in the community simply as JTP, this program serves approximately three hundred individuals each year. JTP 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 subcontracting agencies. One-year certificate and two-year associate degree programs are available to JTP clients at DACC and other institutions. Contractual agreements with local business and industry provide on-the-job skills training, retraining, work experience, and job placement for JTP clients, and upon successful completion of the training, JTP workers are retained by the employers in permanent jobs. JTP also provides a variety of support services to its participants. Based on the determination of need, financial assistance is available to help defray travel, child care, and related costs incurred during training. The program
uses state-of-the-art computerized testing and assessment to assist in prescreening applicants for training and job placement. Job readiness training and on-going job counseling and follow-up are also provided to enhance employment.

JTP operates several special training programs for youth ages 14-21. It contracts with youth-serving agencies to provide pre-employment skills training prior to the youths being placed in work experience, limited internships, or employment with local employers. In cooperation with the Corporate Education Department and other training agencies, JTP offers customized training programs for local business and industry. JTP offers these training programs can be done on-site or in a campus classroom. Business partners are required to pay fifty percent of the training cost. The pilot program with Walgreens Accounting in 2007 had a completion rate of one hundred percent, training thirty employees. The program is continuing in 2008 with the goal to train all employees excluding management - workers and supervisors.

The JTP Dislocated Worker Program assists workers who have been laid-off or dislocated from their jobs due to reductions in the workforce or plant closures. JTP assists these individuals in shaping their futures by improving existing skills or retraining for new careers. Trained professionals help participants establish career goals by matching individual interests and abilities to occupations in demand. JTP staff brings together a team representing area agencies in order to meet with employees at the work site before an impending lay-off. Employees leave with information and materials concerning area services. JTP provides access to their Resource Center, which has job search materials and sixteen online computers. JTP staff members provide assistance with filing unemployment claims, registering on Illinois Skills Match, completing a resume, and applying for job openings online. They also provide testing in reading, math, and career interests. JTP can supply funds for completing an associate degree, a one-year certificate, or short term education such as Commercial Drivers License (CDL) or Certified Nursing Assistant (CNA), as well as for mileage, child care, and other required materials. In the last three years JTP’s Dislocated Worker Program has worked with eighteen companies and retrained 606 individuals. JTP reports are on file in the Resource Room.

Core Component 5b:

DACC has the capacity and the commitment to engage with its identified constituencies and communities.

DACC’s structures and processes enable effective connections with its communities.
Evidence:

- Campus Offerings
- Online Offerings
- Off-Campus Offerings
- Facilities
- DACC Web Presence

DACC offers hundreds of courses each semester on campus. Many of these courses are offered at night or in a weekend format to meet the needs of the College’s diverse constituents. To further meet the needs of its constituents, the College offers numerous classes online or as online hybrid classes. In fiscal year 2007, nearly 13 percent (7729) of the credit hours generated were attributed to courses delivered online. There were 71 classes offered online fall 2008, and 978 students were enrolled in these classes. Currently DACC offers online degrees and certificates in accounting, marketing, travel and tourism, and the Associate of Science and Arts. The administration and staff at DACC have worked together to place the College’s most sought after services and programs in areas that are very accessible. DACC has established a physical presence at the Village Mall, Vermilion County Workforce Development Center, for Children’s Services, Juvenile Detention Center, and numerous community centers throughout District 507. Programs and services provided assist constituents in adult basic education and GED preparation, tutoring, job readiness, resume preparation, career counseling, and customized training for the businesses community.

DACC facilities are readily available for use by the College’s constituents. These include not just the Mary Miller Center and the newly renovated Bremer Conference and Workforce Development Center, but also the state-of-the-art classrooms and meeting rooms in Cannon, Lincoln, and Vermilion Halls, as well as the Clock Tower Center.

### Room Usage by Community Groups in Clock Tower Center and Cannon, Lincoln, and Vermilion Halls FY 2008

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Meetings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Service Agencies</td>
<td>90</td>
</tr>
<tr>
<td>Education Groups</td>
<td>65</td>
</tr>
<tr>
<td>Religious Groups</td>
<td>52</td>
</tr>
<tr>
<td>Business Groups</td>
<td>23</td>
</tr>
</tbody>
</table>

*Source: DACC Office of Instruction and Student Services*
A breakdown of the various groups who regularly use DACC’s meeting facilities other than Mary Miller and the Bremer Conference and Workforce Development Centers is available in the office of the Vice-President of Instruction and Student Services.

As online course offerings have increased and as students and other constituents, both internal and external, have come to rely more and more on the College website, it became necessary for DACC to migrate from one information system to another. The computer hardware and software that the College had been relying on for thirteen years was outdated. Within the next few years it would be necessary to replace the IBM hardware to remain in a supported environment. In addition, the application software, SCT Plus, was a dated technology with many limitations that negatively impacted the productivity of administration, faculty, and staff and in addition reflected poorly on the College’s image as a state-of-the-art institution. The DACC Strategic Plan and Technology Plan both recognized that these limitations needed to be addressed.

A cross-representational team investigated various platforms and after a year and a half of investigation, recommended implementing Datatel Colleague. The board approved this move, and first the business module and then the human resources modules went live. The student services module went live summer 2007. After just one live year in the new system, Colleague, the College has seen many positive results. This conversion to the new, web-based platform has already improved the College’s connection to its constituencies in numerous ways. First, the new system provides students, faculty, and staff with direct access to accurate, reliable, and timely data. This helps faculty and staff meet state and federal reporting requirements, and enhances their decision-making and planning capabilities. Data and reporting abilities are available right on their desktops. Faculty can access their class, and student records and students can access their academic and financial records 24/7 via the internet. Staff and students alike enjoy the benefits of a fully-functioning degree-audit system. In addition, Corporate and Community Education students can now take advantage of web registration services, too. Previously only certificate and degree-seeking students could do this. Clearly this move to a highly integrated and effective information system supports the College’s educational programs, provides accuracy and ease of use, and is consistent with DACC’s mission to provide learning opportunities to those it serves.

