2014 Delta College
AQIP Systems Portfolio

Delta College

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Institutional Overview

Mission: Delta College serves our Great Lakes Bay Region by educating, enriching and empowering our diverse community of learners to achieve their personal, professional and academic goals.

Vision: Delta College is our communities' first choice to learn, work and grow.

Values: Delta College is a diverse learning-centered community based on integrity and respect. From a foundation of leadership, we use innovation and teamwork to achieve excellence.

Founded in 1961, Delta College is a fully-accredited community college offering 150 transfer, career degree and certificate programs. Often referred to as one of America's leading community colleges; Delta is known for excellent programs, technological innovation, community leadership and graduates who make a difference.

Student Population – We serve over 17,000 students per year. Our student ethnic profile is 79.5% Caucasian, 9.5% African American, 6.2% Hispanic, 1.9% Multi-racial, .5% Native American, .8% Asian, .23% International, and 1.4% were un-coded for 2013. Over one-half of our students (55%) are female, and 45% are male. Our largest population of students (34%) are between the ages of 20 to 24, and 31% are under the age of 19. In the 2012-2013 academic year, over 9,000 of our students were awarded some type of financial aid. The majority of our students come from the three counties we serve: 42% from Saginaw County, 27% of Bay County and 15% from Midland County. More than 40% of our students plan to transfer on to a four-year university to earn a bachelor's degree.

Faculty and Staff – We employ 506 full-time and 483 part-time employees. Faculty is the largest employee group with 219 full-time and 340 adjunct faculty. We have 137 Administrative/Professional employees and 149 Support staff. The ethnic and gender make-up of our faculty and staff is as follows: 64% female and 36% male, 87% Caucasian, 5.8% African American, 4.1% Hispanic, 1.7% Asian and .6% Native American.

Academic Offerings – We offer three associate degrees: an Associate of Arts, an Associate of Science and an Associate of Fine Arts. We have 171 active transfer and career educational programs (82 certificates and 89 degrees). As stated above, over 40% of our students plan to transfer on for a bachelor's degree, and approximately 60% are either in an occupational program that will lead to employment upon completion, or are with us to upgrade current skills for employment advancement or promotion. Currently approximately 20% of our courses are offered in an online format. Our online delivery system is Desire2Learn. We continue to assess our online offerings to meet our student needs.

Our Centers – We offer classes in four locations in addition to our main campus. Our Bay City Center is located in our Planetarium. We are currently planning to build a new Saginaw Center in the City of Saginaw, and have renovation plans for our Midland Center. Our new Birch Run location allows us to offer early college opportunities for Birch Run high school students.

Our Quality Journey

We submitted our first System's Portfolio in June of 2010, and received our feedback report in September. The Appraisal team identified two strategic issues: (1) the consistent lack of data for measurable results, and (2) the need for a single voice that addressed the specific portfolio questions.

Since the receipt of the feedback, we have made considerable progress in providing empirical measures, rather than anecdotal reporting of successes, and have made subsequent improvements based on results for the processes identified.

In September of 2012 we submitted a Quality Program Summary, and welcomed a quality check-up team. At that time, we received positive feedback, and our accreditation was extended until the year 2020. Some of the major data improvements since our first Portfolio are listed below:

We are implementing a system-wide three level plan to make data available, and deliver appropriate tools to faculty and staff, to use the data to make decisions. We switched to SQL-based data tables for use with Colleague to make it easier for users who need operational data to access and create/run reports.

We have contracted with Blackboard Analytics to develop data cubes from the Colleague data for analysis and trending using the ProClarity database tool.

We are replacing our current dashboard system with a PerformancePoint dashboard.

It is our belief that these data activities will allow all in our institution access to data, tools, and reports in order to make better data driven decisions.

Since 2007, we have registered 14 action projects with AQIP. Five of the 14 have focused on Category 1, and have aided in the expansion of our developmental education program, expanded our assessment efforts and expanded our dual enrollment opportunities for our high school partners. Three of these action projects were focused on Category 4, and have led to the implementation of an effective professional development plan, and the administration of our PACE survey to assess the employee perceptions of our college climate, and make changes if warranted. Two of our action projects were focused on Category 8, and have led to a plan for continuous improvement, and a plan for achieving campus climate neutrality.

Since 2010, we have major improvements in advancing a culture of evidence with all areas of the college, but more specifically with our faculty. Our participation on the HLC Assessment Academy provided the impetus to help our faculty understand and appreciate the value of providing proof of student learning. We presented our progress in this area to our Quality Check-up Team, and received rave reviews for our course and program assessment processes. Our academic assessment continues to be an ongoing process as we strive to define and incorporate institutional level student learning outcomes, and their assessment into our current processes.

Category 1: Helping Students Learn

Introduction

Our goals for student learning and shaping our academic climate include addressing the needs of our developmental education students, and developing a stronger culture of data-based decision making to enhance learning for all students.

The Challenge of Developmental Education - Approximately 80% of our first time college students test below college level in basic skills in Reading, Writing, and/or Mathematics. We have prioritized building a support structure for these students. This support structure helps guide students toward resources and curriculum that will help them succeed, creates learning environments that support students new to college, and assists our faculty in professional development to enhance their ability to help these students both in and out of the classroom. Our developmental education program has National Association for Developmental Education (NADE) certification, and our developmental student success often exceeds NADE standards. It is our goal to continue to integrate sound developmental education practices for our developmental education students.

Using Data for Student Success - In an effort to increase success rates for all students, we are developing the infrastructure to more effectively deliver information regarding student success. This infrastructure includes the use of learning communities, an information dashboard that will allow continuous monitoring of student success as well as other more in-depth data gathering techniques as shown in Category 7. We have worked diligently to increase the availability of data so that this information will assist in more effective curricular and pedagogical design.

Over the last several years, we have integrated assessment as a means of improving the student learning process. We continue to increase the frequency of assessing student ability to meet program learning outcomes. We now have a solid process for the assessment of our general education program. We are in the beginning stages of developing ISLO's (Institutional Student Learning Outcomes), and a process for their regular assessment.

Meeting All Educational Needs - We offer educational programming for college credit through our academic unit, for corporations and other entities through our corporate services division, and life-long learning opportunities for our entire community. In this response, we focus on educational programming for college credit. The educational programming associated with corporate services and life-long learning opportunities are addressed further in Categories 2 and 3.

The following response to Category 1 criteria provides an in-depth look at our curriculum process, our assessment processes, our academic and student services commitment to student learning and lifelong learning, and our continued quest for data driven decisions that will lead to optimal student learning. We feel that we have made great progress in terms of using data more wisely to the benefit of our staff, students, faculty and community.

1P1. Common and Shared Objectives for Learning and Development

Response Addresses Core Component 3B.

General Education at Delta - We have a Senate Policy that supports our commitment to general education. Senate Policy 1.012, revised by our Board in January of 2009 states:

"Delta College is committed to general education for our community college students. General education develops basic knowledge, critical thinking skills, and values that influence our behavior and motivate us as lifelong learners. Delta College, along with area employers, transfer institutions, and the greater community, agrees that general education is key to personal and professional success."

Our general education outcomes define the learning goals necessary for students to earn any associate degree, and offer guidelines for other forms of certifications. Curriculum-specific outcomes are identified by our faculty for various programs of study, as well as individual courses.

Our Student and Educational Services Division staff is represented in General Education Curriculum and Assessment Committee (GECAC), Assessment Resource Groups and our Curriculum Council. As a result of their participation, our Student Services Division is able to more directly support general education outcomes through services such as counseling and advising.

Our Faculty members are responsible for assessing student learning in their academic career programs, general education programs and disciplines. We have a General Education Curriculum and Assessment Committee (GECAC) that has been charged by our academic Vice President, which oversees and coordinates our general education requirements. GECAC provides input on the quality of assessment work in general education, and makes recommendations to the Associate Dean of Academic Systems and Student Achievement that will enhance student learning assessment.

The following outlines the charge of our General Education Curriculum and Assessment Committee:

1. **Review Delta's General Education model and statement** to maintain General Education Course and Program Outcomes designed to promote student learning that are
    a. Supported by faculty
    b. Clear
    c. Relevant
    d. Assessable
    e. Timely

2. **Participate in the curriculum approval, assessment and revision process** to remain current with Delta College's evolving General Education model.
    a. Academic Disciplines, Divisions, Resource Groups, or other academic leaders are responsible for proposing changes to the model through their GECAC representative, or by requesting time on the GECAC meeting agenda.
    b. GECAC will consider those changes and move appropriate proposals forward for approval.

3. **Maintain the assessment plan for the General Education Course and Program Outcomes** with goals, procedures and time targets which monitor and evaluate assessment for General Education outcomes across the academic disciplines and curricula.
    a. Promote awareness of the importance, relevance and impact of General Education assessment across the college.
    b. Create and sustain a vision and strategy to involve all faculty in the implementation of General Education course and program outcomes.
    c. Coordinate with key areas and initiatives relative to student learners.

      d.   Report assessment and academic improvement plans to Academic Council bi-annually.

      e.   Participate with GECAC in reviewing and confirming Resource Group leadership.

4. **Promote opportunities for professional development of faculty and staff** on General Education initiatives.

Assessment of General Education Outcomes - From Fall 2011 through Fall 2012, GECAC worked to review and update the learning outcomes in 10 key general education program areas:

- Reading
- Writing
- Communicating Effectively
- Critical Thinking
- AAUI (Access, Analyze and Utilize Information)
- Technology
- Quantitative Literacy
- Personal Wellness
- Civic Engagement
- Diversity and Global Citizenship

Three Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) Agreement areas, Arts Literacy, Social Science and Natural Science were also reviewed and updated. Resource groups made up of faculty and staff were formed to represent each outcome area.

In the Winter Semester (January – April) of 2012 a General Education retreat was held where the committee, in collaboration with our general education resource group members, created program descriptions and rubrics to measure our general education learning outcomes for each category. In the Fall of 2012 the Assessment Resource Groups launched the first round of coordinated general education assessment projects. The processes we had outlined and the outcomes and rubrics used were reviewed to make certain that the process was streamlined, and the results measureable and meaningful. Although faculty participation was voluntary, and low in the first round of our assessment projects, collaboration between GECAC and the academic division chairs has garnered greater support in the assessment cycle this Winter Semester.

This past Fall 2013 our Division Chairs, Discipline, and Program Coordinators were asked to audit the general education outcomes in their curriculums to ensure that our students are exposed to the above stated general education outcomes. Each discipline was asked to fill out a general education curriculum map on an Excel spreadsheet. At our 2013 Fall Conference breakout sessions, faculty discussed this process. During these sessions, the "introduce, practice and master" designations, which were to be used for purposes of general education assessment, were explained. Samples were provided for faculty, and every academic and occupational program had completed this audit by November 2013, with results uploaded into our Curriculum Database. This indicates a strong commitment on the part of our faculty for our newly prescribed general education assessment initiative.

1P2. Assessment and the Establishment of Specific Programmatic Learning Objectives

Response Addresses Core Components 3B and 4B.

Determining Learning Outcomes - Our faculty have primary responsibility for curriculum which includes the creation of outcomes, and the implementation of assessment of student learning in their academic programs and disciplines. This responsibility includes writing and reviewing outcomes for student learning, assuring that the outcomes follow best practice guidelines and are consistent with our mission and goals. These learning outcomes also need to establish high priority learning, are assessable, and require evidence of learning. Some program-level student learning outcomes must comply with regulatory organizations guidelines, and are developed to comply. Student learning outcomes are reviewed periodically by division chairs, academic deans, advisory boards and our Student Learning Assessment Committee (SLAC). New program student learning outcomes have an additional level of review through the curriculum process outlined below.

Curriculum Council - Our Curriculum Council was established by our academic Vice President to review, approve, delete, and recommend all courses and programs in our curriculum. Our faculty members have the primary responsibility for curriculum by Senate Policy. The administration of the curriculum is the responsibility of our academic Vice President, deans, and division chairs. Our Curriculum Council, Sub-Council, Curriculum Development Office (CDO), and all curriculum-related bodies are accountable to the Academic Vice President and Dean of Teaching and Learning for communicating and facilitating up-to-date information about the curriculum within and outside the College.

Our Curriculum Council has responsibility for examining student and community need in light of our mission, vision and values, and ensure coherence of our curriculum through the alignment of goals, approval of assessment plans, approval of guidelines for establishing fiscal accountability, overseeing assessment strategies, alignment of developmental education, general education and career academic programs and recommends new degree and certificate programs to our President for presentation to our Board of Trustees.

Curriculum Sub-Council - Our Curriculum Sub-Council acts as a review body for course and program proposals and submits recommendations to Curriculum Council. This council works with division and discipline chairs to identify issues that require the attention of Curriculum Council considering the recommendations of the Curriculum Development Office. They approve new or modified courses and programs, recommend new degree programs for approval, provide editorial advice on curriculum actions, approve program and course outcomes, consider budget implications and consider recommendations on class capacities and credit/lab hours appropriate for the proposal.

Curriculum Development Office - Our Curriculum Development Office (CDO) acts as a resource and support office to assist in ensuring that the curriculum is consistent with our mission. Like the Curriculum Council and Curriculum Sub-Council, this office takes direction from the academic Vice President. It is managed by the administrative office professional to the academic Vice President, with support from the database analyst. It acts as the primary resource for guiding faculty, division chairs, counselors and advisors, advisory committees, and others through the process of course and program development and revision.

The Administrative Assistant to the academic VP works closely with those who are developing curriculum, in collaboration with those who have direct knowledge of technical information to present accurate and complete proposals to curriculum sub-council.

Assessment of Learning Outcomes - Our faculty are responsible for assessing student learning in their academic programs, disciplines and courses. Our Student Learning Assessment Committee (SLAC)

charged by the academic Vice President, provides input on the quality of assessment work and makes recommendations to the Associate Dean of Academic Systems and Student Achievement, that will enhance student learning. SLAC has become a major point of accountability in terms of assuring and providing feedback on assessment for courses, programs and general education outcomes. Members of Student and Educational Services are represented on SLAC, as well as at all levels of curriculum review, to ensure effective communication, input and reinforcement of curricular and co-curricular skills from a student services perspective.

Co-curricular Assessment - In the Fall Semester of 2012 a Co-curricular Transcript Committee was formed to review methods of capturing student's co-curricular activities, and track and assess co-curricular student learning. The committee set criteria for documentation, categories for determining student participation, verification method and guidelines. This committee included members of academic administration, a division chair, faculty, Student Services Administration, Student Services staff, and Information Technology.   The committee recommendations were , and after researching several options, a third party software program called Folio180 was approved. Co-Curricular transcripts are scheduled for release starting Fall semester 2014.

1P3. New Program and New Course Development

Design of New Courses and Programs - New courses and programs are generated from a wide variety of sources that include faculty discussions, student feedback, the academic assessment process, environmental scanning, program advisory board meetings, and articulation needs with both high schools and 4-year institutions. Input from each of these areas is used to tailor the program and course designs to best serve our students. Our faculty members have primary responsibility for designing and revising both courses and programs using the following process.

Determination of action to review, recommend, approve, or delete courses or programs are made through our curriculum bodies (outlined in 1P2), applying certain factors in their deliberation. These factors include whether or not courses and programs meet community, employer, transfer institution, and student needs. A determination is always made to identify the quality of courses and programs. New courses are approved in the Curriculum Development Process.

New programs first go through our New Program Development Process captured in the New Program Database (which includes Financial Aid ruling and CIP assignment). This process starts with an electronic form designed to walk the proposer through the information needed to share the proposal idea, gather information for internal and external approval and design the curriculum. As each step is completed progress on the proposal is tracked, using the designations: "not started," "in process," "done," and "view program report."

Proposed Program information collected includes the Program Title, CIP Code, accreditation approval requirements, anticipated semester start date, description, graduate occupations, degree or certificate offered, rationale, collaborating divisions, and any additional notifications required. A needs study is generally required, as well as budget and development of possible funding sources. Approval of the academic Vice President in consultation with the deans will determine whether to proceed through the curriculum process as outlined in 1P2.

1P4. Balance and Integration of Learning Goals, Career Needs, and Realities of the Employment Market

Response Addresses Core Components 3A, and 4A.

Assessing Student and Employer Needs - Environmental scanning, advisory boards and internal reporting assure that our academic programs are thorough and address current and future economic needs in our local, regional and state sectors. Programs are reviewed according to a standard cycle allowing each program to present assessment activities and data to the Student Learning Assessment Committee. A review may also be triggered by a request from the academic office, coordinator and faculty as a result of resource needs, changes in enrollment, graduate and/or employment recommendations.

A program review considers the program's mission and strategic plan, community and stakeholder needs, employment projections and the curriculum. The results of needs studies determine the skills and knowledge required for employment in the area. We also consider regional employment needs based on five-year projections. If results are favorable our curriculum is adapted, created or inactivated using our curriculum process as explained in 1P2.

Curriculum reviews consider the following factors:
- Admission/Prerequisites levels/Validation process
- Timing and schedule planning for course offerings
- Capacity/Enrollment/Graduation rates/Employment rates
- General Education outcomes
- Program Assessment, including current or past Program Review of Occupational Education (PROE) and Perkins core indicators
- Transferability and articulations
- Program Best Practices: Delta College in comparison to other schools and counselors knowledge of potential employment opportunities or transferability
- Program Advisory Committee activity—based on previous three years
- State Approval and Review Cycle
- Program Accreditation requirements
- Financial concerns
- Recruitment activities, past and future

Our curriculum database is used to guide and document both program formulation and other strategic changes that emerge from reviews, and the on-going dialogs that occur with our advisory committees.

Our curriculum process, outlined in 1P2, includes multiple reviews of each curriculum action to assure communication about updates and revisions with all necessary campus groups. Curriculum Council and Curriculum Sub-Council are the two committees that approve curriculum change. New programs and advanced certificates requiring more than 24 credits are approved by our Board of Trustees.

Assuring Consistency in Offerings – Our most recent and extensive review and revision of our graduation requirements entailed months of research on like institutions locally, regionally and nationally, where we compared our graduation requirements for rigor and consistency across our educational spectrum. This resulted in adding a requirement of quantitative literacy and civic

engagement. As a result of the research we believe our requirement levels are in line with comparable institutions, and appropriate with the level consistent with the degrees and certificates we offer.