In addition to upgrading the information system, the College was also interested in finding out if it needed to update its website, which, for many people, is their first look at the College. Their perception of DACC is based on that first impression. In an effort to measure the effectiveness and usability of the College website, the Marketing Department undertook a web analysis during the months of January and February 2008. Three groups were surveyed: high school students/potential traditional students; potential non-traditional students and/or parents seeking information for their high
school students; and marketing professionals. Based on the survey responses, it was apparent that the College had a great deal of information to share, but site navigation proved problematic. The person looking for the information needed to be well-versed in “college language” in order to understand and access that information. As a result of these responses, a team was formed in April 2008 to undertake a complete overhaul of the DACC website. The team was comprised of the Marketing Department, Admissions Office personnel, marketing faculty, DACC Foundation staff, and a design professional with web design experience. The goal of the redesign is to create a visually appealing, user-friendly site that would offer valuable tools and information to current and prospective students and parents, as well as market the College. An example of how the redesigned webpage will look is available at http://www.dacc.edu/selfstudy.

DACC’s educational programs connect students with external communities.

Evidence:

Vermilion Festival Chorus
Danville Symphony Orchestra
Clinical Rotations
Internships
Twenty-first Century Scholars National Foundation Grant
Disney College Program
Practicums and Apprenticeships
Illinois Cooperative Work Study Program Grant

The Vermilion Festival Chorus is a large community chorus that meets two hours per week and generally performs three major concerts each season. DACC students who participate in the chorus may receive one hour of humanities credit. The Danville Symphony Orchestra is a professional orchestra that performs four subscription concerts each year. DACC students may audition for the symphony. If they are selected by the maestro, they may receive one hour of humanities credit.

Clinical rotations, internships, practicums, apprenticeships, and work study programs are other ways the College’s educational programs connect students with external communities. In the Nursing program, clinical experiences are provided in a variety of settings. These include hospitals (Provena USMC, VA Illiana Health Care System, Pavilion, and Carle Foundation Hospital) and community environments (Vermilion County Sheriff’s Department, Juvenile Detention Center, DACC Child Development Center, and Danville Carle Clinic). Each student experiences one eight hour clinical day per week per nursing course throughout the nursing program. Faculty are present with the students in the clinical setting to provide instruction and supervision of nursing care to individuals with a variety of health care needs, from birth
through older adulthood. Radiologic technology, health information technology, and sonography require similar clinical components for their students.

Internships are provided in all career and technical education programs. In some of the programs the internship is elective, and in others it is required. The associate degree programs in landscape design and construction, golf course management, floral design, application development, communications and networks, education-paraprofessional option, and criminal justice all have required internships. The students participating in the criminal justice internship, for example, ride in squad cars, answer initial street calls, use the radio, participate in criminal investigations of crime scenes, prepare police reports, participate in interviews of suspects and witnesses; and engage in community awareness activities.

The College, as part of the Twenty-first Century Scholars National Foundation Grant, was able to place students in internships in math, engineering, computer science, and technology. Through the efforts of a DACC engineering instructor, the College has placed students with the following companies: City of Danville, Aqua Illinois, Time-o-Matic, Black Beauty Coal, Fiberteq, and Thyssen Krupp. The College also has supervised occupational experiences in the Agri-business Program. These students work mainly in farm production areas and at seed companies. Many students continue with the companies after they graduate. While all students are eligible to apply for an internship program with Walt Disney World in Orlando, Florida, students in the Marketing Program are particularly interested in this opportunity. Each year representatives from the program come to campus to meet with students who are interested in participating. Students may earn from one to twelve credit hours by working and training for three to nine months on Disney property. Since the program’s inception in 1997, over seventy students have participated in this program.

Other career and technical education programs require a practicum as part of the course of study. Students in the Fire Science program must serve on a fire department, either paid or volunteer, as a requirement of being in the program. Students in the Early Childhood program must complete a practicum before they are eligible to graduate. They are placed in local child care facilities, as well as local school districts. Through a Department of Labor program, students in the Business and Technology Division have access to apprenticeships with Bungee Milling, a local employer. With the help of the Illinois Cooperative Work Study Program grant, DACC matches students to jobs within their major field of study. This is a win-win situation for both parties. The businesses are reimbursed for fifty percent of the student employees’ wages, and the students gain skills that they might not necessarily gain in the classroom. During the 2007-2008 academic year, nine students and twelve employers participated in this program.
DACC’s co-curricular activities engage students, staff, administrators, and faculty with external communities.

Evidence:

- Auto Show
- DACC Mitsubishi Eclipse
- HIV/AIDS Awareness Conference
- Big Read Activities
- Lincoln Bi-Centennial Celebration
- Speech Contest
- Brosi Poetry Award Contest
- FFA Activities
- Family Science Night
- Eagle Fly Day
- Ag Day
- Farm Toy Show
- National FFA Agricultural Mechanics Career Development Event
- Academic Challenge
- Career Connections Job Fair
- Careers, Candlelight, and College
- College Day
- Athletic Programs
- NJCAA Division II Regional Basketball Tournament

The Business and Technology Division sponsors numerous co-curricular activities that connect students, faculty, and staff with external communities. For the past two years the division’s Automotive Department has sponsored a community-wide auto show. The first show, held in May 2007, had about forty car entries, while the second show, held in May 2008, saw an increase to approximately one hundred car entries. In conjunction with the auto show, the division has sponsored an annual open house and provided tours of the auto shop and performed air brush demonstrations to approximately two hundred visitors each year. In 2008 a promotional vehicle was painted by the students in the Collision Repair Program. This 2001 Mitsubishi Eclipse has been on display around campus and used in community parades to showcase the Automotive Department’s training capabilities and to market the College. The automotive students are currently working on a street rod.

The Liberal Arts Division also sponsors numerous co-curricular activities that connect students, faculty, and staff with external communities. For the past six years faculty in the Liberal Arts Division have hosted the HIV/AIDS Awareness Conference. The most recent conference was hosted in conjunction with the Vermilion County AIDS Task Force. There were 141 attendees, with the majority of them being high school
and college students. In 2004 the Liberal Arts students were inspired to combine the HIV/AIDS information they had been compiling with their theatrical talents. The end result was, “One Night, No Escape,” a thought-provoking play which was filmed and viewed at national social service conferences and a local art gallery. The Liberal Arts Division hosts the annual speech contest in the fall. There are two divisions, the college division and the high school division. Each year there is a theme. Students must submit their speeches and be invited to participate in the competition. Three prizes, $100, $50, and $25, are awarded in each division. In the spring the division hosts the annual Brosi Poetry Award Contest, named after a retired humanities instructor. Again, there are two divisions, college and high school, and three awards per division, $100, $50, and $25. The winners are invited to read their winning entries at an event held the following fall semester.