We communicate learning goals for our courses, programs and general education programs through established learning outcomes for each of our academic programs and courses, and through our graduation requirements. These outcomes are reviewed through our curriculum process as outlined in 1P1. We have just recently completed a college-wide review through our general education audit as described in 1P1. We believe that curriculum should be fluid and in a state of constant review to better meet the needs of our articulating institutions, our students and our employers. We believe our most recent streamlining of our curriculum process assures a good fit for our curriculum, and the needs of those we serve.

1P5. Preparation Required of Students

Open Door Policy - We are open to all individuals who qualify by our regular admission or conditional admission categories. Admission does not ensure enrollment in all courses or program areas. Many of our courses have pre-requisites. Some programs have additional admission requirements. Academic programs of study that require specific prerequisites or eligibility requirements are outlined for the students by program.

Prerequisite System - We use a system to match student reading, writing or math skills to the demands of different courses. Our Students are initially assessed by using standardized tests such as COMPASS, ASSET, or ACT scores. These tests are used to assign each student a reading level, a writing level and a math level. Courses that require specific reading, writing and math skills for our students are listed in our catalog by identifying a reading, writing or math level prerequisite. Students who meet the minimum reading, writing and math skills for a given course will be allowed to register for that course. Students who do not have the necessary skill levels may take remedial (developmental) course work to assure the development of these skills. Success in our developmental courses will move a student to a new skill level, and subsequently allow the student to meet the course prerequisites. We also provide enhanced skill development activities prior to enrollment in an attempt to help our students score better on placement tests, and move into college-level coursework earlier in their college career.

Skills that are necessary for success are determined through faculty judgment, and, where possible, program advisory committee input. When skills are identified as necessary to a student's success, course prerequisites are adopted for the appropriate course(s) through the curriculum process. These prerequisites are computer enforced during the registration process. Our staff members from counseling, advising, and registration are aware of these changes, because they hold permanent seats on Curriculum Council and Curriculum Sub-Council. Course and program prerequisite change is reported to students in our catalog, which is available to students in both a printed and on-line format, as well as through required student advising in cases where students have failed to meet college level prerequisites.

The test scores and course work that equates to each reading, writing and math level are published in the course catalog, so that students are able to more clearly identify the standards for each level, and how to advance through them. Our students are also advised in-person through required advising sessions when they have scored below college level in any area.

Use of student learning assessment outcomes by course, section, and program monitors student success. Evidence such as assignments, course grade, student feedback forms, withdrawal rate, student

success, persistence, and completion are reviewed. Historical data, which correlates student skill levels to successful course performance is available to guide faculty in determining the most appropriate skill level prerequisites.

1P6. Communication of Expectations Regarding Student Preparation and Student Learning Outcomes to Prospective and Current Students

Response Addresses Core Component 2B.

Placement Processes - Once a student applies for admission, our Admissions Department issues a student number and provides information about assessment, orientation, advisement, and registration procedures. All new students are required to participate in placement testing. The COMPASS test assesses the student's current Writing, Reading, and Mathematics skills. We use the COMPASS scores with ACT scores to determine course placement.

Information on COMPASS scores and prerequisites for classes are published in our catalog under the Academic Program Guides, which also list learning and developmental objectives. This guide provides a description of the goals of the program and a curriculum guide for each, with a listing of credentials that can be earned through each particular program. Our Admissions, Career Services, and Registrar's Office aid in this process by assisting students in identifying their abilities, interests, education, and career needs as described in 1P7.

COMPASS score placement and prerequisite information is also contained in the catalog in Academic Courses section under the tables: "What Does My Compass Reading Score Mean?"; "What Does My COMPASS Writing Score Mean?"; and "Now What Course Do I Take?" for new or returning students. On our Registrar's Office website, the information is also available under "Check My Prerequisites."

Our online catalog provides the most recent and comprehensive information in the course listings and links to the course outcomes and objectives (course learning and development objectives), in addition to the shorter course description that is included in the printed version. On our website Program of Study links are available to help our students choose a major or career in these areas:
- Business and Technology Programs
- Education Humanities and Social Sciences
- Health and Science Programs

For students who are planning to transfer to four-year colleges and universities, we have selected General Program Guides that are available online. Students are asked to visit the website of the school to which they may transfer for appropriate information about their requirements, and if our courses will transfer to that institution.

Our Articulation website provides information on agreements with other 4 year colleges and universities to transition from our associate degree programs to a baccalaureate program. Other options include 3 + 1 programs, online programs, and international programs.

Student Advising - Our eAdvising module is available for our current students through our portal to help plan courses needed to complete their program of study and graduate. Our students can plan their own courses and submit them for advisor "approval," or request that an advisor or counselor create a plan. From Plan Courses/eAdvising, students can:

- Use the **Course Planning Wizard** that allows them to see the requirements for a program of study, and requirements that have been met, or that they yet need to meet.
- **Create/Add a Worksheet** which allows students to create a worksheet or add to an existing worksheet for a planned course of study.
- **Modify a Worksheet** allows students to change any of the courses that are on their plan.
- **Program Evaluation** allows students to see which requirements have been completed towards their program of study.
- Students are allowed to **register** for the classes on their worksheet for the current semester.
- **E-Mail Advisor** sends an e-mail to an Advisor for additional information and help for the student.

Student Orientation - Beginning June 1, 2012, a new two-step orientation was launched to provide students with guidance and direction to help them find the information they need, who they can contact when they have questions, and provides training on how to succeed in college. The first step is an online orientation which provides information regarding how to register for classes, complete with a registration simulation where students learn how to find course and program prerequisites, and register for classes according to their learning and program needs.

Our new students are strongly encouraged to attend Pioneer Prep, a face-to-face orientation where Admissions, Student Services staff, Registrar's Office staff, and faculty provide information for new students specific to their academic and career goals, through academic advisement and use of eAdvising.

1P7. Helping Students Select Program of Study that Matches Needs, Interests, and Abilities

Response Addresses Core Component 3D.

Providing Avenues of Communication for Students - We provide a variety of services to help students determine their course of study. We offer academic counseling, career counseling and academic placement. Our students are made aware of our program offerings through multiple media including: web, print, radio, television and face-to-face interactions. Our academic programs are promoted to potential and current students through marketing efforts, as well as direct contacts with various Student Services staff and faculty.

From the time of admission our, students are guided through the registration process, placement testing, counseling and advising and career exploration. Our online orientation and face-to-face option, Pioneer Prep orientation, provide new and returning students the ability to customize their experience here based on their admission status, educational plans and transfer plans.

Matching Curriculum with Student Ability – The majority of our students new to our institution take placement assessments. This is our first level of student evaluation, and determines student skill levels in reading, writing and mathematics. These skill levels are used as prerequisites for many classes (1P5), and to identify and counsel developmental education students (1P8) for appropriate placement. Admissions, Counseling & Advising, Registrar or faculty members use these scores when interpreting placement policies to guide students toward courses that are matched to their ability. A second level of assessment occurs in program and general education areas during initial class meetings to fine-tune placement of students. See 1P5 for additional information on placement testing.

Honors Program - We have an Honors Program for talented and motivated students that enhances and enriches their learning experience. These specially designed courses offer greater levels of analysis, discussion and critical thinking. Our program provides qualified students an opportunity to do work that is more engaging, challenging and rewarding. Qualified students are allowed to take as few or as many honors courses that fit their program and interests.

International/Intercultural Education – We offer a variety of international study travel experiences under the guidance of faculty and/or administrators. Courses are evaluated through our established curriculum process. They vary in design to meet the needs of students, and are consistent with the private sector expectations that graduates have culturally relevant as well as technical knowledge. Our International Travel Committee has developed a guiding philosophy to facilitate academic educational travel experiences in an ethical, efficient, innovative and effective manner.

Math Booster - Our Math Booster is designed for students who believe they can, with intense review, move up a level in a developmental course, or move out of developmental courses altogether. Math Booster is a two-week program offered during the summer, and is run by our Mathematics faculty. Both week one and week two offer review in numerical literacy and algebra. At the end of each week students will retake the COMPASS test, as well as our Mathematics division placement tests. Math Booster is offered at no charge to students.

Matching Teaching Style to Student Learning Needs - We have been a leader in implementing and expanding our learning community offerings to support student learning. Learning communities offer our students a classroom experience that integrates the curriculum and learning from at least two different courses, and helps students understand how content integrates across courses and academic disciplines. Our academic counselors and advisors are aware of the benefits that this educational approach offers, and recommend these offerings to students who have an interest or may benefit from these alternative educational environments.

Counseling and Advising Services - We offer counseling and advising services to all of our students, both current and potential. These services are delivered in both a face-to-face setting, and online. eAdvising is an online advising component which is available at all times through the internet. Each of our registered students have a personal MyDelta account. Students can access advisors and have their questions addressed within 48 hours.

Our counselors are licensed and professionally trained to help students with decisions on a broad range of concerns. These activities include: assisting students who are undecided about career decisions; assisting undecided students about transfer planning; counseling with academically at-risk students; providing career, personal and educational counseling services; and providing career assessment interpretation and off-campus referrals when appropriate.

Our Counseling and Advising Services team offers short-term and long-term career and educational planning, course planning and scheduling, assessment of academic progress, course transferability to other colleges and universities, and referrals to other college and community services.

Our academic advisors assist students with questions within a specific field of study. No appointment is necessary to see an advisor, as our students are seen on a walk-in basis. Academic advisors also provide initial referrals to counselors and other internal and external resources as needed.

Our professional counselors and advisors assist in the following services:

- Academic status counseling
- Test anxiety
- Time management
- Assessment of academic progress
- Graduation requirement assessment
- Course waiver process
- Curriculum planning through published guides
- Curriculum exploration and change counseling
- Transfer analysis

Career Services – Our Career Services Office helps students assess their interests and skills preferences, explore current job markets and labor market trends, access online job postings and apply for jobs, explore the possibility of student employment and work study, and improve resumes, job seeking and interviewing skills. We offer a variety of resources and computerized services to facilitate career exploration as follows:
- Career Coaches
- Current Occupational Graduate Outlook
- Michigan College Mall
- Michigan Community College Association Virtual Learning Collaborative
- eDiscover
- Eureka MicroSkills V
- Michigan Occupational Information System
- System of Interactive Guidance and Information – Plus
- Vocational biographies
- Annual Career Pathways event

1P8. Students who are Underprepared for Delta's Academic Programs and Courses

As stated previously, we are an open enrollment institution, and obligated to ensure that our students have a means to enter the curriculum of their choice. Our students may demonstrate the ability to succeed in a curriculum in a variety of ways. For students who have demonstrated the ability to succeed in our college level curriculum of their choice, access to our programs is direct. Students who test into developmental math or English classes qualify for additional support services, and are enrolled into additional developmental classes that will develop their skills, and move them into college level coursework.

Demonstrated Student Ability - As discussed in 1P5 and 1P6, our placement assessment scores for reading, writing and math skills are used to guide students toward appropriate curriculum, and identify developmental education needs. Students who are identified as under-prepared are referred to our Bridge Program or our Disability Services. We offer services to enhance placement test scores as mentioned earlier. Placement tests may be retaken at no additional charge to students.

Some of our students are exempted from taking all or portions of the placement assessment based qualifying scores from the ACT test, having English or math courses transferred to Delta College. In some academic areas, students can also be exempted by choosing to take challenge exams, transfer accredited college credit, use military training, apply to an International baccalaureate program, use Advance Placement or use articulation agreements with local high schools and technical centers. Adult

learners can also use a Credit by Portfolio process to earn college credits by demonstrating adequate preparation for courses or programs.

Support for Underprepared Students - We have a Bridge Program located in the Counseling/Advising and Career Services Office that offers services on a walk-in basis for underprepared students. Any student in a developmental class who needs additional support or services can be referred by a faculty member through the MyAlert program (see 1I1) to the Bridge Program Director, who works closely with advisors and counselors, as well as with Disability Services. Bridge Program services include advisement and registration assistance, referrals to services such as the Teaching/Learning Center, Disability Services, follow-up services, student tracking, community referrals, and basic transition support for students who struggle with the culture and change of the college atmosphere.

Our Developmental Education Program offers developmental course sequences to develop skills in language, math, computer literacy, and academic behavior skills. Students are guided through the appropriate developmental course sequence by a combination of counselors, advisors and faculty. Math courses are usually taken in sequential order. COMPASS or ACT scores, grades, and faculty recommendations determine the English developmental education path.

Student performance in Developmental English courses is based on grades and test scores, as well as faculty recommendation. Students meet with faculty to discuss a "Mid-Term Assessment Sheet," and are informed of the next level English course to take pending the final grade of their current English course. This advising process is coordinated with counselors and advisors and the eAdvising process. As student's progress through the semester they are assessed as to their ability to move to the next level course. They are advised of strengths and weaknesses, their current course grade and the next required or recommended course. Students, faculty, counseling and advising are provided copies of this evaluation. This process is carried out in WRT 090, WRT 098, RDG 093W, and RDG 097W.

This same process is used as student's progress through the sequence of developmental mathematics courses. This process is carried out in MTH 090, MTH 092, MTH 096, and MTH 097.

Structured Learning Assistant Program - We have a Structured Learning Assistance (SLA) program where directed study and practice workshops are required for students enrolled in all sections of WRT 090 Introduction to Academic Writing, all sections of MTH 092 Basic Math, and sections of MTH 092 paired with MTH 096 Pre-Algebra, and MTH 097 Algebra I.

All students in SLA classes are required to attend study sessions as part of class attendance; they review course content, learn study habits, skills, and attitudes that translate to other courses and improved overall academic performance through skill enhancement, collaboration, and course centered study and learning strategies. Study sessions are led by SLA Leaders. SLA Leaders are professional tutors. Some SLA leaders are peer tutors who are working on or have taken Level 2/Advanced College Reading and Learning Association (CRLA) Certification have strong knowledge of subject matter, and have received training in developmental education and group facilitation.

Currently, our faculty and SLA Leaders meet to review course material and plan study sessions. They also discuss specific student needs when necessary. The SLA Leader attends each class in order for them to know what is being addressed in the classroom, as well as the particular teaching methodology used. Our students benefit by having extra help in the classroom, and our faculty benefit by having more time to dedicate to instruction.

Course Design to Support Developmental Students - We have developed and launched two developmental learning communities that offer integrated studies. These courses center on students' career interests and student success strategies. These are twelve-credit hour learning communities that address the needs of developmental education students during their first semester of college. This focus on entering students seeks to boost student success and retention, by ensuring that in their earliest weeks of college students use the many available support services, and get actively involved in our college community. We also offer college-level Composition I (ENG 111A) in a setting that provides additional classroom assistance and instruction. Our math students who successfully complete MTH 097 are eligible to take MTH 119AW. Programs such as Math Cubed are available to help students move through the developmental sequence at an accelerated pace. (See 1I2).

Tutoring Services - Our Teaching/Learning Center (T/LC) is located in our Library and Learning Information Center (LLIC). The T/LC is also discussed in 1P9, 1P10, and 1P15. In addition to the services discussed in these other responses, the T/LC offers these services:
- Free tutoring on a walk-in basis for general education courses such as math, biology, chemistry, Computer Science courses, Social Sciences and English
- On-line tutoring uses T/LC Cyber Tutor where our students can access subject links from home that offer fun and informative sites in course and content areas
- Coordination of structured learning assistance (SLA)
- Forum for study groups
- Math Lab
- Writing, Reading, and Instructional Technology Center (WRIT)

Study Groups - We offer a forum for students in a class to work together for studying and learning. A major goal of study groups is to empower students, and help them be responsible for their own learning. Working together makes learning challenging, meaningful and enjoyable. Groups may be un-facilitated, or a faculty member may recommend a student facilitator to the Tutoring Coordinator. These services are provided free of charge to students currently enrolled in our academic classes. Our T/LC staff monitor the effectiveness of the tutoring services provided to students, and report back to the Deans and faculty for assessment purposes.

1P9. Detect and Address Difference in Students' Learning Styles

Faculty and Staff Development on Learning Styles - We provide opportunities for faculty and staff to learn about their teaching style and communication methods, and how to apply that to the students learning needs through a variety of methods. The Center for Organizational Success (COS) and the Faculty Center for Teaching Excellence (FCTE) are responsible for providing a variety of opportunities, including courses, to support faculty and staff.

Center for Organizational Success (COS) - Our Center for Organizational Success provides resources and support for professional development for all employee groups, offering departmental support, workshops and retreats, instructional support, coaching and mentoring. Educational opportunities include: "How Can I Get Students to Take Responsibility for Their Own Learning?"; "How Can I Connect Students' Interest to Course Content?"; and "How Can I Use Technology to Create Custom Automated Feedback?"

The Faculty Center for Teaching Excellence (FCTE) - We provide professional development opportunities for all of our full-time and adjunct faculty in order to better serve the learning needs of our students.

Our FCTE is an integral part of our Center for Organizational Success (COS), and provides teaching resources such as digital storytelling, eLearning resources and workshops, enrichment circles, general education outcome development, and many other resources that support excellence in teaching and learning.

Our COS and our FCTE coordinate professional development courses taught by our faculty and offered for our faculty. The following is an example of the courses that promote and heighten excellence in teaching and learning:

- **EDU 386 Communication in the Classroom - 2 Credits** - This course focuses on identifying, describing, and explaining communication between students, and between students and instructor.
- **EDU 387W Reflective Practice -2 credits -** This course explores, in a communal atmosphere of trust and thoughtfulness, the roles of reflection, community, and creativity in the development of meaning and purpose in the personal and professional lives of educators.
- **EDU 388 Exploring Diversity** - This course explores all facets of diversity by expanding the definition beyond race, class and gender and focusing on common values. A variety of approaches for teaching diversity are modeled and practiced.
- **EDU 390 Best Practices in Teaching and Learning - 3 credits -** This course is a year-long orientation course required for all new full-time faculty which, addresses topics and skills essential for effective and innovative teaching and learning practices, and explores the dynamics of teaching and learning, provides models, strategies, and options that emphasize active learning and reflective teaching.
- **EDU 392 Internet Teaching Techniques for Teachers - 3 credits** - This course provides those with basic internet skills the knowledge to create strategies and practices that use Internet tools (e-mail, discussion list, WWW, search engines, chat programs) to enhance student learning.

Student Understanding of Learning Styles - We provide a number of opportunities for students to learn about their personal learning styles. These opportunities may be embedded in courses and services that reach the students who may be in most need of this information, or are available by request through the Teaching/Learning Center.