In 2007, DACC received a grant from the The Big Read, an initiative of the National Endowment for the Arts designed to promote reading in American culture. A member of the Liberal Arts faculty served as the grant administrator. Virtually everyone in the Liberal Arts Division and many others across campus and in the community were involved in this project. The book DACC focused on was *To Kill a Mockingbird*. Through newspaper articles, radio spots, TV shows, and art exhibits, the Big Read generated 1,102,904 media impressions. Through sign-in sheets the grant administrator verified that 7542 adults and 1210 children, for a total of 8752, were touched directly by Big Read events. Currently the Liberal Arts Division, along with the rest of the nation, is celebrating President Lincoln’s 200th birthday. This celebration has great meaning for the community because Lincoln practiced law in the area for many years before he went into politics. In October 2008 the division hosted a re-enactment of the Lincoln-Douglas debates, in collaboration with the local historical society. DACC students portrayed Lincoln and Douglas. In February Liberal Arts faculty hosted a viewing of *Birth of a Nation* for the community. The themes for the annual speech and Brosi poetry contests were tied to Lincoln, and the student literary magazine *Waiting for Rain* devoted a section to the topic.

The Math and Science Division at DACC has provided many additional opportunities for students, faculty, and staff to interact with external constituents. Every other spring, several members of the science area have participated in the Oakwood Grade School Science Fair. Another instructor conducted a biweekly science club for a local grade school for three years. The Agri-business Program stays connected with the Future Farmers of America clubs at area high schools by hosting two dinner meetings, holding an ag mechanics contest, giving FFA proficiency awards, and holding state Farmer Degree interviews on the DACC campus. Several high schools have come to campus for tours of the anatomy cadaver lab.
A popular activity at the College is Family Science Night, which is held each spring. Area grade school children and their parents are engaged with forty different interactive science stations set up in the Mary Miller Gymnasium. Faculty from across campus, as well as students in the math and science areas, staff the interactive stations. While anyone may attend, most activities are geared toward children in grades K-5. More than five hundred children and their families have attended each of the three years the program has been presented. Another popular activity is Eagle Fly Day, which is co-sponsored by DACC and the Vermilion County Audubon Society and presented by the Office of Wildlife Learning World Bird Sanctuary of St. Louis. All area fourth grade classes are issued invitations to the event and nearly 1,000 area fourth graders attend each year. The event is also open to the public.

Ag Day, which is sponsored by the Ag Club, features a $0.50 lunch. This is what the farmers are paid for the food served, which features a barbecue sandwich and baked beans. In addition to lunch there are two barnyard petting zoos, pedal tractor pulls, tractors and farm equipment displays, and tours through the DACC greenhouse. This annual event brings in 1800 adults, who come for the lunch, and 1500 kindergarten through second grade students, who come for the petting zoos. The Farm Toy Show, which is also sponsored by the Ag Club and area high school FFA students, is held in the Mary Miller Gymnasium each winter when farmers are not in the field. Farm toys in a variety of sizes are available for area collectors and dealers to buy, sell, or trade. The event, which also includes a kiddie tractor pull for children ages three to ten, brings in approximately two hundred participants each year. It is in its twentieth year.

The National FFA Agricultural Mechanics Career Development Event is designed to test students' competencies necessary for success in agricultural business related fields including machinery and equipment systems, marketing/information systems, energy Systems, Structural Systems, and Environmental/Natural Resource Systems. The agri-business and technology departments host this event for the local FFA chapter on campus every spring, bringing in forty to forty-five students. Academic Challenge, a Worldwide Youth in Science and Engineering regional competition, is a test of engineering aptitudes in mathematics and science. The Math and Science Division has hosted this event during the spring semester for the past thirty years. Students are tested in seven different academic areas which include mathematics, physics, chemistry, biology, English, engineering graphics and computer science. Over one hundred fifty students representing twelve high schools participate annually.

The Career Services Department hosts many activities that bring in thousands of participants from the community. The department’s annual Career Connections Job Fair brings in an average of sixty-two participating businesses and over six hundred students and community members. This office also brings in over four hundred high school sophomores from six area high schools for tours of the campus each year. The
Career Services staff partner with the Career Exploration Lab personnel to provide College information and campus tours to nearly 1200 eighth graders from sixteen public and private schools each year. The annual Careers, Candlelight, and College presentation provides parents of potential DACC students information about College Express, dual enrollment, and nontraditional opportunities available at DACC. In January 2009 nearly two hundred parents participated in this activity.

DACC’s Student Services Division has hosted College Day for nearly thirty years. Representatives from more than sixty four-year colleges and universities, technical schools, and the armed forces come to campus to provide admissions and transfer information to hundreds of students and community participants. DACC staff from Admissions and Records, Career Services, Counseling and Advisement, Financial Aid, and the Student Success Center offer advice and assistance where needed. Representatives from DACC’s Business and Technology, Liberal Arts, and Math and Science Divisions are on hand to answer questions about local programs and online courses available at the College.

Athletics plays a very important role at DACC and in the communities it serves. DACC is a member of the National Junior College Athletic Association (NJCAA) and Region 24 in the state of Illinois. The College supports nine athletic teams. Women’s sports include basketball, cross-country, softball, volleyball, and cheerleading. Men’s sports include baseball, basketball, cross-country, golf, and soccer. Each year athletic events bring hundreds of sports enthusiasts to the campus. In addition, since the early 1980s the Athletic Department has offered several camps during the summer to promote children’s involvement in athletics. These camps include girls’ basketball, boys’ basketball, volleyball, and sports announcer camp. Approximately one hundred fifty children participated in the camps last summer. For the past fifteen years DACC and the city of Danville have hosted the National Junior College Athletic Association (NJCAA) Division II Men’s National Basketball Tournament on the College campus. They will host it again March 18-21, 2009. The tournament features the best twelve Division II teams in the nation with a blind draw for all positions. Each year the tournament brings thousands of visitors to the campus and to the community.

Planning processes project ongoing engagement and service.

Evidence:

Bremer Conference and Workforce Development Center
Culinary Arts Program

The DACC Master Plan is the result of an extensive planning process to provide up-to-date facilities that allow engagement with the College’s constituents. Many of the facilities have been renovated specifically to better meet the needs of its constituents.
The most recent undertaking involved the renovation of the Bremer Conference and Workforce Development Center, which began serving the people of District 507 on November 1, 2007. With the completion of the Bremer Conference and Workforce Development Center, years of planning were realized for those involved in the economic health and development of this community. The $5.4 million project, funded with a combination of state and local monies, includes a teaching/catering kitchen, expanded meeting and classroom space, and seating for 385 in the conference rooms and 250 in the theater for a total of more than 600. Nearly 12,000 square feet were added to the existing structure, almost doubling its size. The entire building has wireless internet access and contains the latest audio, video, and computer technology. To facilitate the Center’s use as a banquet facility, round banquet tables are available and the kitchen, though designed as teaching space, is offered for use during catered events.

When the renovation of the Bremer Conference and Workforce Development Center was being planned, DACC saw the opportunity to add a new educational program and meet a growing need in the community. A state-of-the-art teaching kitchen was included in the renovation project, with the intention of offering a Culinary Arts Program. Now that the Bremer renovation is complete, the first steps have been taken to implement a Culinary Arts Program with the Food Preparation Certificate, which is a twenty-six credit hour certificate that will prepare students for an entry-level position as a cook. The first two courses were offered to traditional College students during the spring 2008 semester and then were made available to College Express students beginning in fall 2008.

**Core Component 5c:**

DACC demonstrates its responsiveness to those constituencies that depend on it for service.

*Collaborative ventures exist with other higher learning organizations and educational sectors.*

**Evidence:**

- Cooperative Agreements
- Baccalaureate Completion Programs
- Eastern Illinois University Cohort Programs

DACC is currently involved in a number of very successful partnerships with other institutions of higher education. As described in Core Component 4a, the College has entered into a comprehensive cooperative agreement with twenty-four Illinois community colleges and agreements for specific programs with Parkland
College and Kankakee Community College. In addition to these agreements, DACC has articulated a number of 2+2 baccalaureate completion programs with four-year institutions for several career degree programs. Students may obtain their Associate in Applied Sciences at DACC and then take their general education courses through a participating college to obtain their Bachelor’s Degree. Colleges that DACC currently has programs with include Eastern Illinois, Southern Illinois State, Bradley University, Indiana State, Western Illinois, Illinois State, Lakeview School of Nursing and online degree completion programs with Franklin College, Southern Illinois University, Kaplan University, and Western Illinois. DACC is in the process of working on a 2+2 RN to BSN online program with the University of Illinois’ new global campus. Additionally, DACC hosts cohort programs with Eastern Illinois University (EIU) which allow DACC graduates to obtain a Bachelor’s Degree from EIU in Elementary Education, Career and Organizational Studies, or Board of General Studies. EIU counselors come to DACC to advise students within the cohorts. Baccalaureate-level classes can be completed by taking them online or by attending evening and weekend classes on the DACC campus.

**DACC’s transfer policies and practices create an environment supportive of the mobility of learners.**

**Evidence:**

- State University Transfer Day
- Curriculum Guides
- Illinois Articulation Initiative (IAI)
- u.select
- Dual Admission with Eastern Illinois University

Articulation between DACC and four-year institutions has always been a priority for the College. Mary Miller writes in her book *A Chance for All* that from its inception as an extension center of the University of Illinois, College faculty went to the U of I campus annually to coordinate the work between the two. That tradition continues. The counseling and advisement office hosts the annual State University Transfer Day for the admissions counselors from state colleges and universities. There are usually twelve schools represented at this meeting. This is one way DACC staff stay current with the changes colleges and universities have made to their admissions requirements. DACC’s academic advisors and counselors also attend a variety of four-year college and university articulation events in order to keep current on the latest policies and procedures.

The counseling staff have developed two year curriculum guides for the popular majors in most of the state schools: art, business, computers/information technology, engineering, education, science/math, social sciences, and health occupations to most
of the state schools. Students and staff use these guides to help in educational planning and assure transfer of course work. A special “notes” section on each guide gives valuable information regarding the school’s specific requirements for a program. These guides are updated yearly from information received at university articulation conferences.

The College has been an active partner in the Illinois Articulation Initiative (IAI) to ensure that the classes transfer-bound students take will indeed transfer to in-state institutions. IAI is a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions. Completion of the transferable General Education Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate or bachelor’s degree have been satisfied. This agreement is in effect for students entering an associate or baccalaureate degree-granting institution as a first-time freshman in summer 1998 (and thereafter). In addition to IAI, students can now evaluate how their DACC courses will transfer to four-year colleges outside of Illinois by linking onto the online tool known as “u.select” (formerly CAS). The DACC counseling webpage has a direct link to this tool where students can view program requirements, course equivalencies, and see how courses they have taken or plan to take at DACC transfer to other colleges or universities. The Director of Counseling and Transfer Articulation serves on the state committee for u.select.

Dual admission to Eastern Illinois University is available to students planning to complete an Associate in Science and Arts at DACC and a baccalaureate degree at EIU. The Dual Admission Program (DAP) facilitates the transfer of students from DACC to EIU. Students who fulfill the requirements of the DAP Agreement are guaranteed acceptance to the university with full junior status.

**DACC collaborates with other educational sectors.**

**Evidence:**

- Dual Enrollment
- College Express
- Project Lead the Way
- County-wide In-service

Partnerships with area high schools is not a recent phenomenon at DACC. They date back to spring 1952, when, according to *A Chance for All*, the institution for the first time allowed high school students with 29 credit hours and a B average to enroll in colleges classes. One example of such a partnership is the traditional dual enrollment program. Today academically capable high school students may not only enroll in college credit courses, but they can also receive credit toward both the high school
diploma and a college certificate or degree program of study. The College waives tuition costs for high school students, but the students are responsible for payment of fees and instructional materials if applicable. Classes may be taken on campus, online, or in some cases at the home high school.