Applied Behavior Studies (ABS) - This is an optional courses which include PEPS and other learning styles inventories. ABS 090A and 090B, Successful Transitions A and B, focus on emotional intelligence, which includes knowing one's own strengths and weaknesses, and working with others and learning about college resources.

Teaching /Learning Center (T/LC): Assists students in identifying their learning styles by providing access to online programs like VARK. Typically students are referred to the T/LC by their instructor. Our T/LC staff discuss how each student can use his/her primary learning style while linking it to the secondary and tertiary learning styles, to increase the ability to learn more in-depth and be able to retrieve information more readily.

1P10. Address the Special Needs of Student Subgroups

Response Addresses Core Component 1C.

We offer a variety of services to help address our students' diverse needs. Those needs are identified through the methods described in 3P1. A number of services have been developed and offered to assist students who self-disclose their needs.

Career Training – High-quality affordable classes are excellent options for individuals who want to train for a new career. Programs vary from 4-15 weeks in length, and are in high demand fields such as health, business, residential building, small engine repair, welding, and automotive.

Community Education - Our community is invited to enroll in community education such as learning new computer software, riding a motorcycle safely, taking interest in photography, implementing sustainability practices, or preparing for the GED® test.

Professional Development & Continuing Education - Continuing education units are available through our Lifelong Learning Division that provide preparation for professional exams and fulfillment of licensing certification requirements in health, business, general industry and construction, automotive, electrical and plumbing.

Disability Resources - We provide disability services for our students with disabilities who self-identify and provide the appropriate documentation of their disabilities. Our Director of Disability Services receives requests and suggestions for accommodations and services through emails, phone, and face-to-face conversations with students, staff, faculty, members of the community, and various committees. Decisions are made regarding necessary changes or accommodations on a case-by-case basis. Decisions are made by our Director of Disability Services in consultation with General Counsel when needed. Services include adjustable tables, alternate testing arrangements, assistive technology/adaptive aids, Text-to-Speech, Speech-to-Text, free screen reader downloads, Livescribe Pulse Pens, note-takers, sign language interpreters, temporary parking permits, textbook alternative formats, voice recognition software, and electronic scooter/wheelchair.

Financial Needs - Our Financial Aid Office provides assistance to students applying for financial aid and helps to connect students to other grants, scholarships and aid. We also sponsor the Possible Dream program, a program which seeks to provide support to at-risk 6th -12th grade students, and encourages high school graduation and college enrollment. We also offer discounts on tuition for Life-Long Learning courses and waive admission fees as part of the intake process for students transitioning from youth detention and parolees of the Michigan Department of Corrections.

Food Pantry - Our students are provided with various non-perishable items from our pantry at no charge. A currently enrolled student can access our Pantry services up to a maximum of four times per month, with a limit of one visit per day.

Delta's Closet - We provide slightly used or new clothing donated by faculty, staff and students to provide professional apparel for students in need for such events as scholarship and job interviews and first days on their new job. Delta's Closet, operates as an on-campus retail store, and is self-sustained by the greater campus community. Since April 2010, 300+ students have been served. An initial clothing donation of 350 pieces has grown to currently 700 pieces. Students are responsible for the ongoing management of the enterprise and regularly process inventory and create store displays. Students have participated in a variety of activities to promote the service including creating a booklet of appropriate dressing tips, hosting a "Do's and Don'ts" Fashion Show and participating in the annual job fair.

Testing Services - Lifelong Learning offers testing services for occupational certifications and licensures, as well as standardized testing services including the GED® test, ACT® WorkKeys® Assessments and additional occupational assessments.

Tutoring Needs - Our T/LC (Teaching/Learning Center) (1P8, 1P9, 1P15) offers accommodations and adaptive technology to students with disabilities. The T/LC has an adjustable computer table for students in wheelchairs, offers the latest version of the Kurzweil scanner reader program, and the Dragon Voice Recognition Program.

Transportation Needs - We provide information on Bay City and Saginaw bus schedules that are linked directly from our website, and available in our catalog and the Counseling Office. A convenient bus pick-up and drop-off zone/shelter is provided for commuters, and located in close proximity to main college entrances. Passes for both Bay Metro Transit and Saginaw Transit Authority Regional Services (STARS) are available to purchase at the Bookstore. Our sustainability initiative also encourages car-pooling. We have recently partnered with our Saginaw transit bus system to assure easy access to our main campus from our Saginaw Center.

Youth Programs - Our Office of Lifelong Learning offers a variety of programs for youth including summer camps for students entering grades P-12.   This provides our community's youth the opportunity to build their skills, become better students, experience new things and have fun. Camp staff and instructors challenge campers through hands-on learning activities, as well as give them a glimpse of life on campus. Summer Camps are offered for academic preparation, art and culture, engineering, Heath & Wellness, Math & Technology, Reading & Writing, and Science & Exploration. Full day and half day programs are available.

50+...Just Like Gold - Activities and Events are designed to offer an array of fun and interesting programs for 50+ members and non-members alike. Events and classes offered through our 50+...Just Like Gold program are not restricted to people 50+ in age. All ages are welcome to enjoy the learning experiences. Many learning, travel and personal enrichment opportunities exist such as:

- AARP Driver's Safety Program
- Bits & Bites provide adult learning opportunities every month January through July
- Brain Booster Camps provide interactive brain fitness activities
- Genealogy helps adults explore their ancestry
- Computer and Internet classes for those 50+
- Computer courses offered through LifeLong Learning
- Personal Enrichment Courses include Art, Languages, Health and Wellness
- Community events
- Second Act: Life at 50+ examines life stages
- Trips & Travel offer single day and multiple day motor coach trips

1P11. Define, Document and Communicate Expectations for Effective Teaching and Learning

Response Addresses Core Component 2D.

Expectations for effective teaching and learning for full-time faculty are an integral part of our promotion/tenure and faculty evaluation process. Our promotion/tenure process is a rigorous review

process applied to full-time faculty members seeking promotion through the ranks of Assistant, Associate and Full Professor or tenure. This evaluation process is a part of our Senate Process (Policy 3.060), which describes how all faculty are to be reviewed on a routine basis, regardless of their intention to seek promotion or tenure. Where it appears that a faculty member may be struggling, a special evaluation process may also be initiated. These processes are described in Senate policy and departmental procedures.

Promotion /Tenure Process - Our standards for effective teaching are set using the promotion and tenure process for full-time faculty, and reinforced through professional development opportunities as described in 1P9. Adjunct faculty members are not part of our Senate, but are able to participate in the many professional development sessions available.

As individual faculty members elect to be reviewed for promotion or tenure, their teaching effectiveness is evaluated by peer review committees. These committees typically consist of individuals from the faculty member's discipline and division, and other faculty from other divisions.

Peer review committees evaluate and document effective teaching and learning methods by collecting data from a variety of sources. They review standardized student feedback forms/comments and observe the candidates teaching over the course of one or two semesters. Peer review committees may also consider class exams, assignments and grade distributions. This information is reported to the candidate's academic division in a standardized report format. The candidate's academic division then considers the evidence presented, and votes to determine if the candidate meets at least the minimum qualifications for promotion and tenure. The criteria for promotion and tenure are stated in Senate policy and available to all full-time faculty members through the secure website portal.

The vote of the division is then carried forward to the Council of Chairs by the Division Chair. The Council of Chairs consists of the chairpersons from each academic division. The Council of Chairs considers the evidence presented in the standardized report, and also votes to determine if the candidate meets at least the minimum qualifications for the promotion or tenure sought. The recommendation from the Council of Chairs is then reviewed by the Dean of Teaching and Learning, the Vice President of Instruction and Learning Services, and the President.

According to Senate Policy 3.060, faculty who have not elected review for promotion and tenure, or have reached their status goal, are reviewed annually by their division chairs and have an in depth review at a minimum of every four years, or when warranted by faculty request, student evaluations or complaints. Special evaluation processes may also be initiated as needed, as described in Senate Policy 3.061.

Adjunct faculty - Expectations regarding teaching and learning effectiveness are communicated initially through the hiring process and reinforced in their orientation. Prior to the start of each academic semester, new and continuing adjunct faculty members attend the Adjunct Faculty Academy. This is a special event that provides orientation and a variety of professional development experiences. The intent is to provide awareness of available services, create an understanding of their obligations as a faculty member, and provide an opportunity for them to share questions and concerns.

Upon initial hire of our adjunct faculty members, the Division Chair or designee will meet each new adjunct faculty member to discuss items such as policies and procedures, course outcomes, payroll procedures, course syllabus examples, available resources, classroom expectations and professional development opportunities.

Evaluation of adjunct faculty occurs on a regular basis. Generally, this evaluation is done by the full-time division faculty, or the division chair using divisional/discipline approved guidelines. The *Student Feedback to Instructor* form is intended to be administered in each class each semester and submitted to the division office. Evaluation may also include the following:
- Classroom observation
- Review of course materials: syllabi, assignments, exams, quizzes, assessments
- Sample student work
- Other relevant information and processes as determined by the Division Chair or designee.

The results of the evaluation will be shared with the adjunct faculty member, discipline coordinator, and division chair.

Continued Professional Growth - In addition to the promotion/tenure process, continued growth in teaching effectiveness is supported through the Faculty Center for Teaching Excellence (FCTE) and the Center for Organizational Success (COS). These are discussed in detail in 1P9.

The FCTE encourages innovation in teaching by reviewing applications for a number of endowed chair positions. The endowed chairs are funded through our Foundation and provide funds for supplies or release time to support worthy projects that will improve or benefit teaching and learning. All activities through the FCTE are available to adjunct faculty. Some programs such as "The Adjunct Academy" are designed to help orient adjunct faculty to our facilities and teaching/learning standards.

The Community College Survey of Student Engagement (CCSSE) - CCSSE is a survey administered by a third party every other year to evaluate student engagement and faculty expectations, and matches results against peer institutions. These standardized assessments allow us to compare our institution to others across the nation (7P1), and compare our results against ourselves. Areas identified for improvements are reviewed, recommendations made and implemented for review. Results are tracked for noticeable improvement. The next scheduled survey will be conducted in 2014-2015.

Awards for Excellence - Eight key awards reflect how we value faculty excellence in the classroom. See 4P11. They are awarded yearly based on peer or peer/student review. One of the seven awards is dedicated to adjunct faculty.

Academic Freedom and Integrity of Academic Work – Each of these areas is monitored through Senate Policy and demonstrate our commitment to the freedom of expression and the pursuit of truth in teaching and learning. Through Senate procedure these policies were reviewed during the 2013-2014 academic year. These revisions are currently in draft form and are being reviewed by employee groups and outside legal counsel.

1P12. Building an Effective and Efficient Course Delivery System

Building a Course Schedule - Our course scheduling begins with an understanding of enrollment projections. Each academic division projects enrollment in January for the upcoming academic year. Enrollment projections use the number of sections for each class based on offerings and enrollments of the previous two, three, or four semesters. Co-listed and learning community courses are also considered across disciplines. Other factors considered are faculty requests, past history, offerings at centers, online, and off-site locations.

Once registration begins each semester the division chair, discipline coordinator and Associate Dean of Academic Systems monitor fill rate progress weekly, semi-weekly, and eventually daily as the first day of the semester draws near. The data collected on these trends is analyzed and documented based on enrollment patterns and fill rates. Various methods are being tested in the collection and reporting of this data. The information is shared with the division chairs, deans, Office of Information Technology, Human Resources and the Registrar's office. The information is also used to estimate instructional costs for budgeting purposes.

Considering Student Needs - In an attempt to balance student needs with instructional resources, a Scheduling Task Force was assembled in 2011 to analyze whether the course delivery system meets students' needs. Data was collected on class fill rates and waitlists by time of day, day of week and mode of delivery. Students were surveyed to learn their preference of classes based on time of day, day of week, and mode of delivery. This information was compiled to identify prime time scheduling to meet the students' needs. This survey will be administered every third year (2014 is the next scheduled survey) to ensure students' needs continue to be met and will make adjustments if the students' needs have changed.

The current room scheduling process allows faculty to identify instructional needs that can be matched to the instructional support equipment available in each classroom. Tools are also available that allow an overview of past course offerings by program curriculum. This helps to assure that courses for each program are offered at a variety of times to address student needs.

E-Learning Offerings - Our eLearning Advisory Board reviews delivery standards for courses that are taught online. We use the online learning management system (LMS) called Desire2Learn to manage course materials and provide an online meeting place for both online classes and classes that meet face-to-face.

1P13. Programs and Courses Up-to-Date and Effective

Response Addresses Core Component 4A.

Curriculum Review – Our curriculum review and assessment processes ensure that programs and courses are up-to-date and effective. This process is described in detail in 1P1 – 1P4.

Program Review - Academic programs are reviewed using a three to five year cycle. The following are elements of each program review:
- Identify the programs for review
- Complete the Institutional Research Request form to gather data on the program
- Survey students in the program
- Survey faculty and staff involved in the program
- Compile survey results and enter it into a program review report
- Meet with appropriate deans and program coordinators for additional information
- Review by program coordinator for input
- Finalize with deans and develop action plans
- Share results with division chair, discipline and advisory committee
- Implement plans and assess
- Submit to Student Learning Assessment Committee (SLAC)
- Present information to SLAC – feedback received
- Enter assessment date into the Outcomes Assessment Tracking System

Program reviews for Perkins based programs follow the PROE process established by the Perkins funding grant.

1P14. Change or Discontinuation of Programs and Courses

Program Elimination or Downsizing - One or more of the initiating factors must be documented to begin the procedures for a Vitality Study which precedes program elimination or change:

- The program's normal PROE assessment through Perkins
- Program resource needs or accreditation changes
- Significant and sustained enrollment, graduation or employment changes
- Changes in satisfaction levels of graduates, employers or transfer institutions

A committee is formed to gather, document and analyze evidence to identify the strengths and opportunities for improvements for an academic career program or discipline. The members make recommendations to the academic vice president. To discontinue a program, the academic vice president will recommend program elimination to our President. The recommendation will include all rationale for the decision and details regarding a completion plan for the students currently in the program. When program elimination requires the reduction of faculty, Senate Policy 3.023 Faculty Reduction Due to Academic Program/Discipline Downsizing or Elimination and Senate Policy 3.024 Faculty Reduction Due to Declining Enrollment procedures are followed. Course and program review are discussed in 1P1 – 1P4 and 1P13.

1P15. Determine and Address the Learning Support Needs of Students and Faculty in Student Learning, Development and Assessment Processes

Response Addresses Core Component 3D.

Learning support needs are identified through the ongoing assessment of course outcomes, co-curricular experiences, general education outcomes and program outcomes. We have clearly stated goals for student learning and effective processes for assessing the student learning and achievement of learning goals. We gain information from assessment results to improve student learning through curriculum changes, provision of additional services, counseling and advising and technology. These are listed below:

Teaching/Learning Center – Our T/LC is also discussed in 1P8, 1P9 and 1P10. Our T/LC staff evaluates the input from faculty, staff and students regarding need for workshops, classes and tutor supplemented instruction. The T/LC staff has processes in place to evaluate their services for continuation, addition or discontinuation.

Audio/Visual - The Audio/Visual Department (A/V) is an academic support unit that provides services in the use of A/V technologies for teaching, research, and public service. The A/V Department learns about the needs of faculty and students through suggestions communicated to the A/V Department by phone, email, and representatives on the LLIC Advisory Board.

Counseling and Advising - Counseling and Advising Center is available to assist students with academic advising, personal, and career counseling. Students sign in the Virtual Lobby and speak with the receptionist, indicating services that they are requesting related to their educational goals.

eLearning - We offer students the learning flexibility and learning options that fit today's busy lifestyles. eLearning offers several methods for meeting the needs of faculty and students by using Internet delivered courses, blended courses and supporting face-to-face courses. The eLearning Committee monitors best practices, trends, new equipment and technology needs and makes recommendations through the equipment/technology request process.

Equipment/Technology Requests - Administrators, faculty, and staff may submit requests for instructional-related technology from the Equipment/Technology Council. This committee is charged by the office of the academic Vice President to assess and evaluate the changing needs of instruction and learning resources for computer and visual learning technology, to recommend and document priorities, and to facilitate the access of current learning technology to students in instructional programs throughout the college facilities. Final decisions on prioritization of requests are made by academic administration.

Office of Information Technology: The Office of Information Technology's (OIT) focus is to enable the institution to achieve its goals through the effective use of technology. Tools such as Annual Technology Environmental Scanning, Annual Student/Faculty Survey through the IR office, and surveys are used to collect information on the needs of students, staff, and faculty. Decisions based on the data are made by IT Governance, Equipment/Technology Council, Executive Council, President, Vice Presidents, and the Budget Cabinet.

WRIT Center – We have a faculty led and run Writing, Reading and Information Technology (WRIT) Center housed in our LLIC where students can drop in to have papers evaluated, and gain help with editing. This center provides instruction for students on proper research and citing of sources in terms of what is appropriate and inappropriate use of sources. This center instructs in both APA and MLA source citing.

AAUI – One of our general education outcomes is the ability of our students to Access, Analyze and Use Information. Each of our faculty have determined whether this outcome is met in each of their courses. When this outcome has been designated as an outcome for a course, this assures that our students are being instructed on the proper use of research and citation of sources.

1P16. Alignment of Co-curricular Development Goals with Curricular Objectives

Response Addresses Core Component 3E.

We are committed to fostering student growth and development inside and outside of the classroom. We offer the following opportunities to align co-curricular activities with curricular learning outcomes:

Academic Experiential Learning – Our office of Experiential Learning provides and coordinates service learning opportunities, cooperative education placements and internship placements. Service learning continues to grow as students enter with the expectation of this experience. Faculty supports adding service learning outcomes in many of their courses. Details regarding these experiences are outlined in Category 9. Our cooperative education program is in transition in leadership as we try to increase the enrollments and job placements.

Curricular Based Student Organizations – We have several faculty led student organizations that blend curricular and co-curricular opportunities for our students, including our Honors Program, Phi Theta Kappa International Honor Society, Democracy Commitment organization, Dental Assisting Student Society and Delta Epsilon Xi Business Association, to name a few. There are also other less curricular

based student clubs offered through our Office of Student Engagement. Curricular based initiatives and events focus on diversity and inclusion and the expansion of knowledge and appreciation for multicultural populations and needs.

Institutional Level Outcomes – Our academic administration, faculty and members of our student services staff participated in an assessment retreat in February of 2014 to identify Institutional Level Student Outcomes (ISLO) using our general education outcomes, Lumina Report, AAC&U best practices and HLC statement on Assessment of Student Learning. Student services staff presented their current assessment methods. This collaboration resulted in a discussion of ways to align the student services assessment activities with academic assessments and capture the data in our assessment tracking system (in-house database) and incorporate this level of assessment into our current processes. Four ISLOs (Use of knowledge and skills, Think critically, Communicate effectively, and Act responsibly) were recommended for assessment and are currently in an approval process.

1P17. Determine Learning and Development Outcome Attainment

Prior to a certificate or degree being awarded, an academic audit is performed on the student's transcripts to assure that they have met academic requirements.

Academic Assessment – Our assessment processes assure that students meet requirements for course, program and general education as they proceed through their educational experience with us. This process is outlined in 1P2. By the time the student applies for graduation, this comprehensive assessment process has provided legitimization that the student has met the outcomes necessary for the awarding of the degree. The graduation audit confirms that the basic requirements are met.

Follow-up Surveys – Once students have moved in to either employment or transfer institutions, data on student performance is collected through a variety of measures, including a graduate follow-up survey and information gained through our Office of Strategic Partnerships, and Dual Enrollment from our transfer institutions. This information is used in our program and curriculum review processes to guide curriculum change. Our curriculum process is described in detail in 1P1, 1P2, 1P3 and 1P4.

1P18. Design Processes for Assessing Student Learning

Response Addresses Core Component 4B

We currently assess student learning at three levels: course, program and general education. We are in the process of designing assessment activities for institutional level assessment. Faculty are responsible for curriculum and assessment of their courses and programs. We assess general education outcomes across our campus through auditing, which general education outcomes are assessed, in which courses and accumulating artifacts from faculty on each outcome on a rotation basis. All assessments are presented and reviewed by our Student Learning Assessment Committee (SLAC) on a rotation basis, where three or more programs/disciplines report out each month. General Education is assessed as a program like others and is guided by our General Education Curriculum and Assessment Committee (GECAC). See more information on general education assessment in 1P1.

Formal Assessment Activities – All of our assessment activities follow the basic Develop, Identify, Collect, Analyze and Use Data cycle as shown in Figure 1.1.
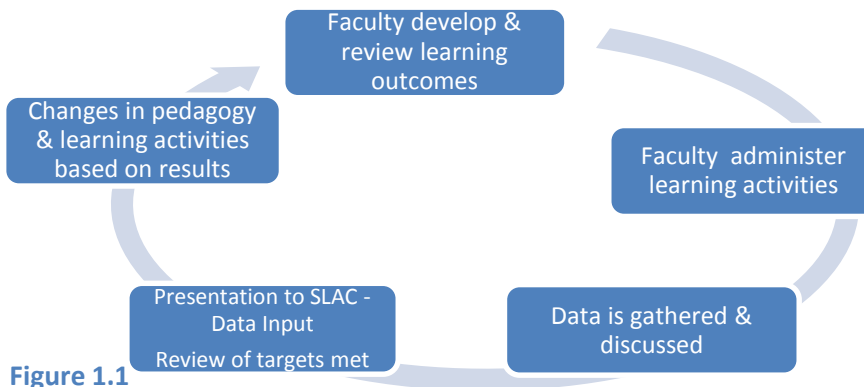

Figure 1.1

1R1. Measures of Student Learning and Development that are Collected and Analyzed Regularly

Occupational Programs – Program faculty are responsible for curriculum and assessment of their program. Student exams, projects, presentations and performances are used regularly as appropriate to the specific learning outcome being assessed for direct student learning. Other measures include external exams for certification results, employment statistics, feedback from employers and transfer statistics and success. See Figure 1.2.

Most Often Used Assessment Measures		
Measurement	**# of Programs**	**% of Programs**
Capstone demonstration/project/paper	17	30%
Course embedded demonstration/project/paper	39	70%
Employer survey	12	21%
Student survey/interview	19	34%
Graduate survey/interview	15	27%
Professional Certification/Licensure	16	29%

Figure 1.2

General Education Assessment – We use a general education audit for each of our courses to determine whether the general education outcome is introduced (I), practiced (P) or mastered (M). Faculty are asked to make the determination of level of achievement for each general education outcome in each of their courses. Cross-discipline general education artifacts are gathered on a multi-year cycle with three to four outcomes assessed per year. The process for report out and data collection follows that for course and program assessments where data is gathered, reviewed, reported and documented through our SLAC process, as outlined previously. General education outcomes are listed in 1P1.

Course Assessment – We assess our courses and classroom activities through the use of data regarding delivery method, success rates, class capacities, attrition rates and course persistence. We use papers, activities, projects, classroom presentations, group activities, critical thinking exercises, examinations, and many other methods to determine our student success. This assessment process follows that of program and general education where student artifacts are gathered and analyzed for level of achievement in meeting the learning outcomes for assignments based on meeting various rubric levels. The assessment data is gathered and the activity is reported to the SLAC for feedback and

recommendation. Changes to assignments and classroom activities are made based on information gathered through the assessment. Assessment data is documented in our in-house database.

Institutional Research – Our office of Institutional Research provides additional data gathering assistance regarding student success and development. Student success and community focus reports are posted and stored on our internal portal. This includes dashboards, CCSSE information, graduate follow-up information, student survey results, student transfer information and state and federal reporting information. This information is updated as appropriate to the data instrument.

1R2. Performance Results for Common Student Learning and Development Objectives

Graduate Follow-up – We use graduate student follow-up surveys to ask degree and certificate graduates to rate how well prepared they felt they were in twelve areas of general skills prior to their attendance here, and then after their attendance, and how they rated their overall experience while they were with us. The tables below provide our most recent data in these areas (Figure 1.3).

How Students Rated Basic Skills	% Well & Very Well Before attending Delta	% Well & Very Well After attending Delta
Writing skills	54%	79%
Reading skills	68%	80%
Speaking skills	51%	75%
Listening skills	61%	80%
Math skills	44%	65%
Computer skills	56%	75%
Citizenship	65%	74%
Problem Solving	63%	78%
Organizational skills	61%	79%
Teamwork skills	64%	80%
Leadership skills	55%	75%
Skills related to major	33%	79%

Figure 1.3

When students were asked if they had met their educational goals, 85% responded positively and 7% did not answer the question.

This information from our 2012 graduate follow-up survey indicates that our students rate their overall experience with us very positively and that they perceived that their basic skills were enhanced as a result of their educational experience with us.

Common Learning Outcomes – Our common learning outcomes for our students are our general education outcomes. Our most current direct assessment results for the 2013-2014 academic year were presented to SLAC on Quantitative Literacy and Writing.

Quantitative Literacy Outcome – The student is able to apply mathematics to analyze and solve problems and to interpret the results. Of the 24 course sections that participated in the assessment projects, a sample of 83 student artifacts were used against a rubric which leveled students 0 – 3; 0 indicates "did not meet expectations" and 3 indicates that "the student exceeds the expectations." The results are shown in Figure 1.4.

These results demonstrated that 86.7% of the student work met or exceeded (2 or 3) the standard set by the quantitative literacy general education resource group.

Score	# of Students	% of Students
0	0	0%
1	11	13.3%
2	42	50.6%
3	30	36.1%

Figure 1.4

Writing Outcome - The student is able to employ writing to communicate ideas, demonstrate the ability to provide details and demonstrate the ability to offer logic to support main ideas. For this assessment, a sample of 32 student artifacts were used against a rubric similar to the one above with a range of 0 – 5 scale.

The results were as follows:
- 75% of students scored at level 2 or better, which indicates appropriate writing.
- 75% of students scored at levels 3 or 4, which indicates appropriate use of content.
- 44% of students scored at level 2 or better in being able to identify generate and manipulate the content.
- 87.5% of students scored at level 2 or better in being able to employ writing to communicate appropriate ideas.

Recommendations for addressing the results for both projects were presented to SLAC, data was documented in our in-house database and action plans for changes were devised to improve student learning.

1R3. Performance Results for Program Learning Objectives

Program Learning Objectives – For purposes of assessment, as to how skills transfer from course to course, we identify collections of courses in specific content areas (disciplines) as programs as well as occupational programs. As a result, our program assessment includes discipline and general education as programs. The following (Figure 1.5) is a summary of information from our in-house database:

Learning Outcomes Related Activities	% or NA
Percent of Programs with Formal Learning Outcomes	100.0%
Percent of Programs with Assessment Data	90.7%
Percent of Programs with Established Targets	89.8%
Percent of Programs meeting Established Targets	70%
Figure 1.5	

Summary of Program Review/Evaluation through Curriculum process:

- 171 active programs (82 certificates, 89 degrees)
- 63 programs reviewed by PROE (Program Review of Occupational Programs)
- 10 vitality studies completed – internal review of programs
- 17 programs with successful accreditation reviews by outside accreditation agencies
- Curriculum evaluation results:
  - 369 new courses created and evaluated
  - 627 course changes
  - 344 course in-activations
  - 3 course re-activations
  - 21 new programs recommended
  - 448 program changes
  - 8 program in-activations

1R4. Summative Assessment Results Relating to Program Outcomes

A variety of measures are used to determine if exiting students have acquired the knowledge and skills required to succeed.

Graduate Follow-up Surveys – Student's own perceptions of their learning and whether they met their goals are gathered, see 1R2.

Advisory Board Input – As mentioned earlier, each of our occupational programs, and some of our general education disciplines, use the input and recommendation of advisory boards (committees) made up of faculty, students and business and industry representatives to formulate or change curriculum. Valuable information is gained from employers during these meetings which help us determine whether our graduates are prepared in their chosen fields upon exiting our institution.

Transfer Institution Feedback – As discussed in 9R1,2, although we have difficulty ascertaining transfer institution information, our Office of Strategic Partnerships and Dual Enrollment communicates with our transfer institutions on a regular basis through the articulation function. In all cases where we have been able to gather information, we find that our students do better in transfer programs than the students native to the institution.

Licensure Examinations – We also monitor our occupational students who are required to sit for State Licensure and Certification Exams as to their success rates. This helps us make changes in curriculum if warranted when our success rates are low.

Academic Assessment – Each one of our courses and programs participate in our academic assessment processes to determine whether the faculty developed and reviewed outcomes are being met, and what changes would need to be made to make sure that the outcomes are appropriate for the goal of the course or program, and that the learning that takes place in the course or program is meeting the need of the student in terms of future employment or transfer. Assessment results are shared in 1R2 and 1R3.

1R5. Performance Results for Learning Support Processes

Our Library Learning Information Center (LLIC) tracks student usage data on a regular basis. Student usage data allows the LLIC staff to enhance or change services to better meet student needs. (Figure 1.6)

Student Usage:

This chart shows the services provided by our LLIC and the student usage of the services. The following information shows the enhancement of student grades through our Structured Learning Assistant and Study Group programs. Unfortunately, we have no way to track student success as a result of our tutoring services.
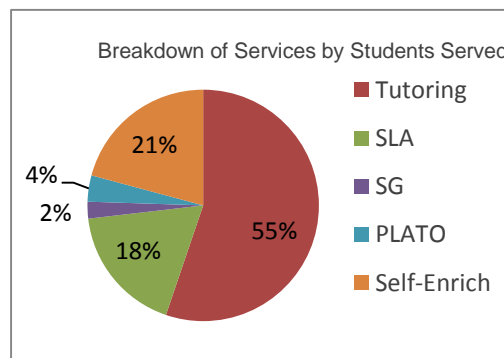
Figure 1.6

Structured Learning Assistance – Our entry level math and English courses include the assistance of a Structured Learning Assistant who sits in the class and offers additional tutoring and workshop time with the students during, before or after the class. The following table (Figure 1.7) shows how this service has impacted our developmental student success. This is described in 1P8.

Student Learning Assistant Courses 2011-2012				
	% Success			
	ENG 090	**MTH 092**	**MTH 096**	**MTH 097**
SLA Participants	65%	68%	77%	60%
Non-SLA Participants	N/A	4%	65%	59%

Figure 1.7

Study Groups – We offer a forum for students in a class to work together to help empower students to be responsible for their own learning. This is described in 1P8. Increases in student success as a result of this process are shown in Figure 1.8.

Student Surveys – Every academic year, our IR Office administers a current survey that asks questions regarding their perceptions of the services that we provide for them. Student perception of their success is included in the results from our graduate follow-up survey in 1R2. The information in Figure 1.9 are examples of student responses regarding some of our student services provided services.

Study Group 2011-2012		
Course	**SG Participant % Success**	**Non SG Participant % Success**
HIS 111	**100%**	**95%**
MTH 117	**100%**	**57%**
MTH 119	**64%**	**50%**
MTH 096	**100%**	**50%**
MTH 097	**80%**	**42%**
CHM 106	**100%**	**93%**

Figure 1.8

Question Asked	% Responding "Yes"
Do you feel safe on Delta's Campus?	90.8%
Is it easy to register for classes?	86.3%
Is the Counseling staff knowledgeable and helpful?	77.9%
Does Delta provide you with adequate information About Financial Aid?	70.2%

Figure 1.9

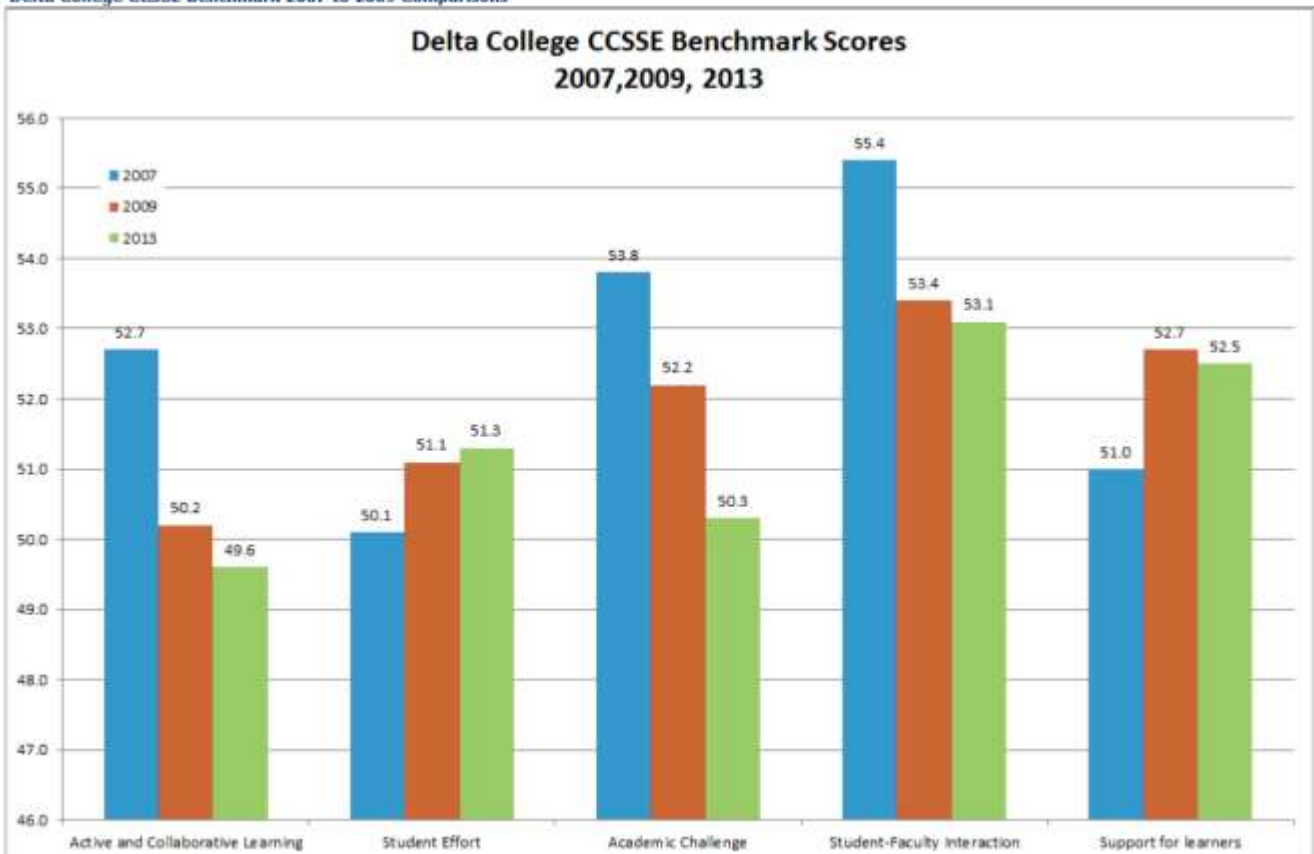Delta College CCSSE Benchmark 2007 to 2009 Comparisons

Figure 1.10

1R6. Comparative Results

Community College Survey of Student Engagement – We administer the CCSSE survey every other year. Figure 1.10 shows a comparison over the past three administrations.

Our scores show that we compare well against other selected groups based on benchmark scores. We are engaged with our students, and working hard to maintain that engagement to assure student success. Reaching the 50 mark on the adjusted benchmarks in all categories shows that we meet or exceed the score of other colleges of comparable size nationally.

Developmental Education Improvements – We completed a comprehensive NADE Certification self-study of our program with benchmark data from 2005 – 2011. According to NADE, our developmental students exceed national benchmarks in developmental English and mathematics courses. Also, our developmental English and mathematics subsequent success rates in college level courses exceed NADE national benchmarks.

Occupational Program Improvements – We have 23 occupational programs that have licensing or certification exams that our students must pass for entry level employment in their fields, or for advancement in their fields. Although the receipt of results is somewhat spotty, when we receive the information, our students consistently have high pass rates. For our Nursing students, our NCLEX-RN scores are reported, and the past three years have had pass rates at 82%, 86% and 98% respectively.

1I1. Improvements in the Category and Systematic and Comprehensive Performance Results

Enhanced Assessment Effort – Our participation in the HLC Assessment Academy has led to a significant positive culture shift in terms of understanding the value of assessing student learning in our courses, programs and our general education requirements or courses. Occupational programs are now accomplishing continuous improvement through developing and reviewing program outcomes, preparing curriculum maps and preparing comprehensive assessment plans.

Thorough documentation methods and tools have been developed. Process, scope, communication diagrams and timeline checklists have been created to enhance communication, understanding and monitoring of progress for faculty, staff, students and other stakeholders.