A relatively new partnership is the College Express program, which provides access to skills-level career and technical education courses for high school juniors and seniors in fifteen program areas. The school districts cover the cost of student tuition, fees, and books and provide bus transportation from the high schools to the DACC campus. DACC reduces the tuition charged to the districts, issues college credit for the College Express classes, and provides classes five days a week to accommodate the high school calendar. In the four years since its inception, over 1,000 students, averaging 300 each year, have participated in College Express. The programs include:

<table>
<thead>
<tr>
<th>Auto Body</th>
<th>Culinary Arts</th>
<th>Health Occupations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auto Mechanics</td>
<td>Drafting</td>
<td>Horticulture</td>
</tr>
<tr>
<td>Computer Networking</td>
<td>Early Childhood</td>
<td>Manufacturing</td>
</tr>
<tr>
<td>Consumer Service Management</td>
<td>Electronics</td>
<td>Welding</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>Graphic Design</td>
<td>Project Lead the Way</td>
</tr>
</tbody>
</table>

Recent data indicates that 54 percent of the students who have taken two College Express courses enroll at the College after they graduate from high school. This is higher than the 42 percent of all district high school graduates and the 30 percent of honor students who come to DACC. How this program came about is described in Core Component 2.

Another partnership is Project Lead the Way, a national program that promotes engineering concepts to high school students. These courses are designed for high school students who have good math and science abilities. Students participating in Project Lead the Way classes receive both high school and college credit. DACC currently has four faculty members who have attended training and have offered the following courses: Introduction to Engineering Design, Principles of Engineering Design, Digital Electronics, and Computer Integrated Manufacturing. DACC is currently in its fourth year of this program. There were four students in fiscal year 2006, seven students in fiscal year 2007, thirteen students in fiscal year 2008, and twelve students in fiscal year 2009.

As the following table shows, over 500 students took advantage of dual enrollment classes each semester for the past two years, generating over 4000 total credit hours each year. These students fared well, with the vast majority receiving an A, B, or C in their courses.
### Dual Enrollment History Snapshot Fiscal Year 2007 Compared to Fiscal Year 2008

<table>
<thead>
<tr>
<th></th>
<th>Academic Year 2006-07</th>
<th>Academic Year 2007-08</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Students Enrolled:</strong></td>
<td>573</td>
<td>521</td>
</tr>
<tr>
<td><strong>Total Credit Hours:</strong></td>
<td>2430</td>
<td>2168</td>
</tr>
<tr>
<td><strong>Students Enrolled/Courses Completed:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College Epress - Percentage of the Total Dual Enrollment</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>High School Instructed Course</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>DACC Instructed Course</td>
<td>56%</td>
<td>72%</td>
</tr>
<tr>
<td>Traditional Course Format</td>
<td>94%</td>
<td>95%</td>
</tr>
<tr>
<td>Internet Course Format</td>
<td>6%</td>
<td>5%</td>
</tr>
<tr>
<td>Interactive Video/Video Format</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Transfer Course</td>
<td>52%</td>
<td>41%</td>
</tr>
<tr>
<td>Occupational Course</td>
<td>48%</td>
<td>59%</td>
</tr>
<tr>
<td>Successful Completion (A,B,C)</td>
<td>89%</td>
<td>85%</td>
</tr>
<tr>
<td>Unsuccessful Completion (D/F)</td>
<td>4%</td>
<td>10%</td>
</tr>
<tr>
<td>Withdrawn (W)</td>
<td>7%</td>
<td>5%</td>
</tr>
</tbody>
</table>

*Source: DACC Admissions and Records Office*

DACC collaborates with the area K-12 schools in numerous ways. These collaborative ventures are possible because the College and the local schools work diligently each year to establish a common calendar. Start dates, vacation days, breaks, and oftentimes in-service days are the same for all, allowing for many collaborative opportunities. In October 2009 DACC will host joint in-service for the College and all of the county schools as well as the private schools. This is an exciting opportunity and will allow all educational sectors to work on articulation.
DACC provides programs to meet the continuing education needs of licensed professionals in its community.

Evidence:

Automotive Service Excellence Tests  
CPR, First Aid, First Responder Courses  
Early Childhood Conference

The Business and Technology Division is responsible for the administration of the Automotive Service Excellence (ASE) test to local automobile mechanics for annual certification. The division has been administering the ASE tests since 1997 and the dean of the department has served as the test supervisor since 2000. The tests are given on three nights in November and three nights in May. DACC tests an average of fifty students per year.

Through the Corporate and Community Education Department, the American Heart Association Training Center offers CPR, first aid, first responder, and refresher courses throughout the year. In 2006-2007, the department ran a total of 206 programs. These programs were delivered at 31 sites and had 1,263 participants. A total of 9,458 instructional hours were delivered and 626 credit hours that were awarded. CPR courses are also offered to personnel in the Illinois Department of Corrections. These trainings are conducted at each institution. DACC currently has contracts with four correctional centers within the state, Lincoln, Logan, Pontiac, and Danville. In 2006-2007, a total of 355 programs were delivered serving 1,603 participants. A total of 12,023 instructional hours were generated and 801.5 credit hours were awarded.

For the past twenty years Corporate and Community Education and the Early Childhood Program at DACC have hosted the regional early childhood conference. All participants receive CEUs or CPDU credit. The theme for the 2009 conference is “Literacy: Taking it to the Community.” Proceeds from the conference support scholarships for students in the Early Childhood program.

Core Component 5d:

Internal and external constituencies value the services DACC provides.

DACC systematically assesses its value to its constituencies.

Evidence:

2004 and 2006 CCSSE Data  
Campus Climate Survey
The College uses numerous measures to assess its value to its constituencies. Students' opinions are surveyed through several different means. One way is through the Community College Survey of Student Engagement (CCSSE). Two questions on this survey assess DACC’s value to its students. One question is, “Would you recommend this college to a friend or family member?” The other question is, “How would you evaluate your entire educational experience at this college?” As the following table shows, students feel positive about their experiences at DACC. The 2004 and 2006 CCSSE data are available in the Resource Room.