Streamlined Curriculum Processes – During the academic year of 2012 and 2013, great effort was put into streamlining our curriculum process. We created our Curriculum Development Office to help faculty and staff formulate curriculum proposals, and see these proposals through the process. The functions of our Curriculum Sub-Council was shifted to focus on proposals that are more developed as a result of the new process, so that our Curriculum Council can focus on other more important curriculum matters such as assessment processes, required student contact hours and course capacities.

Achieving the Dream – Since our last portfolio, we have become a member of the Achieving the Dream Initiative which has led to significant improvements in our efforts to understand and make better use of student outcome data, especially as it highlights challenges for our at-risk students. The lead group for this initiative has been involved in many efforts to help at-risk students such as:

- **MyAlert/Student Success System** which provides a mechanism to help students locate internal and external resources that will help them be successful.

- **Face to Face Orientation** is now strongly encouraged for degree-seeking students which provides students and parents an opportunity to better help students transition from high school to college level expectations.
- **College Success Courses** such as College Success, The Job Hunt and Career Decision Making have been developed and revised to help provide the skills and knowledge essential for student success.
- **AtD-initiatied Conversations** between our faculty and high school teachers that focus on student expectations, student readiness, student barriers and resources available to help students transition into college.

Dual Enrollment – Our dual enrollment initiative has been formalized with the formulation of a combined office with articulation, and renamed the Office of Strategic Partnerships and Dual Enrollment and expanded duties for our Director of Strategic Partnerships that includes oversight of our dual enrollment partnerships. We also expanded the position responsibilities of our Dean of Career Education and Strategic Partnerships to include administrative oversight of dual enrollment. We have reached out to in-district and out-district high schools and ISD's to help grow this program, which is a win-win for all parties involved. We grow enrollment and high school students work toward an associate degree while they complete high school and have a college experience that will help them transition into their next educational endeavor.

1I2. Culture and Infrastructure Support *Helping Students Learn*

Continuous Improvement - We recognize the value of continuous improvement, consistent data collection and analysis of data for informed decision making and improved student success. We have seen a major culture shift in this direction since our last portfolio submission. Heightened acceptance of academic assessment, and the provision of student learning results is obvious. Our Student Learning Assessment Committee has been an accepted part of what we do as we develop, assess, analyze and use our assessment data to make improvements in our courses, programs and graduation requirements.

Graduation Requirement Update – We have just completed an extensive five year process which has culminated in a much needed change in our graduation requirements, and aligns them with our general education outcomes. This has caused considerable review of our course offerings, and how our students progress through their education with us. This alignment has made it much easier for us to formulate assessment of our student's education through our general education assessment processes.

Developmental Education – We are now producing and analyzing data to expand our courses and services for our developmental students. Our English faculty is tracking student success rates, and has changed their developmental English course sequence to better fit our student's need to progress to college level work. Our Mathematics faculty has also devised Math Booster and Math Cubed as a way to help deficient students meet college level proficiencies quicker. Our Developmental Education focus has very much shifted to a focus based on moving students through to college level in a more expedient way.

Strategic Planning and Budgeting – Our strategic planning process has continued to work to align its priorities with AQIP action projects, particularly in the area of student success. We have now included crucial assessment leaders in our Strategic Planning and Institutional Effectiveness Steering Committee (SPIESC) to assure that our assessment activities, action projects and student success initiatives align with our strategic plan and initiatives. As a result, budget decisions are better aligning with strategic initiatives and are student success based.

Category 2: Accomplishing Other Distinctive Objectives

Introduction

In 2010, we identified five distinctive organizational services that provide services to our students and other external stakeholders. All five services advance our strategic initiatives, and are aligned with our mission and vision, supporting and providing a significant link to our internal and external communities. Updates to these five objectives follow.

Corporate Services - Delta College Corporate Services (DCCS) provides learning services which help employers improve operating performance by closing performance gaps of employees, or help individuals improve skill levels to become more employable, or add value to their employers. In the past four years, we have formed more partnerships with major employers in our region to provide fast-track training in high employability areas. We have been recognized nationally and regionally for our efforts in our fast-start chemical processing program, as discussed below.

Institutional Advancement - Our College Foundation and our grants development office have been combined under the umbrella of Institutional Advancement, and helps fill critical financial needs of the institution. Our office of Institutional Advancement raises much-needed dollars for the institution, through capital campaigns, direct solicitation, special events, alumni relations, planned giving programs, and successful grant solicitation. Two special event fundraisers each year raise dollars for our athletic program and our Possible Dream Program which focuses on at-risk 6th – 12th graders to encourage them to stay in school and make college a reality. The grants development function of this operation researches and provides information regarding grant opportunities for faculty and staff that will raise dollars for program enhancement or expansion, as well as provide avenues for partnerships with external stakeholders and other educational institutions.

Planetarium - The Planetarium and Learning Center includes a 130 seat state-of-the-art Planetarium, and is a community based learning center that provides opportunities for college instruction as well as educational outreach for the surrounding communities through a variety of programs. This center allows us to develop community partnerships with local K-12 school districts, as well as other crucial local agencies such as the Bay City Chamber of Commerce and the Bay Area Arts Council.

Quality Public Broadcasting – Through our television and radio station, Quality Public Broadcasting provides continuing education opportunities for all ages, adult life-long-learning, a venue to promote community diversity, multi-media support to traditional classroom instruction and college administration, and support for the College's public relations efforts.

Sustainability: The sustainability initiative has three objectives that are implemented through the Sustainability Office. The three objectives are: a comprehensive awareness program, participation in the American College & University Presidents' Climate Commitment (ACUPCC), and the development of a theme of sustainability in our course offerings. The mission of campus sustainability is to increase awareness and sensitivity regarding how we, as individuals and as a society, impact our environment. We've adopted a "triple bottom line" approach that incorporates economic, environmental and social benefits as major decision-making components, and have incorporated environmentally conscious choices into purchasing and procurement processes. We promote health, productivity and safety to the students, faculty, staff and community.

2P1. Design and Operate Key Non-Instructional Processes

Each of our five distinctive institutional organizational services provide significant non-instructional services to our external stakeholders and have unique methods of operation. Each relies on advisory boards made up of employees, students and community members to provide feedback, and overall direction. Though diverse in their mission, all five non-instructional service areas provide life-long learning opportunities for both the college and greater community.

Corporate Services – Delta College Corporate Services (DCCS) is overseen by a Director who reports to our President. Our Director uses a leadership group who assists in setting a strategic direction. This leadership group includes our Operations Manager, Financial Manager, and Sales and Business Development Manager, who are responsible for day-to-day operations. DCCS has policies and procedures that have been established to meet its client needs, and are unique to its operation.

Institutional Advancement – Our President, her Executive Council and our staff monitor community feedback and environmental scanning in the development and operation of the Foundation by providing feedback and input. Externally, we are assisted by the Foundation Board of Directors which is made up of community leaders from throughout the Great Lakes Bay Region. Over the past five years, following a feasibility study, we have helped implement a capital campaign raising over $7 million to renovate our Health Professions Building.

Planetarium - Our Planetarium staff meets annually to determine and develop program goals based on college strategic initiatives and feedback from guests, students and the community. We recently became one of eight cultural and educational organizations in Bay City that organized a new group called "a.la.cARTe" with a focus on collaboration. We develop and participate in several new programs that focus on regional community events and needs ranging from festivals for large groups to small events, such as summer camps for children. In consultation with our the K-12 school districts, our shows are chosen on the basis of both the State of Michigan Grade Level Content Expectations (GLCE), as well as a new emphasis on the STEM national objectives. We have now added fieldtrips and astronomer delivered live presentations to supplement the educational objectives for the relevant grade level.

Quality Public Broadcasting – Broadcasting seeks input from community advisory groups and uses small focus groups and informal sessions, with area public service organizations (Rotary, Kiwanis, AAUW groups, etc.) to develop an understanding of the variety of public broadcasting desired by the general public and significant stakeholders. Our program's season's offerings are screened for appropriate content and adherence to our overall mission and values. The development of our local programs ensure a diverse programming schedule on our four broadcast channels.

- All on-air local programming is determined by community advisory committees and includes the finest educational programming from PBS, NPR and other national and world wide distribution entities.
- Advisory committees are currently representative of Great Lakes Bay Region's African-American, Hispanic, Senior, and Historical/Humanities communities. We keep a close eye on public contributions, ratings and public comments and advice.
- Programs are reviewed for relevance and educational value by the appropriate advisory board prior to airing, and reflect our college mission vision and values, and are a spring board for life-long learning.

Sustainability – Our Office of Administrative Services is responsible for developing, managing, benchmarking and promoting non-academic initiatives such as building operations, infrastructure, campus services areas, waste management, and auxiliary functions. In accomplishing this we are responsible for working collaboratively with the Academic Co-chair for Sustainability (appointed by the President) to assess sustainability in current courses, work with faculty to incorporate sustainable aspects in existing curriculum, and to develop new sustainable curriculum. We consider the "triple bottom line" (social, environmental and economic) in decision-making.

2P2. Establishment of Non-Instructional Objectives and Involvement in Setting the Objectives

Our distinctive objectives are all closely aligned with the overall mission, vision, and values of the college. This ensures that learning is at the heart of all programs, and success is measured by stakeholder satisfaction through the use of advisory groups and other community input.

Corporate Services – Our DCCS leadership team reviews our direction and objectives for the current year and proposes objectives for the following year. Our Director shares these objectives with our President, who provides feedback, which the Director takes back to the leadership team.

We gather information from our clients, Economic Development partners, our Workforce Development Board, instructors and other staff responsible for providing services to our clients, and other community groups as needed.

Once our objectives are finalized in consultation with our President, the leadership team communicates our objectives with the rest of our organization.

Institutional Advancement – We solicit feedback from our President, Foundation Board of Directors and the Executive Council to determine its objectives. Fundraising objectives are reviewed annually to ensure alignment with our strategic initiatives and capital opportunities that arise. Comments and feedback from the community, through telephone calls, personal contacts, web site visits and other vehicles, are invaluable to the Foundation in determining objectives as well.

Planetarium – During the course of the year the Dean Emeritus of our Planetarium Learning Center coordinates focus groups with K-12 faculty and administrators to discuss, and community groups to update program needs. There are monthly community meetings where the upcoming events calendar is discussed, and the event schedule is taken into consideration by the planetarium staff members, as this information is used as a guide to determine what public shows will be offered. Lastly, environmental scanning as well as client surveys are used to determine programming needs.

Quality Public Broadcasting – Broadcasting develops its programming objectives using a rubric that begins with the institution's mission, vision, values, and guiding principles. Our Broadcasting staff assesses the four-channel public broadcasting service. Each local, regional or national program is carefully reviewed and evaluated on its ability to educate, inspire, inform, enrich, and create a learning environment for our stakeholders to enjoy. Our President, Vice Presidents, and President's staff also provide priorities for production, diversity programming, fundraising, public relations and institutional advancement. Input into our programming content is also gathered from our advisory boards to assure that our programming meets the diverse needs of our Great Lakes Bay Region. We are also often approached by area arts and humanities organizations who seek a partner in delivering opportunities in their specific content areas.

Sustainability – Initially, the objectives for our sustainability program were determined by recommendations submitted by a Sustainability Task Force. The Task Force was appointed by our President, and involved ten people with representation from staff, faculty, and student body. The Task Force was charged by our President to consider sustainability as it directly relates to the College. To encourage a thorough evaluation of the broad spectrum of sustainability and to consider its implications for the "triple bottom line" (environmental, social and financial), the Task Force employed the Sustainability Tracking & Assessment Rating System (STARS) as a template. Each category was reviewed to determine existing programs, initiatives in the planning process, and areas of potential future development. The review resulted in a list of short and long-term recommendations from which to move forward in creating a sustainable campus community. Sustainability is one of our four strategic focus areas which establish initiatives and action plans for the college. Our current action plan calls for expanding, promoting, and codifying sustainability across our curriculum. We provide updates on this initiative to our administration twice per year.

2P3. Communicate Expectations Regarding Objectives

Our campus community and local community are kept informed regarding upcoming events, new initiatives and expectations through our website, email, surveys and data, official reports, written publications and campus and community meetings. These methods of communication are also used to inform and solicit recommendations from faculty, staff, our President, and our Board of Trustees.

Corporate Services – Expectations for our area are communicated in a number of ways:
- Our Director communicates and obtains approval from our President and her Executive Council.
- Our leadership team communicates with the rest of our team once approval has been given.
- Our business development team communicates with our clients, economic development resources, and potential new clients.

Our financial status is reviewed monthly by our leadership team, and our Director shares these results with our President on a quarterly basis.

Institutional Advancement – Expectations are communicated in a variety of ways, including personal contacts with the community, communication vehicles (newsletters and online), media contacts and other vehicles. We are responsible for publishing a semi-annual newsletter called "Journeys" which highlights positive stories about our college and our students. This publication is mailed to approximately 50,000 households, which helps prompt our community to support our program. We also communicate regularly with the Board of Trustees, the Foundation Board of Directors, our President, the Executive Council, faculty, staff, and students.

Planetarium - A Faculty Advisory Board was formed in December 2008 to provide information to divisions college-wide. We also publish a newsletter that is mailed to any faculty member who teaches at our center. The K-12 focus groups are a method used to communicate program goals and objectives. In addition, community meetings are conducted to communicate needs.

Quality Public Broadcasting – Broadcasting expectations are communicated through on-air messaging, newsletters to investors, newspaper articles, college publications, and staff presentations at public events. In addition, we publish an annual report for our elected officials

Sustainability - Recommendations are presented to our President and our Board of Trustees for approval. Activities involved in carrying out recommendations are communicated through the standard campus communication vehicles including our internal listserv, the Delta-L, Delta Daily Difference, social media, staff meetings, signage, website, surveys, presentations, and marketing materials. The expectations are communicated directly to our President, Deans, Division Chairs and AQIP steering committee, and indirectly to Curriculum Sub-council and Council.

2P4. Assess and Review Appropriateness and Value of Objectives and Involvement

Our President provides consistency for each of our five distinctive objective areas. She reviews their direction with stakeholders, such as community organizations, the Board of Trustees and her Executive Council. She meets with representatives of our distinctive objective areas periodically throughout the year to review and approve goals, performance and progress.

Corporate Services – Objectives for this area are reviewed by our President and her Executive Council annually. Prior year accomplishments, current year projections and feedback received from stakeholders throughout the year are considered.

Institutional Advancement – Objectives are established annually by our Executive Director in consultation with our President and incorporate needs that have been determined by the Board of Trustees, the Foundation Board of Directors, the President, Executive Council, faculty, staff and students. An analysis is performed annually to determine the level of success, including quantitative comparisons in multiple categories showing year to year trends. We also look at performance by other comparable community colleges, and consider the economic climate of the Great Lakes Bay Region.

Planetarium – A variety of instruments are used to determine the appropriateness and value of Planetarium services. The primary form of assessment is through the surveys of the participants and the K-12 public school teachers. In 2011 we surveyed public school teachers and curricula directors regarding the new science standards to better determine planetarium shows needed to meet the State of Michigan Grade Level Content Expectations.

Quality Public Broadcasting – Community advisory groups represent a wide and diverse cross section of our viewing demographics and cultures. They meet regularly to discuss issues and concerns that may impact program acquisition and creation. The viewership is statistically determined by the Nielson Ratings Company, and additional feedback from our stakeholders is sought in order to determine the effectiveness of our programming goals and objectives.

- Success of programs aired on Q-TV is measured by Nielson Ratings, viewer comments, membership contributions, and corporate support.
- Our President annually reviews the overall performance of the broadcast operation and its relationship with our college as a whole.
- Stakeholder contributions that support our programs provide information regarding our success. Increases in financial investment by our viewing audience provides positive indication that we are meeting stakeholder expectations and providing programming that has been determined to be valuable.
- Community groups as well as our own administration, faculty and staff provide input and direction for our programming.

Sustainability – We continue to use the STARS program as an evaluative tool which determines program progress as well as benchmarking and measurement. A Climate Action Plan, as required by the American

College & University Presidents' Climate Commitment (ACUPCC), is also used as a template for future accountability. Members of the original Sustainability Task Force continue to participate in the development of initiatives and processes with administrative operations and academic areas. These initiatives and processes are reviewed on an on-going basis. All program processes and projects are periodically reported and reviewed with the Director of Facilities Management, the Vice President of Business & Finance, the Vice President of Instruction and Learning Services, the President and involved stakeholders. Progress of incorporating sustainability into the curriculum is reviewed through the curriculum process and sustainability course assessments

2P5. Faculty and Staff Needs Relative to Objectives and Operations and 2P6. Readjusting Objectives or Processes to Support Faculty and Staff Needs

Faculty and Staff needs - Faculty and staff needs are determined through our regular meeting processes (Senate, division, employee group), as well as advisory boards that include faculty and staff, as well as community members.

Corporate Services – Because we provide academic programming as well as short-term training, we work closely with the academic area of the college. Many of our training specialists are also full-time faculty, particularly in the Technical Trades and Manufacturing academic division. Although our operations are run separately, many of our services and business contacts overlap. Our Director of Corporate Services works very closely with the Dean of Strategic Partnerships to assure that academic and training needs are being met for our students and our employers.

Institutional Advancement – Campus needs are brought forward by our President, Executive Council or our Joint Leadership Council. In 2013 our Foundation and Grants staff members were combined under the umbrella of Institutional Advancement. This allows staff to have greater understanding of overarching needs, and research appropriate public sector grant opportunities or community private sector dollars, whichever is determined most appropriate and may be most successful in securing funds.

Planetarium – A Faculty Advisory Board gathers information regarding faculty needs during monthly faculty meetings. Feedback from physical sciences and astronomy faculty is also obtained as well as other science and social science faculty who have developed programs specific to their content area in order to meet course objectives.

Quality Public Broadcasting - We determine our faculty and staff needs through processes described in question 2P4. Volunteers from our faculty and staff participate in our advisory board process. We are currently using a national database called CPB-SAS/SABX to compare our objectives and operations and evaluate how other similar sized stations are addressing staff needs and community issues. Priorities for production requests by members of our faculty are established by our Dean of Teaching and Learning.

Sustainability – Recommendations from faculty and staff are reviewed to determine the key players and the service area affected. Meetings are organized to discuss initiatives, and determine needs. These are shared with employee group representatives to determine how the initiative could be accomplished.

Adjustments in objectives are agreed upon through communication with the Academic Sustainability Team division representatives, meetings with stakeholders in the administrative and operations areas, and ongoing dialogue with all areas of the college through meetings, email, and website contact. Information may also come in the form of directives from top line administrators dependent on changes and opportunities in the sustainability environment.

2R1. Measures Collected and Analyzed Regularly

Each of our distinguishing objectives has its own methods to measure, collect and analyze data. A few examples are listed. More explicit data are provided in 2R2.

Corporate Services - We regularly collect feedback from our program participants about their reactions, perceptions, level of satisfaction and level of skill and knowledge attainment.   These results are entered into a data base, and a summary is generated and sent to our Operations Director Manager and other appropriate individuals, who analyze the data for strengths and weaknesses.

In large ongoing projects, we meet with our customers to establish the success and measurement criteria, and meet regularly to discuss progress. Feedback may be specific metrics from satisfaction surveys, or evidence of operational improvements in our client's business directly related to the training we provided.

We analyze our financial performance on a monthly basis. We measure monthly and year to date profit/loss, and make projections for the remainder of the year.

Institutional Advancement – Our office, in collaboration with the Finance Office, develops reports to analyze the dollars raised year to year, the number of donors the type of donors (individual, company, foundation) and trends in these areas. In 2012-2013, our foundation function conducted a major cleanup of our Blackbaud database system, ensuring the coding of gifts and donors is as accurate as possible. We have focused on graduate alumni in the process through direct mail solicitations. Our Board of Directors also provides feedback at their quarterly meetings and throughout the year.

Planetarium – We regularly assess K-12 programs and make the necessary changes based on the State of Michigan curriculum. See measures identified under 2P4, Planetarium.

Quality Public Broadcasting and **Sustainability** - See 2P4 for these sub-topics.

2R2. Performance Results in Accomplishing Other Distinctive Objectives

Performance results used to examine our distinctive objectives are reflected in a variety of ways as noted for each area below

Corporate Services - We consistently receive combined scores of 4.0 or better on a scale of 1.0 to 5.0 on our evaluations from our training sessions. When scores fall below 4.0, we have discussions with our clients and instructors/facilitators to discuss opportunities for improvement.

For our larger scale projects, we have ongoing meetings with our client, and hold debriefing meetings at the end of projects. The feedback we receive is generally positive with regard to meeting the client's expectations. We also discuss areas of concern and incorporate improvements in our future sessions. The Results of our operations are summarized in Figure 2.1

	FY 09/10	FY 10/11	FY 11/12	FY 12/13
Unduplicated Headcount	4,608	6,079	5,673	4,521
Contact Hours	97,656	81,805	68,184	48,294
Companies Served	32	60	30	22
Revenue Generated	$6,638,977	$6,5ll,366	$5,564,961	$4,914,848
Net Income	$134,888	$262,592	$22,401	($102,587)

Figure 2.1

In addition to the above performance results information, we were awarded by the Great Lakes Bay Michigan Works as their 2012 Partner of the Year. We also received the State of Michigan Governor's Economic Summit Connect Award, along with the Partner of the Year award in 2014. Our Fast Start programs run in partnership with local businesses, and have been recognized regionally and nationally with visits to our campus by the Vice President of the United States, Joe Biden and two Michigan Governors.

Foundation – Results are measured in the amount of dollars contributed and pledged annually. At the end of Fiscal Year 2012/2013, we raised $2.2 million from the private sector. Having raised nearly $4.2 million during 2011/2012, we placed fifth in the nation for our fundraising efforts among all community colleges participating in the annual Voluntary Support for Education survey. The following chart (Figure 2.2) provides information regarding donations for the previous two academic years:

Delta College Foundation	Actual 07/01/12-6/30/13	Actual 07/01/11-06/30/12
Individuals		
Alumni	$43,063.83	$21,612.00
Bay City Junior College	$630.00	$4,122.25
Board of Trustees	$4,730.00	$4,415.00
Foundation Director	$26,574.11	$56,868.30
Former Director/ Former Trustees	$64,093.33	$31,150.00
Donors	$258,389.81	$254,039.88
Delta Retirees	$24,394.58	$20,016.00
Delta Employees	$33,684.41	$81,452.23
Legacy Realized	$314,158.82	$65,449.13
	$769,718.89	$539,124.79
Corporations		
Corporation/Business	$446,172.24	$141,791.00
Matching Gifts	$21,455.25	$41,565.69
Foundation/Business	$181,594.00	$13,004.00
	$649,221.49	$196,360.69
Foundation		
Family/Personal/Private	$1,173,650.00	$3,449,666.66
Other		
Churches/religious	$0.00	$261.00
School/education	$215.00	$40.00
Organizations	$67,698.73	$12,390.63
	$67,913.73	$12,691.63
Total donations	*$2,660,504.11*	*$4,197,843.77*
Number of donors	1,190	1,274
Dollars for current operations **	$658,588	$989,889
Dollars for capital purposes **	$1,901,917	$3,240,355

Figure 2.2

Based on the fact that the grant development function of our operation is so recent, we do not have up-to-date information regarding success in our grant obtainment responsibility at this time.

Planetarium – Community connections are assessed in three ways: revenues generated, number of repeat businesses/organizations, number and variety of businesses and organizations that rent our facilities and the number that partner with us for events.

Although the data shows that the revenue has dropped over the past four years, this is attributed to a drop in our population base, public school budget cuts and the elimination of transportation for the public schools in our area are due to the local economic climate. (Figure 2.3)

Planetarium Revenue	
Year	Revenue
2009/2010	$ 111,088
2010/2011	$ 105,145
2022/2012	$ 96,702
2012/2013	$ 84,503

Figure 2.3

Quality Public Broadcasting - Increases or decreases in community financial contributions, which results from viewer support is an indication of our performance success. A major objective of Broadcasting is to use community input, internal administrative guidance, anecdotal information and statistical evidence to insure positive audience satisfaction, increase viewership and enhance contributed revenue. The following information provides information regarding our viewer membership (Figure 2.4), and revenue raised through viewer contribution over the past four years (Figure 2.5).
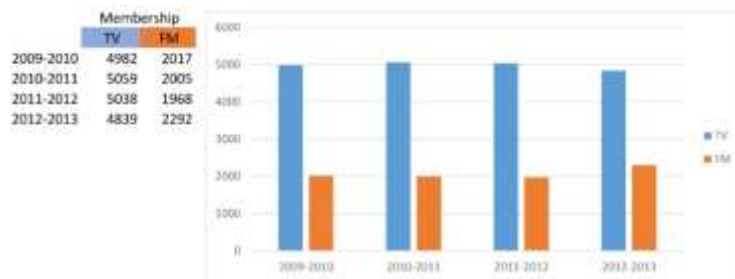

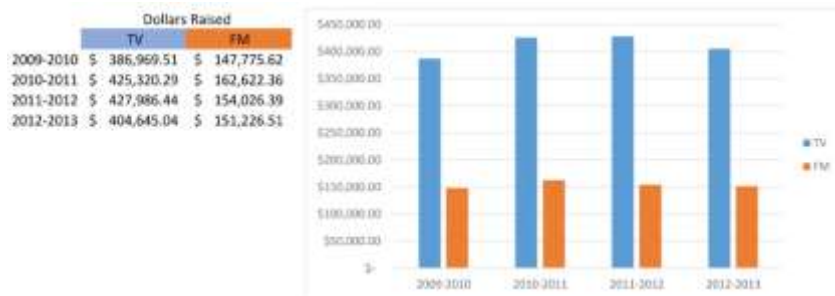| Membership		
	TV	FM
2009-2010	4982	2017
2010-2011	5059	2005
2011-2012	5038	1968
2012-2013	4839	2292

Figure 2.4

Dollars Raised			
	TV		FM
2009-2010	$ 386,969.51	$	147,775.62
2010-2011	$ 425,320.29	$	162,622.36
2011-2012	$ 427,986.44	$	154,026.39
2012-2013	$ 404,645.04	$	151,226.51

Figure 2.5

Sustainability – We measure our effectiveness through our ability to establish the infrastructure to build this initiative. Since our initial report, we have completed three additional gas inventories, as required by ACUPCC. The data gathering for fiscal years 2008/2009 to 2010/2011 covered several months. The completed reports were submitted in November 2011 and May 2013. A progress report to assess, track and share progress was submitted in March 2012. Currently we are working on greenhouse gas inventories of 2011/2012 and 2012/2013, and a progress report will be submitted yet this month.

Compared to other ACUPCC reporting institutions in the Associate College category, we have submitted reports covering the greatest number of past year allowing for the most comprehensive historical comparison data. We have consistently met all of the ACUPCC reporting requirements, and have reported in the most categories possible, eliminating only the categories which were not applicable such as renewable energy certificates, carbon offset purchasing and sequestration and carbon storage.

At this time we have 37 sustainability-related courses. We developed a mechanism for assessing student feedback of sustainability-related courses in 2012. This tool was replaced with an improved version in our Winter Semester of 2012. This new tool is more dynamic and utilizes linked scales with a focus on satisfaction levels. Data from this assessment process are not yet available.

2R3. Performance Comparison with Other Institutions

Our distinguishing objectives are not only unique in our area, but nationally among community colleges. Comparisons with other institutions of higher education are difficult. Comparisons that we are able to make are listed here.

Corporate Services – We are currently in the process of joining the Workforce Training Benchmark Project, a national initiative that collects standardized benchmark data from community colleges regarding non-credit workforce education. We will use this information to benchmark our results.

Institutional Advancement – Total dollars raised annually are compared to other two-year higher education institutions. For many years, we have ranked in the top 15 two-year schools in the country – those participating in the Voluntary Support of Education (VSE) survey – in the area of fundraising. We ranked 5th in fiscal year 2011/2012. The VSE survey also includes results from four year colleges and universities, allowing us to compare our success with institutions of like size. We are members of the Council for Resource Development, Council for the Advancement and Support of Education and the regional chapter of the Association of Fundraising Professionals. These associations allow us to network with and gain perspectives from, colleagues from other non-profits within our community.

Planetarium – Because we are one of very few institutions of higher education that operates a working community planetarium, we do not have the ability to draw comparisons.

Quality Public Broadcasting – Based upon current and historical Nielsen rating reports, our area has consistently exceeded the viewership of other like broadcasters owned and operated by higher educational institutions in our district, which includes Saginaw, Midland, Bay City and the Michigan Thumb. We are currently participating in the ISIS project. This project updates station financial and operational processes, and assesses station health from public TV, and radio stations around the nation. This will allow us to compare our salaries, membership, viewership, and effectiveness.

Sustainability –We use STARS 1.0, the ACUPCC Progress Report, faculty assessments of students in their sustainability focused courses and annual greenhouse gas inventories for comparison. National awards include the Second Nature First Annual Climate Leadership Award for Outstanding Climate Leadership in 2010, the Genome Award in 2012 and the SEED Mentor Connect Award in 2013 are all indications of our successful programs.

2R4. Results Strengthen the Overall Institution and Enhance the Relationship with the Communities and Regions Served

Corporate Services – Our performance results help our clients improve their operating performance and competitiveness. We help individuals retrain for new careers after they have been downsized from previous jobs. We develop well trained individuals for companies located in our district. As individuals improve skill levels, they help their employers improve performance and help keep jobs in our area. This in turn helps to support the College through stable and increasing property tax revenues. We have many good relationships with clients that help the College in activities such as millage renewals and fundraising.

Institutional Advancement – We function to help fill critical financial needs of the institution. Many times, our staff and our Board of Directors have strongest ties to external supporters, which helps our President gain crucial information from our community. It is important for us to have a perspective as to how outside residents will view our programming needs. Our main objectives are to build relationships with external donors, community supporters and private sector businesses, plan and implement fundraising and "friend" raising events, build the direction of our fundraising efforts and research and solicit grants to be able to increase the pool of dollars available for student, faulty, project and capital needs now and in the future.

Planetarium – Our existence in Bay City has provided a major avenue that brings the college into the community and helps us connect with Bay County K-12, and enhances other partnerships with Bay City and County community agencies. Our partnership with the Chamber of Commerce, Bay Arts Council, Bay County Downtown Management Board, and the Double Tree Hotel and Convention Center serves to connect us with this community.

Quality Public Broadcasting – Broadcasting is owned and operated by a two-year community college with very limited general funded dollars available to support this service, in contrast to the multiple millions of dollars made available by the other competing four-year university stations. We are confident that our limited financial commitment through tuition and taxes is being used in direct support of the institutional mission, and that we have managed to maintain our viewership and substantial financial support through private donor commitments. We have thousands of individual and family contributions of all sizes. In addition we continue to garner financial support from our local area and broadcast region's businesses. At times we have been successful with public contributions from endowments and planned giving. All of this indicates the far reaching positive impact we have on our community and our region.

Sustainability – Our performance results offer a measure of progress and a template for setting objectives. Our intent is that sustainability will have a presence in all areas of the college, and create outreach into our communities. We value our reputation as an integral part of the community, and recognize sustainability as a vehicle to continue as a valued community neighbor. Community projects include our storm water management project, University Center Trail development, involvement in the Great Lakes Bay Rail Trail initiative, mercury reduction program, electric car charging station, service learning classes, Green Book project, alternative energy trailer, community gardens and managing our natural resources.

2I1. Recent Improvements in this Category and Level of Systematic and Comprehensive Processes and Performance Results

Corporate Services – We are monitoring our projected profit/loss more closely as our business environment has become more difficult. We are also trying to standardize procedures and systems to help us increase operational efficiencies. Our recent success with our fast-start training is an example of changes that are focused on meeting business and student need in a time of decreasing training budgets and resources.

Institutional Advancement – The recent merging of function with our grants development office was a result of reallocating resources in an attempt to provide services when we had an unexpected staff reduction.

Our President and her Executive Council, with input from our Foundation Board of Directors, determined a "needs list" identifying areas on which to focus our fundraising efforts. We continue to

explore improvements in the scholarship awarding process to assist students in identifying available resources to help them further their education. In 2009 we moved to an electronic scholarship application process, and in 2014 we switched software vendors. We are now more closely able to match donor criteria for selection with potential recipients and inform area high schools. Figure 2.6 reflects increases in scholarship applications and dollars awarded since our last report.

In 2013, our marketing department engaged Ellucian Web Services to determine why our constituents visit the website, and whether it is meeting their needs. This survey revealed strengths and weaknesses of our website. It was determined that our website was not functioning

Year	Student Applicants	Students Receiving a Scholarship	Dollars Awarded
2014	1,162	518	$526,121
2013	727	429	$443,284
2012	578	367	$389,469
2011	598	283	$318,115
2010	652	272	$268,775

Figure 2.6

well as a marketing tool. As a result, we moved all student activities to a portal environment to allow our external stakeholders greater services and access through our public site.

Planetarium – Our equipment has been updated to include an interactive component which allows us to receive feedback directly from each person who attends a planetarium show. This provides our staff and teacher from school groups the opportunity to assess the participants learning on the spot. We have begun requesting email addresses from all show participants and guests so that we may electronically solicit feedback that will guide our future program needs.

Quality Public Broadcasting – Our key objective is to provide more and better programming for less operating cost and greater efficiency through constant attention to technological improvements that ensure a greater sustainable engineering broadcast plant that uses less electricity, and fewer employees with greater quality. We raised over $700,000 to build a new and more energy efficient production studio. Our programming content has continued to be 400 percent over the number of program hours prior to 2010. Our local programming has continued to garner regional and national acclaim, while our budget has maintained its integrity and remained in the black.

Sustainability – The requirements of ACUPCC, most specifically the greenhouse gas inventory data, continue to be analyzed and evaluated for trends of annual emissions. The information will be used to design a climate action plan for conservation, renewable energy, carbon offsets and other measures to mitigate our campus carbon footprint. Since 2010 we have realized a 23% reduction in electric usage and 28% reduction of natural gas.

Results from our STARS pilot will allow for a thorough test of the system mechanics, feedback concerning difficulty of data collection, suggested credits to add, upgrade or eliminate, and anything that affects our ability to obtain the credit. This began the transition to an official and standard benchmarking system in 2010. Because of our early participation in the program, we have a head start on well-structured means of gathering and documenting the necessary data. The AST has developed as assessment tool to measure sustainability related and focused courses in our academic curriculum. It has only been in use for three semesters. We are awaiting results.

2I2. Culture and Infrastructure Help Select Process and Improve Targets

Our culture continues to move toward greater efficiency. This is accomplished through our AQIP process and continuous quality improvement (CQI). We seek feedback by using various methods, and then analyze the results to make changes for improvement. Each area is focused on being sustainable.

Corporate Services – Our customers continue to face very difficult economic times. This is forcing us to change the way we do business, as we need to be able to react more quickly to changes in their needs.

Institutional Advancement – Our Executive Council, staff and our Foundation Board of Directors (which is made up of community leaders from throughout the Great Lakes Bay Region) provide input and feedback for the determination of targets for improved performance results. We also benchmark our results against a number of information sources provided by organizations to which we belong, listed in 2P1. Our goals and practices are updated based on information gathered through these associations, as well as other appropriate internal and external information sources.

Planetarium – Continuous coordinated assessment and improvement is being used to establish better outreach efforts. We meet several times a year with other auxiliary services of our college for better coordinating of activities, developing and maintaining our website, and providing more for the home schooled children.

Quality Public Broadcasting – Our culture and infrastructure is one of simplicity and efficiency to insure quality. Any current or future projects that are selected, or processes developed, to produce programmatic material for either internal college use or external community consumption, must be measured against the current processes that are used to drive our success model. This requires use of community advisory board, discussions with our leadership and responding to issues raised either internally or externally. Our responses ensure that we are learning centered and community minded, and help us maintain a diverse schedule of programming.

Sustainability – We offer many and varied opportunities to incorporate sustainable processes, programs, and activities internally and externally. The unique structure of the sustainability office allows for input and assessment by administrative/operations and the academic area. Shared governance and AST allows faculty to play the premier role in the development of the overall plan for sustainability. Sustainability is one of our four strategic focus areas, and establishes the foundation for initiatives and action plans. Our current action plan calls for expanding, promoting and codifying sustainability across the curriculum.

Category 3 – Understanding Students' and Other Stakeholders' Needs

Introduction

Primary Competitors - For freshman and sophomore academic students seeking baccalaureate degrees, primary competitors are Saginaw Valley State University, Central Michigan University and Michigan State University (particularly for the upper 10% of high school graduation classes and athletes who are offered scholarships).

For academic students from our district who are seeking occupational certificates or degrees, primary competitors are Ferris State University, Baker College and Davenport University. For academic students from our primary out-of-district counties the main competitors are Baker College, Mott Community College, Ross Medical and St. Clair County Community College.