<table>
<thead>
<tr>
<th>Item</th>
<th>2004</th>
<th>2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would you recommend this College to a friend or family member?</td>
<td>95% Yes</td>
<td>93% Yes</td>
</tr>
<tr>
<td>How would you evaluate your entire educational experience at this college?</td>
<td>87% Excellent/Good</td>
<td>81% Excellent/Good</td>
</tr>
</tbody>
</table>

Source: DACC Institutional Research Office

Another way the College assesses its value to students is through the Campus Climate Survey, which is administered each fall. Of the 73 students who completed the survey in 2008, 51 (70 percent) agreed or strongly agreed that, if they could start over, they would still attend DACC. While 17 students (23 percent) responded they did not know to this statement, only 4 students (5 percent) said they disagreed or strongly disagreed with this statement. The 2008 Climate Survey is available in the Resource Room.

DACC also uses the Graduate Exit Survey to assess its value to its constituents. Students submit this mandatory survey when they file their intent to graduate. The objective of the survey is to measure overall satisfaction with courses, both in and outside the students’ programs of study, and with other services the College offers. In spring 2008, 182 students responded to the survey. The results demonstrate that the majority of the College’s students are satisfied with their experience at DACC.
Graduate Exit Survey Spring 2008

<table>
<thead>
<tr>
<th>Item</th>
<th>Occupational (n=82)</th>
<th>Transfer (n=100)</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Satisfied</td>
<td>Very</td>
<td>All</td>
</tr>
<tr>
<td>Content of courses in program</td>
<td>31 (38%)</td>
<td>36 (44%)</td>
<td>82%</td>
</tr>
<tr>
<td>General classroom instruction</td>
<td>28 (34%)</td>
<td>39 (48%)</td>
<td>82%</td>
</tr>
<tr>
<td>Equipment</td>
<td>27 (33%)</td>
<td>35 (43%)</td>
<td>76%</td>
</tr>
<tr>
<td>Facilities</td>
<td>25 (30%)</td>
<td>42 (51%)</td>
<td>82%</td>
</tr>
<tr>
<td>Materials</td>
<td>25 (30%)</td>
<td>39 (48%)</td>
<td>78%</td>
</tr>
<tr>
<td>Information on current employment</td>
<td>30 (37%)</td>
<td>29 (35%)</td>
<td>84%</td>
</tr>
<tr>
<td>Job Preparation</td>
<td>28 (34%)</td>
<td>36 (44%)</td>
<td>78%</td>
</tr>
<tr>
<td>Preparation for further education</td>
<td>--</td>
<td>--</td>
<td></td>
</tr>
</tbody>
</table>

* Students graduating with an AAS are not asked about preparation for further education, and students graduating with an ASA are not asked about job preparation.

Source: DACC Institutional Research Office

The students graduating with the Associate in Applied Science degree appear to be slightly more satisfied than those graduating with a transfer degree, particularly in the area of information on current employment opportunities. The majority of the students in occupational programs of study indicated they were satisfied with how their program prepared them for the workforce. The majority of the students in a transfer program expressed satisfaction with their preparation for further education. Additional comments made by students on the survey were mostly favorable: “Prepared me very well to transfer,” “Wonderful community college!,” “Very satisfied with all courses & faculty members. I have had a very good experience at DACC,” “I feel like DACC is the best asset Danville has. I am proud to be part of this school.”

DACC’s Corporate and Community Education department works with companies on how to improve different aspects of their business. After the different training sessions are completed, the participants are asked to fill out surveys. Copies of these surveys may be found in that department. One of the best indicators of how DACC’s Corporate and Community Education Department’s services are valued is whether or not companies are “repeat” customers. Major employers such as Quaker, Thyssen-Krupp, and Walgreens Accounting frequently avail themselves of these services.

Another example that shows how DACC is valued in the community is the number of JTP participants who choose DACC for their educational needs. As the following table shows, DACC is the provider of choice for the majority of these individuals.
JTP Client Provider of Choice Fiscal Years 2006-2008

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Danville Area</td>
<td>184</td>
<td>160</td>
<td>181</td>
<td>525</td>
</tr>
<tr>
<td>Parkland</td>
<td>12</td>
<td>14</td>
<td>12</td>
<td>38</td>
</tr>
<tr>
<td>CDL Training and Consulting</td>
<td>38</td>
<td>30</td>
<td>15</td>
<td>83</td>
</tr>
</tbody>
</table>

Source: DACC JTP Office

DACC makes significant contributions to the economic development of the communities it serves.

Evidence:

- Economic Impact Study
- Skills Added to the Workforce
- Increases to Local, State, and Federal Tax Revenues
- Higher Annual Salaries
- DACC’s Annual Payroll
- DACC’s Operating Expenditures
- Charitable Donations by DACC Employees

DACC has been in existence for over sixty years. It offers degrees and certificates in over thirty areas of study that cover everything from adult and continuing education classes to associate degrees that transfer to four-year institutions. Through its many partnerships, DACC is seen as an asset that can help bring businesses to the area it serves. Evidence shows that the College contributes to the economic development of the communities it serves. According to The Economic Impact of Danville Area Community College, a study conducted in 2007 by the Center for Governmental Studies at Northern Illinois University, the College does contribute, not only educationally, culturally, recreationally, and civically, but also economically to the area it serves in several ways. The first way the College contributes to the economic development of the area is by adding to the skills of the workforce, which helps area businesses be more competitive. The study found that nine out of ten local employers had hired a DACC student at some time over the last decade. The study also found that just over one third of all local workers had taken at least one credit course at the College within the last ten years.

The second way the College contributes to the local economy is by helping its students and graduates to be wage earners and thus contributors to local, state and federal tax revenues. According to the study, local workers who attended DACC in 1995 paid just under $16 million in state taxes and nearly $65 million in federal taxes in the years 1996-2005. Those students who graduated in 1995 paid over $1 million in state
taxes and almost $4 and half million in federal taxes during the same ten-year period. The third way DACC contributes to the economic development of the community is by helping its graduates make higher wages. DACC students who graduated in 2005 and were employed full-time made almost fifty percent more than they did prior to their course of study. The average yearly salary was just over $31,000, nearly double what a person would make working full-time earning minimum wage. Over the course of a lifetime, typical twenty-five-year old DACC graduates can expect to earn almost forty percent more than they would earn if they had not completed a program of study at the College.