For our Corporate Services Division the only in-district competitors are MiTech+ and ETC located in Midland County. Out-of district and out-of-state competitors are primarily ACS Learning Services, Accenture, CGR, Element K, and MicroTek. Due to the recent economic situation, the primary competitors have become our clients' internal training and human resources departments as more and more companies are doing their own training and skill development programs due to budget cuts.

For Delta's new 50+...Just Like Gold program in LifeLong Learning, SVSU's well established Olli program is the primary competitor.

Stakeholder Expectations – The following information includes our major stakeholders and their expectations which help us determine their needs:

- **Academic students** expect quality instruction, quality support services, convenient scheduling, a safe environment and generally the ability to complete the requirements for graduation, transfer or gainful employment.
- **LifeLong Learning students** expect short term skills training, a variety of personal enrichment programs, and the ability to gain continuing education credits.
- **Corporate services clients** expect relevant skills training, fulfillment of grant specification and customized training and services.
- **Community residents** expect quality image and reputation, open access, fiscal responsibility and appropriate programming.
- **K-12 school districts** expect student success services, appropriate courses and programs, transferability of credits to other colleges and universities and dual enrollment opportunities for their students.
- **Transfer colleges and universities** expect equivalent courses, well prepared students, and adherence to transfer agreements and articulations and the Michigan transfer agreement.
- **Employers** expect well trained potential employees with appropriate skill levels, quality co-op and intern students, quality skill training for current employees.
- **Government and other agencies** expect adherence to grant specifics, fiscal responsibility and enhancement of economic and workforce development.

3P1. Identify the Changing Needs of Student Groups and Selecting a Course of Action Regarding Needs

Response Addresses Core Component 4C.

Identifying Student Needs: We determine the needs of our learners by using many methods including basic skills placement tests for all of our new academic students, national and institutional student surveys, student elected senators, a Student Senate Liaison Committee and program advisory committees made up of students, faculty and community business leaders. Additional information is gathered through our community elected Board of Trustees and various events that help us communicate with our transfer institutions and area public schools. An academic student profile is reviewed every semester, and we implemented a dashboard that allows us to analyze the attainment of enrollment goals, retention rates, student target groups, student demographics, and to monitor completion. Data collection and research is identified for students and major stakeholder groups. Examples include:

Placement Tests - Compass, Asset, and ACT test results are analyzed by Academic Divisions and Counseling/Academic Advising, and used to determine student needs in terms of course placement and support services. Division Chairs analyze enrollment data for trends and use waitlist numbers to determine future scheduling needs. We have a Scheduling Task Force working now to analyze and streamline scheduling processes. We also employ a full time Scheduling Coordinator, who analyzes trends in enrollment and room use, to better guide course schedules for student need and convenience.

Advance Program - Our Advance Program uses student data in the form of analyzing placement test scores to offer a student educational path. Our first year students have the opportunity to place into higher level remedial courses or college level courses based on the data, and our free re-test program and summer accelerator programs like Math Booster. This program has had very positive results, and has moved many students to higher levels prior to their first semester enrollment.

Student Surveys – CCSSE which is administered every other year, and Graduate Surveys which are administered each year, assist us in determining student needs in curricula and in support services. Each fall semester, internal student surveys are administered concerning specific areas of the college, most recently the bookstore. Students are also surveyed by other ad hoc and task force groups to determine changing needs, and student focus groups are held sporadically when the need for specific student input is sought.

Advisory Committees - External academic and LifeLong Learning advisory committees meet on a regular basis to review curricula, converse with students and faculty in the programs, and monitor program trends and employment projections.

Articulations - Communication with K-12 partners and transfer institutions, and significant growth in our dual enrollment opportunities for local high school students, insure that we stay in touch regarding relevant course content that reflects the needs of our educational partners. We have also had a significant increase in our articulation agreements with both our transfer institutions and our local high schools.

Benchmarking Surveys - Our Corporate Services Division uses benchmarking surveys conducted annually by the ASTD (American Society of Training and Development) to determine the needs of business clients at the local, national and international levels. Our Director of Corporate Services analyzes the results, with a focus on implications for our current client base and potential new clients.

Monitoring Trends - Communication with our legislators, business partners and requests received through our Career Center help us monitor trends in our economic region. The Director of our Corporate Services Division meets regularly with its major customers, and Great Lakes Michigan Works! our local workforce investment board to discuss workforce training needs. Our President serves on the Great Lakes Bay Region Alliance Board and on workforce development boards in all three counties. Our Dean of Community Partnerships serves on the Saginaw Chamber Education Board.

Research: As part of the Educational Network for Development Dimensions International (DDI), our Corporate Services Division receives DDI's market research on needs in the marketplace, training solutions, and appropriate target markets.

Internal Monitoring - Our financial aid office has implemented a new phone call traffic data collection process. This department now also tracks student traffic in the office. As a result of this data, many changes have been made, as follows:

- Staffing changes were made to meet student traffic needs during peak times.
- A decision was made to add financial aid advisors to staff the phones during peak times.
- Vacation and conference travel changes were made so that more staff would be available during peak times.
- Greater numbers of student employees were scheduled during peak times.

High School Visitations - A process has been formed to facilitate the visitation of financial aid staff at area high school and events. These visitations provide workshops to aid potential students in the completion of the financial aid documentation and answer financial aid questions. Data has been collected from these sessions.

Bridge Program/Developmental Education Support - Our Student and Educational Services Division uses placement test data to determine appropriate levels of support and services. Mathematics placement data has led to supplemental instruction using web-based Assessment and Learning in Knowledge Spaces (ALEKS). This provides information to determine support needed for students who place below college level. Our Bridge Program provides support for students to help assure success and completion through services that help student transition into college level work.

MyAlert - Our MyAlert program is based on faculty referral of students who are struggling academically or personally. Our MyAlert Response Team members are able to help students with everything from housing, to grant money to provide fuel for their vehicles, as well as academic tutoring. We have seen a positive impact on student retention as a result of this service.

Delta Project: Our Bridge Program Director has formed a team that includes representatives from all three of the counties we serve who plan campus activities for area special education students. This project reviews success and retention rates of the participants to determine future programming needs.

LifeLong Learning - Our LifeLong Learning non-credit division uses student evaluation for each of their programs to determine the success of the program, and make determinations about future programming. They collaborate with business and industry partners to create a diverse pool of qualified graduates to meet business need. They also track potential student interest data so they may remain responsive in the re-design and development of programs that will provide access to opportunities for students. This division pairs programs with licensing and certification testing, which has improved the success of our students in certification and licensure testing. This division has recently implemented a 24/7 online registration module to provide a convenient, accessible pathway to non-credit current offerings.

This division offers an extensive summer youth camp program. They used information from focus groups, surveys of other community colleges and regional community organizations to gather data regarding need. As a result of the information gathered, LifeLong Learning offered 23 camps serving 477 attendees in the summer of 2013, with rave reviews from the participants.

Regional Monitoring - We routinely monitor the results of our research and surveys as well as enrollment data to determine enrollment trends. We also have an Environmental Scanning Committee that reports out weekly or monthly to such groups as our Executive Council, and our Strategic Planning Committee to make sure that we consider all variables that could impact our schedule, course offerings, student employment and community needs.

Public Safety Monitoring - Our Public Safety Division monitors our crime statistics to provide the greatest possible level of student safety, and make changes when needed in terms of level of coverage in various areas of our campus at various times. They also monitor students enrolled in our Police Academy, Corrections Academy and regional police training. Evaluations of these training programs are reviewed regularly to make sure program objectives are being met.

Achieving the Dream – As a member of Achieving the Dream we have heightened our effort to make better use of student outcome data, and use retention and persistence data, as well as comparison data from other Achieving the Dream schools to assure that we are making programmatic decisions that will lead to greater student success, particularly for at-risk student populations.

3P2. Building and Maintaining Relationships with Students

Relationships with Students - Our relationships with our students are built and maintained through regular faculty and staff interactions, mentoring, events and activities, and our shared governance process. We hired our Dean of Enrollment Management, who has responsibility "to build and maintain student relationships that most effectively link our students to the appropriate services, more effectively engage them in learning, and develop student organizations and events which contribute positively to the collegiate experience". This person will also develop, evaluate and assesses the outcomes of a comprehensive student retention plan, working closely with the Developmental Education Committee,

Title III Retention Coordinator, Bridge Director, Advising/Counseling, our Coordinator of Campus Life, and other faculty and staff as necessary. Some student initiatives include:

Events and Activities - Intramural and intercollegiate athletics, College Nights, College Goal Financial Aid Sunday, phone reminders of payment deadlines, email informational alerts and Hallway Volunteers at the start of semesters are just a representative sample.

Student Clubs and Organizations – We currently have 23 registered student clubs and organizations and 5 unregistered ones that are overseen by our Coordinator of Campus Life, a full time Title III grant funded position.

Student Newspaper - We financially sponsor, through our General Fund, the student-run newspaper, *The Collegiate*. This is part of our Journalism program and is coordinated by a full time English faculty member. This student newspaper has won many awards for its lay-out, ethically based journalism and organizational structure.

Student Employees – We currently employ 225 students on campus both fall and winter semesters. We support these students by providing annual professional development opportunities, and they provide valuable feedback about processes to the departments in which they are employed.

Face to face Orientation – In 2013 we began offering new students a face-to-face orientation based on information regarding student success related to making connections with support personnel and faculty prior to beginning their educational experience. We are in our second year of this pilot, and have not yet gathered success data. Prior to 2013, the majority of our students participated in an on-line orientation only.

3P3. Identifying Changing Needs of Key Stakeholders and Selecting Course of Action

Response Addresses Core Component 1D.

Analyzing Changing Needs - The changing needs of our key stakeholders are analyzed through research surveys, liaison activities, advisory boards, and direct client contact by our Corporate Services Division.

Research and Surveys- CCSSE, Graduate Follow-Up, internal employee and student surveys and environmental scans are examples of surveys we complete on a regular basis. Research results are shared with key groups in forums and staff and faculty meetings. Our Executive Council analyzes and prioritizes the recommendations for implementation over a multi-year period. An annual assessment is required of key areas. Our Corporate Services Division surveys its customers annually and uses Customer Satisfaction Surveys on a daily basis for determining changing need and future training opportunities.

Advisory Boards - Our advisory board process gives community businesses and employers the opportunity to evaluate programs and course offerings, and provide feedback for improvements or changes. Our Corporate Services Division meets regularly with employers in our region to discuss training needs. They propose and review suggested training solutions, and evaluate previous training sessions with regard to perceived value of the training or need for improvement.

Liaison Activities - Feedback from K-12 teachers and schools drive the planning of programs offered at our Planetarium, and through our Possible Dream Program. Our Student and Educational Services

Division collaborates with our K-12 partners in developing onsite placement testing, enrollment planning and financial aid informational sessions. They have developed priority registration protocol for our dual enrolled high school students. This assures that our dual enrolled students gain admission to required courses. Our goal is to grow our dual enrollment program and promote making our institution as a graduating student's first choice when matriculating from high school.

Memberships - Members of our faculty and staff belong to a multitude of community and professional associations and groups that provide networking opportunities and partnership possibilities. Our Corporate Services Division is particularly active with the Chambers of Commerce in the Great Lakes Bay Region, and outside as well as with ASTD (American Society of Training and Development), and the Educational Partner Network of Development Dimensions International. These professional organizations provide analysis of business learning trends and needs, which our Corporate Services Division considers for their current and potential client base.

Utilization Analysis - Our auxiliary services, food service, bookstore and fitness center track facility usage, program enrollment, and sales activity to determine staffing needs, hours of operation, and services and program offerings.

3P4. Build and Maintain Relationships with Key Stakeholders

Educational Outreach - We recognize area high schools as stakeholders, and host several competitive events for these stakeholders. Events include the Middle School Math Competition, Skills USA, and the Science Olympiad, Student Technology Solutions, and Mind Trekkers. Our Planetarium also holds programs for our area schools and community. Another emerging stakeholder group is the 50+ age group. This group is the only growing population group in our service district. Delta College started the " 50+...Just Like Gold" program in 2008, and monthly events and activities for this group include cooperative ventures with community agencies, travel opportunities, and a variety of seminars and classes in health, fitness, legal/financial, computers/technology, coping with intergenerational issues, understanding our communities and developing work and life skills.

Participation in Community Sponsored Events - Our faculty, staff and students participate in the AIDS Walk, Relay for Life, Habitat for Humanity, service learning projects, economic development and business events such as GLB Regional Alliance, GLB Education Collaborative, local Chamber of Commerce Leadership Academies, Saginaw County Business and Educational Partnership, Kiwanis, Rotary, and Chamber of Commerce events. At least one member of our Corporate Services Division attends all Chamber of Commerce events in all three in-district counties along with several other community meetings and activities. Our President and her executive staff have been charged by our Board of Trustees to maintain high visibility and strong relationships with key community groups and legislators. Our Corporate Services Director is expected to maintain strong relationships with community groups and participate in local and regional leadership programs. Our Vice President of Finance and Executive Director of Institutional Advancement serve on several boards and work with local foundations.

On Campus Events - We sponsor many annual events such as Earth Day Celebrations, Career Pathways, Presidential Speaker Series, Women's History Month, Hispanic Heritage Month, GLBT Awareness Week, Drama Department Theater Productions, Visiting Writers Series, Annual Health Fair, Annual Employment Fair, Global Awareness Program, and various student engagement activities such as concerts and other performances.

Media Communications - We publish our *Career Focus* magazine and *Journeys* Newsletter informative print material marketing our programs and helping further community outreach. These publications are

mailed to 43,000 households. Our public web site includes tabs for each of our key stakeholders on our landing page. Our TV and radio programming initiatives specific to the Great Lakes Bay Region are offered monthly (*Soul Issues: The African American Perspective*, *Somos Hispanos*, *Second Act, Life at 50+, Currently Speaking*, and *FM Forum*), as well as documentaries. These programs highlight local people and events, deliver current community information and promote a stronger connection with these groups for our faculty staff and students.

Awareness and Fund Raising Events - We sponsor an Annual Golf Scramble for employees and local residents and business people to support our Athletics Program. Our annual fundraiser, The Chocolate Affair, benefits our Possible Dream program, and provides an elegant evening for our employees and community members where they can interact with our Possible Dream participants, at-risk 6th through 12th area students. Annual pledge drives support our Public Broadcasting stations. These fund-raising events are well attended by faculty and staff, and provide opportunities to build relationships with local business leaders and our community members.

Fitness and Recreational Facilities - Our Fitness Center, Bay City, Midland and Saginaw Centers and main campus facilities are available for use by our community through special programs offered through Corporate Services and LifeLong Learning, as well as community events such as proms, birthday parties…etc. We reach out to our home school student population through their use of our Fitness Center to meet curriculum physical education requirements.

Campus Tours - Our Corporate Services Division invites clients to campus regularly for campus tours, showcase workshops, and meetings. Regional professional organizations like the Marketing Task Force for the Great Lakes Bay Region, the Great Lakes Manufacturing Association, and Valley Society for Human Resources Management are also invited to meet on campus. Our recent renovation of our Health Professions Building afforded an opportunity to showcase this state of the art facility through an open house that sponsored tours and a celebration for those who donated to the project.

3P5. Determining New Student and Stakeholder Groups

Targeting New Student and Stakeholder Groups - We determine the targeting of new student or stakeholder groups in various ways. We conduct needs studies, send surveys and monitor employment, industry, and environmental trends to help us identify populations that we could better serve. Once the data is collected, and the environmental scan information is verified, curriculum advisory groups, in consultation with appropriate academic divisions, determine the need and viability of new programs and courses.

Our Institutional Research Office conducts needs studies for proposed new programs. Once a new program is deemed viable, our Marketing Department develops strategies for marketing the program to specific new student or stakeholder groups.

Non -credit programs offered through our LifeLong Learning Division are based on recommendations from advisory boards, and provide strong linkages to the Great Lakes Bay MIWorks! unit. If new funding sources such as grant funds become available, strategies are developed to target the appropriate new student or stakeholder qualified groups.

Trends identified have driven the creation of the 50+...Just Like Gold program, the Possible Dream program, Heavy Equipment Operator, Film Fundamentals, Chemical Processing, Solar Manufacturing, Advanced Lithium Battery, Advanced Manufacturing, Business Process Services and Customer Service Representatives programs.

3P6. Complaint Process, Analysis, and Resolution Communication

Complaint Information from Students - Our students have many opportunities to provide feedback regarding their experiences at our institution. These include grade appeals, student evaluations of each of their courses each semester, equity office complaints, communication with our Public Safety Division, communication with our Dean of Students, participating in surveys, technology support, suggestion boxes and the student newspaper.

Student Evaluation Forms - Each semester, our academic division offices collect completed student evaluation forms. These forms are processed through our IT department. Qualitative and quantitative information from the forms is reviewed by the Division Chair for each faculty member. This information is used as part of our tenure and promotion process, as well as part of our annual evaluation process. Concerns are brought to the attention of the faculty member by the Division Chair. If necessary the faculty member is extended a special evaluation as provided in our Senate policy. Student evaluations are taken very seriously, and are used extensively in evaluating teaching effectiveness; the key criteria for promotion and tenure.

Student Grade Appeals - In the case of a grade appeal, the student is encouraged to first discuss the matter with their instructor. If they are uncomfortable doing this or if this has not resolved the concern, the student may approach the appropriate division chair. If resolution is not reached, the student may then pursue the matter with the Dean of Faculty and the Grade Ombudsman. We have a formal grade appeal process that is communicated to students through their student manual, and easily accessed through their student portal site.

Community - We do not have a formal method for collecting complaints from members of our community. When a complaint is made it is usually through contact with an individual office. It is the expectation that the complaint is directed to the appropriate area or person for assessment and resolution. We have scheduled community focus groups in an attempt to improve communications with our community constituents regarding specific initiatives or programs. Our advisory board process also affords us the opportunity to hear issues or concerns about our academic and non-academic programs from community members who participate.

Educational Partners - Our Articulation Office routinely collects feedback from both our higher education partners, and faculty from our high schools and regional career centers. Our Admissions Office visits every high school annually to meet with their counselors and other personnel. Any concerns expressed in these sessions are directed to the appropriate person or office for assessment and resolution when warranted.

Government Entities - We sponsor regular lunch meetings with our state legislators, where mutual concerns and issues are frankly discussed. These afford all those involved to express issues and concerns. When concerns arise that can be resolved through action by the college they are evaluated for resolution if warranted.