The fourth way DACC contributes to the local economy is by being a major business in the area. The College directly impacts the local economy by employing almost 200 people full-time and just under 100 people part-time. The total payroll in 2005 was just slightly over $9 million, with over half of that expected to be available for consumption. In addition to payroll, the College also has operating expenditures each year and impacts the local economy indirectly through those expenditures. Since 2000 the College has invested over $27 million in site improvements, new construction, and remodeling. The total impact of these dollars was estimated to be over $40 million, with the various projects creating 560 jobs. All of these construction projects are covered by a project construction agreement that requires the lowest bidder to utilize area building trade labor. This ensures that these construction dollars stay in the local community as spendable income.

Yet one other way the College impacts the economic development of the communities it serves is indirect but very important. DACC employees have a rich history of generously giving back to those it serves. The Classified Staff Association created Operation Santa, an event which for several years has not only provided gifts for students’ children, but also contributed to Toys for Tots, the YFRC (formerly YWCA) Homeless Shelter, the Salvation Army, and the Child Development Center. Staff and faculty alike participate in events such as the Heart Walk and Bowl for Kids’ Sake. Both the Classified Staff and the Faculty Associations have created scholarships to help students with the cost of college. Employees regularly contribute to agencies such as the American Heart Association, the American Cancer Society, and the United Way. Even though the total number of College employees dropped from 189 in 2002 to 177 in 2008, a decline of 15 percent, the College-wide contribution to the United Way increased from $13,229 in 2002 to $13,662 in 2008.
DACC is highly valued by the constituencies it serves.

Evidence:

DACC Foundation  
Feasibility Study  
Major Gifts Campaign “Endless Possibilities”  
Growth in Total Assets, Scholarships and Endowed Chairs Awarded  
Annual Report, Donor Recognition Dinner, Wall of Distinction  
Major Endowments

The many awards DACC student organizations, students, faculty, and staff have received over the years clearly attest to how highly the College is valued by its constituents. Another indicator of how DACC is valued by the constituencies it serves is the support the College receives from private sources. As early as 1947, when the College was just a toddler, Frances Pearson-Meeks, a high school English teacher, approached Mary Miller about setting up an honor award. The recipients were to be a young woman and young man who represented leadership, citizenship, and service. They would each receive a gold medal and a cash remuneration. Support for the College and the students it serves has grown exponentially since that time. Today the Frances Pearson-Meeks scholarship of $500 is awarded annually to a student majoring in education.

This support comes to the College by way of the DACC Foundation, which is a non-profit organization operated exclusively for the benefit of the College. The Foundation, which was established in 1964, supports the mission of the College by linking those with resources to those with promise. Gifts of money, property, and services help develop and enhance educational opportunities and improve student learning in many ways. In the summer of 2002 the Foundation conducted a feasibility study to see if there would be support for a major gifts campaign. The results of that study clearly showed how DACC is valued by the community. That summer the Clements Group out of Salt Lake City, Utah, interviewed internal and external constituents to determine whether or not such a campaign was feasible. Internal constituents consisted of administrators, faculty, and staff at the College. External constituents consisted of DACC board members, DACC Foundation Board members, and corporate, business, professional, and community leaders.

The interviewees were asked whether their attitude was favorable, mixed, or unfavorable towards the College in general and towards four groups in particular: the administration at the College, the faculty at DACC, the DACC Board of Trustees as a policy-making group, and the DACC Foundation Board as a fund-raising group. They were also asked to prioritize the importance of five areas of financial need. Finally, they were asked if they were in favor of conducting a major gifts campaign on behalf
of the College, if they would participate in such a campaign, if they might personally contribute to such a campaign, and where they placed DACC in comparison to their other philanthropic priorities.

In regards to the College, 96 percent were favorable. Strengths noted were the community-oriented leadership at the College, the important role the College plays in providing educational opportunities to a diverse population, the economic impact the College has on the community, the College’s beautiful campus, and the visionary leadership of the College President. In regards to DACC’s administration and faculty, 89 percent of the responding interviewees were favorable towards both groups. They believed the administrators were strong leaders who truly cared about the College and DACC faculty members were qualified and dedicated teachers who cared about their students. Of the responding interviewees, 65 percent were favorable towards the board of trustees as a policy-making group, and 72 percent were favorable towards the Foundation Board as a fund-raising group.

| Results of DACC Foundation Feasibility Study 2002 |
|--------------------------------------|---------|---------|
|                                      | Favorable | Unfavorable |
| College                              | 96%      | 4%       |
| Administration                       | 89%      | 11%      |
| Faculty                              | 89%      | 11%      |
| Board as a policy-making group       | 65%      | 35%      |
| Foundation as a fund-raising group   | 72%      | 28%      |
| Conducting a major gifts campaign    | 64%      | 36%      |
| Might participate in a campaign      | 76%      | 24%      |
| Might contribute to a campaign       | 91%      | 9%       |
| DACC high or medium on priority of giving | 94%      | 6%       |

Source: DACC Foundation

Of the respondents, 64 percent favored conducting a major gifts campaign, 76 percent indicated they might participate in such a campaign, 91 percent thought they might contribute, and 94 percent ranked DACC’s needs as either high or medium compared to their other philanthropic priorities. The five financial-need areas they were asked to prioritize were new initiatives, scholarships, technology and technology support, student housing, and endowments. Scholarships were identified as the highest need, with technology and technology support being the second highest and new initiatives the third highest.
Based on these findings, the Clements Group recommended that the Foundation launch a major gifts campaign. The DACC Foundation launched the Endless Possibilities Campaign in 2003. The goal was to raise between $1.5 and $2 million. By the end of the campaign, the Foundation had surpassed its goal, raising $2.8 million. A copy of the Feasibility Study is available in the Resource Room.

The Foundation's total assets have grown from $2,702,861 in 2001 to $6,950,010 in 2008. Foundation funds are used primarily to support scholarships for students. As the following graph shows, the Foundation has made significant progress in providing scholarship dollars to students in need. The number and amount of scholarships awarded has increased over twofold in the last 7 years, from 143 (valued at $105,975) in 2001 to 256 (valued at $240,705) in 2008.

**DACC Foundation Progress of Assets and Awards 2001-2008**

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Foundation Assets</th>
<th>Number of Awards</th>
<th>Total Awarded</th>
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<tbody>
<tr>
<td>2001</td>
<td>$2,702,861.00</td>
<td>143</td>
<td>$105,975</td>
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<td>2002</td>
<td>$3,007,057.00</td>
<td>165</td>
<td>$164,220</td>
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<tr>
<td>2003</td>
<td>$4,244,438.00</td>
<td>144</td>
<td>$158,133</td>
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<tr>
<td>2004</td>
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<td>2005</td>
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<td>2006</td>
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<td>2007</td>
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<tr>
<td>2008</td>
<td>$6,950,010.00*</td>
<td>256</td>
<td>$240,705</td>
</tr>
</tbody>
</table>

*Pre-Audit Amount
Source: DACC Foundation

Through the Foundation donors provide funds to support more than just scholarships for students. Donors have contributed works of art, playground equipment for the Child Development Center, the Garden Gateway, and even a grand piano. Donors also provide funds to support endowed chair awards for faculty, a highly-prized honor in the academic world. Thanks to the generosity of its donors, the College and the DACC Foundation support six endowed chair awards for full-time, tenured faculty. The A.L. Webster Endowed Chair in Liberal Arts was established in the early 1990’s by the A.L. Webster Foundation. Since that time it has been expanded, and there are now 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. The Dorothy Duley Endowed Chair award is for two years at $2000 per year. Dorothy Duley, who taught English at a local high school, left three quarters of her estate to education and $114,366 of that to the Foundation. 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, established in 2005, and one in Math and Science, established in 2008. “We established the first chair in Business because that had been my professional life,” said Tom Crays, retired president of a local bank. With their second initiative, the Crays hoped to spur interest in the fields of math and science. “When we read reports of a shortage of science and math professionals in the U.S., we wanted to do something that could make a difference on a local, regional, or even a national level.” Both awards are for three years at $2000 per year. The Keith and Nancy Bates Endowed Chair for Faculty in Math and Science was established in 2007. The award is for $500 per year and provides the recipient with a stipend to fund professional development and instructional enhancements for a period of two years. Mr. Bates is a retired veterinarian, and Nancy Bates served on the DACC Board of Trustees for nearly twenty years, from 1980 until 1999. She currently serves on the DACC Foundation Board of Directors.

At the current time, 1,310 individuals and entities have donated to the Foundation. Of these, fourteen have contributed over $50,000, another fourteen have contributed over $100,000, and one donor has contributed over $1 million. Donors are recognized in multiple ways. A cumulative listing that pays tribute to all of the individuals, businesses, and organizations who have donated is printed in the Annual Report issued by the College and the Foundation. Each year the report contains several articles describing various donors and their gifts. In addition to recognizing donors in the Annual Report, the Foundation honors significant donors at the Donor Recognition Dinner, which is held in October each year. Another way the Foundation pays tribute to donors is the Wall of Distinction, which is prominently located in the Bremer Conference and Workforce Development Center. Nine giving levels are recognized. They are Discovery ($1,000 to $4,999); Commitment ($5,000 to $9,999); Belief ($10,000 to $24,999); Hope ($25,000 to $49,000); Promise ($50,000 to $99,999); Inspiration ($100,000 to $249,000); Opportunity ($250,000 to $499,999); Honor ($500,000-$999,999); and Achievement ($1,000,000 and above). The Wall of Distinction itself was provided through the generosity of Dr. and Mrs. Harlan English. Copies of the Annual Report, programs from the Donor Recognition Dinners, and the brochure describing the Wall of Distinction are available in the Resource Room.

The fact that so many people are willing to donate to the Foundation shows how highly the College is regarded in the community. The fact that several large donations were either unrestricted, or only slightly restricted, says even more. For example, in her estate Eva Reed left $414,000 in unrestricted funds to the Foundation. The College chose to use this gift to fund new technology on campus. Mr. Frank Brittingham left the Foundation $716,344 in his estate, again, unrestricted. The President of the College met with Mr. Brittingham’s brother and asked him if he thought his brother would have supported using the money to fund the second year of the Presidential Scholarships. His brother replied, “My brother had confidence in the College and how
the funds would be used.” This response echoed what Mr. Brittingham himself had said in an earlier conversation with the president in regards to another donation to the Foundation. Frank and Mary O’Neal had left $1.2 million in support of the DACC library with no other restrictions on how the money could be spent. Mr. Brittingham was the attorney in charge of that estate. When the president asked him if there were specific ways the O’Neals wanted the money allocated, Mr. Brittingham had replied, “You have a Board. However you decide to spend it will be fine.”

The supportive comments made by the College’s constituents in the Feasibility Study and the tremendous response to the major gifts campaign both attest to the high regard with which the community views the College. The growth in the Foundation’s total assets and in the number and amount of scholarships and endowed chairs awarded further indicate how much the College’s constituents value it. The sheer number of individuals who have contributed to the Foundation and the confidence donors have in the College both clearly indicate the high value the community places on DACC.

Conclusion

DACC is committed to improving the economic, educational, economic, and social well-being of the constituents it serves. The College listens to its constituents’ needs and has implemented an extensive array of engagement and service activities to meet those needs. Many parties have recognized the contributions DACC makes to the people it serves and have generously donated resources to assist with the College’s efforts. Funding challenges and changing demographics require the College to budget and plan efficiently in order to continue to provide these activities.

Strengths

• The College has maintained a long history of strong partnerships with its academic, corporate, community, and government constituents and continues to foster these partnerships.

• Through advisory groups, community surveys, and focus groups the College successfully learns the needs of its constituents, determines feasibility, and determines the trainings that it can offer. Numerous departments with specific expertise work together to meet the special needs of the community.

• The College offers a number of activities throughout the community to engage its constituents.

• The College has an established student diversity advocate to assist with programs and services to educate both the internal and external community about needs and concerns of a diverse population.
Challenges

- The College needs to continually assess and respond to the community’s demographic changes.
- Limited funding challenges DACC’s ability to sustain visibility and the programs and services it can offer.

Planning for the Future

- The College must continue to work with the corporate community to upgrade the skills of the current workforce to retain positions within the community.
- The College must continue to identify the financial, physical, and human resources to continue to offer comprehensive programming.
- The College must continue the assessment of the community's needs and respond to those needs that benefit both the community and the College.