Monitoring Student Issues – We have recently purchased the Maxient Student Conduct software, an online student incident reporting tool, that will allow us to better monitor student complaints as well as student behavior incidents ensuring efficient resolution of any issues that may hinder our positive learning environment for our students and stakeholders.

3R1. Determine the Satisfaction of Students and Other Stakeholders / Measures of Satisfaction Collected and Analyzed Regularly

Determining Satisfaction - We have used surveys to determine our student and stakeholder satisfaction levels with our institution. The Community College Survey of Student Engagement (CCSSE), and internal surveys of faculty and staff and students have been used regularly.

Student Surveys - The Community College Survey of Student Engagement (CCSSE) was administered in 2007, 2009 and 2013. The primary focus of the CCSSE survey was to ask students to report actual behavioral patterns correlating with academic success. Results from these surveys are included in 1R6. We are still in the process of discussing the drop in some of the scores from previous years in terms of changes that may need to be made in programming.

Each year we administer internal student surveys on services. The most recent results focused on services by our book store, food service, Fitness Center, the LLIC (Library) and Student Services area. Specific survey results are included in 6R3, 1R2, and 1R4.

Course Evaluation - As stated previously, we use student course evaluation information to judge the students perceptions of the course experiences and the teacher's effectiveness in the classroom. These data are a part of every promotion and tenure packet, and every faculty annual evaluation.

Corporate Services - Our Corporate Services Division gathers information regarding stakeholder satisfaction through student evaluations of training sessions, and structured project debrief sessions for consulting and project-based services. An example of an evaluation of a recent 5 day Machine CNC training evaluation provided for GM Powertrain last month is shown in Figure 3.1.

This division uses this information to guide its future offerings and determine additional need or changes to its training offerings.

Advisory Boards - Our academic occupational program advisory boards are prime examples of other resources that are used in gathering

Question Asked	% Rating (1-5, where 5 = excellent)
Training objectives were met	4.67
Skills practiced/hands-on exercises	4.67
Facilitator was knowledgeable	5.00
My knowledge was increased	3.83
Overall satisfied with the training	4.00

Figure 3.1

information. We have 36 occupational program advisory boards which includes approximately 550 members. Faculty in our occupational programs, current students, program graduates and professionals from the community participate in these boards. The boards meet at least once a year to generate and implement continuous improvement efforts within the occupational programs and to review occupational programs and courses on a regular basis for currency and relevance in the workplace. Our non-credit LifeLong Learning Division and our 50+ Just Like Gold program also have an Advisory Board for the same purpose.

3R2. Student Satisfaction

CCSSE – Our administering of the Community College Survey of Student Engagement (CCSSE) has allowed us to compare our student's perceptions regarding their experience with other like institutions nationally, and has allowed us to compare our results with our previous results. A table of CCSSE benchmark scores for all three administrations is included in 1R6. We are still in the process of discussing the 2013 scores, particularly with the drop in the benchmark indicating "academic challenge"

from our previous years. Although this score is above the 50 cohort benchmark, it has dropped considerably in the past six years, and bears investigation.

Graduate Student Survey – Overall student satisfaction with their experience with us remains high. We administer graduate follow-up surveys each year. The most recent results regarding student satisfaction is included in 1R2.

Internal Student Survey – We also annually administer a current student survey to gather current student perceptions. Results of some of the more crucial services are included in 1R5.

Student Evaluations – Every student in every course offered is required to complete course evaluations. This information is forwarded to the Division Chair for the area where the course is housed. The Division Chair reviews data for all courses and discusses concerns with the faculty member during evaluation. All course evaluations are viewed in our promotion and tenure processes.

Corporate Services - Our results on student evaluations from our Corporate Services Division are consistently between 4 and 5 (above average to excellent) on a 5 point scale. Each evaluation includes 10 questions on course content and design, the instructor, and impact. See example of these valuations in 3R1.

3R3. Results in Building Relationships with Students

The CCSSE report referenced above states that relationships between students and other students, instructors, and administrative personnel and offices are very significant. In particular, the student-instructor relationship can often be the motivating factor of a student's desire to succeed in college.

Student Relationships with People at Delta - Our student relationships with other students, instructors, and administrative personnel and offices compared to the national large colleges' averages reported in 2007, 2009 and 2013 CCSSE surveys indicates that Delta College students have better quality relationships with all three groups than like institutions and national cohorts.

Student Relationships with Other Students – 85% of our students surveyed in 2013 indicated that they experienced average or above relationships with fellow students as a part of their learning experience here compared with 81% at other large colleges.

Student Relationships with Instructors – 89% of our students surveyed experienced average or above quality relationships with instructors compared to 82% at other large colleges.

Student Relationships with Support Offices - 61% of our students surveyed experienced average or above quality relationships with support personnel and other office staff compared to 58% at other large colleges.

3R4. Results for Stakeholder Satisfaction

Millage Elections - The residents of Bay, Midland, and Saginaw counties, our largest groups of stakeholders, have supported our last three millage renewals. The renewal in 2004 was supported by the largest margin of approval in the history of Delta College, with voters approving the millage by a greater than two-to-one margin. In 2012, 61% of voters approved our millage renewal (Figure 3.2).

Our ability to pass millage renewals is one of our strongest indicators that our community believes we continue to provide a quality education, and that we are meeting their needs.

Millage Elections	Bay County	Midland County	Saginaw County	Totals	% Results
	YES/NO Votes	YES/NO Votes	YES/NO Votes	YES/NO Votes	
2000-General Election; .5 mill; 3 years; Construction	24,322 / 25,029	19,612 / 16,240	43,622 / 41,501	87,939 / 83,308	Passed 52 %
2004-General Election .5 mill; 8 years; Renewal	37,665 / 16,151	26,317 / 13,084	63,123 / 29,015	127,105 / 58,250	Passed 69 %
2012 – General Election .5 mill; 8 years; Renewal	30,092/ 20,224	23,645/ 12,468	47,897/ 31,849	101,634/ 64,541	Passed 61%

Figure 3.2

Public Broadcasting Memberships and Donations – As indicated in 2R2, our Public Broadcasting Division continues to gain in active memberships and donations. This is an indication that they find our programming relevant, educational and valuable.

Corporate Services: Our Corporate Services Division gathers client (stakeholder) satisfaction from two sources. Feedback surveys are given at the end of each training session. These surveys have a 5 point scale where 5 indicates excellent and 1 is poor. The results of these surveys are reviewed by our Corporate Services Division Management. Scores below 4 are investigated to determine how improvements can be made in the training to better meet the need of the client. For projects with contracts over $25,000, Corporate Services members and stakeholders collaborate regarding how the training met the client needs and whether the training had a positive impact in the client's workplace.

Our Corporate Services Division was recognized in 2012 by the Great Lakes Bay Michigan Works as Partner of the Year for our collaboration in providing Fast-Start Training programs designed to meet growing business needs. This program was also recognized at the State of Michigan 2014 Governor's Economic Summit with the Connect Award.

3R5. Results for Building Relationships with Stakeholders

Meeting Business Needs - Since 2008, our Corporate Services Division has been a member of a partnership focused on providing our region with well qualified talent for entry level positions in Chemical Processing, Solar Manufacturing, Advanced Lithium Ion Batteries, Advanced Manufacturing and Business Process Services. Partnership members include Delta, Great Lakes Bay Michigan Works! and area employers in these business sectors. Employers have indicated a need for employees with basic skills. Great Lakes Bay Michigan Works! recruits individuals from its service centers, and we

Student Employment Corporate Services Training			
Program	**Sessions**	**# Trained**	**# Employed**	**% Employed**
Chemical Process	8	176	146	83%
Solar Manufacturing	8	144	120	83%
Advanced Battery	6	122	90	74%
Advanced Manufacturing	3	47	39	83%
Business Process Services	2	32	24	75%
Totals	**27**	**521**	**419**	**80%**

Figure 3.3

provide training based on desired outcomes that have been determined by the businesses. Figure 3.3 indicates program success.

LifeLong Learning Programming Data
– Figure 3.4 provides data regarding
our LifeLong Learning offerings and
success rates.

Lifelong Learning Program Completion			
Year	Program Offered	Participants	% Completed
2010-11	297	2988	69.7%
2011-12	309	3600	79.6%
2012-13	289	2453	63.3%

Figure 3.4

Career Training through LifeLong Learning Statistics, 2013:

- 100% Graduate Employment in: Health Unit Coordinator Program, Phlebotomy & Medical Insurance Billing and Coding.
- 100% State of Michigan License Exam Pass Rate in: Real Estate Fundamentals & Electrical Master and Journeyman License Preparation.

Other Programming, 2013:

- Motorcycle Safety Training, 676 students – 85% pass SOM endorsement.
- Youth Summer Camps – 477 attendees.
- 50+Just Like Gold – 127 members, 475 drop-in members.

3R6. Comparative Results for Understanding Students' and Other Stakeholders' Needs

Student Needs - The 2013 CCSSE cohort included 452,000 students from 718 community and technical colleges in 48 states, the District of Columbia, and three Canadian provinces plus Bermuda. We sampled over 950 students, a representative sampling of the student body.

In two of the three years that we have administered CCSSE, we scored above the adjusted national mean of 50 in all five national benchmarks. In 2013, we scored .04% below the mean score in Active and Collaborative Learning, and above in the other four.

Comparable Student Performance – Our Director of Strategic Partnerships and Dual Enrollment tracks student transfer information which indicates that students who transfer to four year institutions perform higher than those college's native students. This information is included in 9R3.

Corporate Services is consistently told by the leaders of the Educational Partnership of Development Dimensions International (DDI), a network of community colleges and universities serving business clients with training services, that Delta College Corporate Services is a top performer in understanding our clients' needs. We continue to meet our business partner's needs through delivering short-term training in areas of high employability.

3I1. Recent Improvements in the Category

In addition to gaining information from the CCSSE survey every other year we also conduct our own internal surveys for current and graduate students each year. Literally every area of the college is now striving to gain information regarding their area of operation whether through surveys, grant funds received, increasing opportunities or donations. Recent improvements based on research and data analysis include:

- Update of website and moving student activities to a student portal web environment.
- Early alert program for student success.
- Tuition incremental payment plan option.

- Expanded service-learning option for students.
- The hiring of a Dean of Enrollment Management and Retention.
- Increased dual enrollment opportunities.
- Compliance software for a coordinated approach to collect data and resolve student issues.

We are continuing to improve methods of communicating research and data analysis results to our internal and external stakeholders. We are also aware that efforts are yet needed to assure systematic student success after transfer to another institution is available, and in developing a comprehensive student retention program leading to goal attainment. Our Corporate Services Division has developed a more structured assessment of leadership skills and workforce skills training needed in Michigan through use of assessment tools to identify skill gaps. They are currently evaluating how best to assess whether or not employee performance was enhanced.

3I2. Culture and Infrastructure Selecting Targets for Improvement

Strategic Planning - Our Strategic Planning process encourages department level and individual alignment of goals and processes. Faculty evaluation policies and processes, and administrative professional and support staff performance management evaluation system, include goals based on our selected strategic initiatives and action projects, and the development of the budget reflects our Strategic Plan.

Inclusion - Our culture supports inclusiveness and open communications from and among all employee groups. The addition of our support staff employee group into our Senate has helped to foster this culture of inclusiveness. This inclusion has enhanced the improvement of policies, procedures and guidelines that affect students, faculty and staff through the service of our Support Staff on Senate policy committees. All major employee groups have had representation on AQIP committees, President's Council, staff performance management committees, College summits and Appreciative Inquiry. (See also 4I2.)

Category 4: Valuing People

Introduction

We employ 536 full-time and 493 part-time employees. Faculty is the largest employee group with 219 full-time and 359 adjunct instructors. Administrative/ Professional staff (141) and Support Staff (83) are the next largest employee groups, including full and part-time workers. The College Senate (including full-time faculty, Administrative-Professional, and Support Staff) develops and recommends many of the more significant policies for how Delta organizes its human resources and work; these policies then must be approved by the College President and Board of Trustees.

We have six major functional divisions: Instruction and Learning Services, Student and Educational Services, Institutional Advancement, Business and Finance, Communication Technology/ Public Broadcasting, and Corporate Services. These six areas are divided into departments, disciplines, or other smaller work groups. We have a number of standing committees (internal and external to our senate structure) that are interdisciplinary and cross functional in nature. Most of our committees have representation from across the college by work-unit and employee group. In this way, we purposefully use a vertical and horizontal integration model for decision making and policy formation.

We use a strategic planning process and continuous quality improvement goals to direct our work. Strategic focus areas are developed during this planning process, and are aligned with our mission, vision and values (http://www.delta.edu/aboutdelta.aspx). Departmental action plans that support our strategic initiatives are developed by individual work groups and align with our strategic plan.

Professional development opportunities, rewards structures, and compensation and benefit plans and proposed new or changed initiatives must provide evidence of alignment with our strategic focus area. For example, faculty/staff applicants for internal grant funding must identify with which strategic focus area the proposed project aligns, and how the project relates to the college's mission, vision, and values. Faculty and staff may qualify for a number of awards, sabbaticals, endowed teaching chairs, and resources for innovation. In this way, the expertise and passion of the employee is directed and supported. Employees have the opportunity to learn and grow personally and professionally through the Center for Organizational Success, Human Resources, the Fitness and Recreation Center, and through the many partnerships we have established with external organizations such as CQIN, and the League for Innovation.

4P1. Identification of Specific Credentials, Skills, and Values Required for Faculty, Staff, and Administrators

Our Hiring Process: When a position becomes available, the position description is reviewed and updated by the department where the vacancy occurs to make sure that it is appropriately aligned with our vision, mission, core values, and guiding principles. http://www3.delta.edu/delta/visionmission.html

Our Human Resources Office reviews all position descriptions for faculty, staff and administrators to assure consistency prior to posting.

Our Academic Services Division uses a "basic position description" template that contains required core competencies for faculty positions. The template was developed by faculty in consultation with our academic administration.

We make position comparisons with like organizations regionally and nationally when appropriate, to assure that our staff is highly credentialed as appropriate for the position. Most faculty positions require a

Faculty and Staff Credentials

Figure 4.1 (Degree information reflects March 2014 data)

master's degree with appropriate years of experience, and most administrative/professional and support staff employees are hired in with a college degree (Figure 4.1).
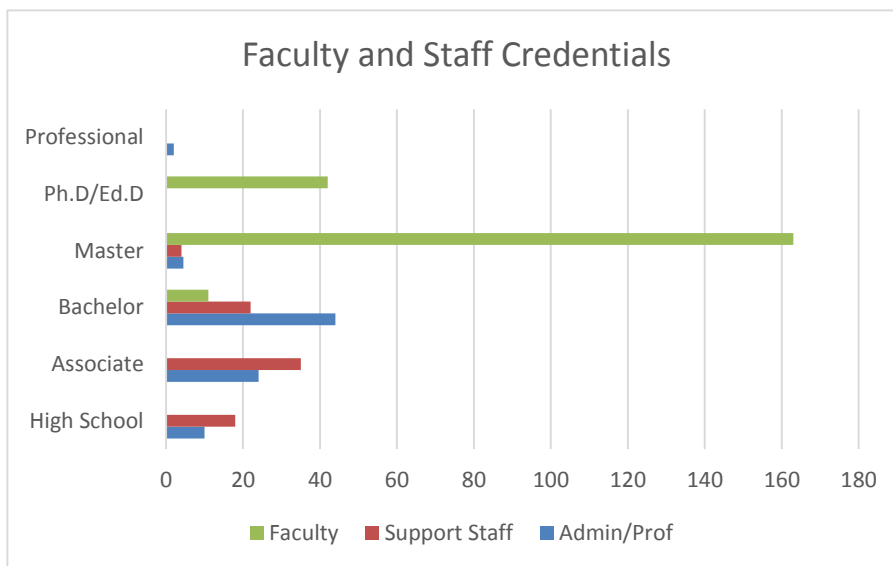
4P2.Hiring Processes Ensure that Employees Possess the Credentials, Skills, and Values Required

Response Addresses Core Component 3C.

Our Search Committee Processes - Through our shared governance system, we use search committees for recommendations in the interview process for hiring faculty and staff. The search process begins with a complete analysis of the position duties focused on knowledge, skills and ability, including the Higher Learning Commission established minimum qualifications. These minimum qualifications are reviewed by the search committee chair in collaboration with the department manager, and the human resources recruiter. The search committee, with assistance from the human resources recruiter, creates questions for the interview process based on the determined qualifications for the position. Questions used are traditional, behavioral based as well as Delta specific and scenario based which require critical thinking skills.

The search committee make-up varies by employee group. We try to diversify our search committees to make sure that we have an objective review of the pool of candidates. For full-time faculty searches we include faculty from the academic division of the vacancy as well as faculty from other divisions. We also try to diversify our faculty search committees by gender and ethnicity.

The search committee is educated on, and uses a "best fit" criteria, to structure the posting and the questions which allows them to gain information from candidates that helps determine whether Delta is a good fit for the candidate based on our mission, vision, values and strategic initiatives.

Application processes - All candidates are required to complete an on-line application for employment, which is easily accessed through the human resources website. Resumes are also submitted by the candidates and reviewed throughout the hiring process to determine if potential employees meet the requirements of the position. Where appropriate, human resources conducts skill-based testing.

In addition to the steps listed above, faculty applicants are required to give a teaching demonstration, which is evaluated by peers and sometimes students, and to submit a personal statement/teaching philosophy. Other screening techniques that may be administered include open forums, referencing checks, criminal background checks and "off the list" reference checks (Figure 4.2).

Employee Group	Process for Assessing Credentials, Skills, and Values
Administrative/Professional Staff and Executive Staff	• Position posting includes position accountabilities and essential functions and required and preferred qualifications • Employment application, cover letter, resume, transcripts, and other required documents are submitted and assessed by the supervisor and search committee • Interviews conducted by supervisor and search committee (as deemed appropriate, department employees may also interview the candidate) • Open Forums and Presentations *(Executive Staff only)* • Executive of hiring department approves and recommends for hire • Reference Checks Conducted • Presidential Approval • In the case of hiring a President, Board approval is required
Faculty (Full-time)	• Basic position description template utilized to create position description and posting • Employment application, cover letter, resume, transcripts, and other required documents are submitted and assessed by the search committee • Search Committees interview candidate and observe and assess teaching demonstration • Chair, Dean, VP of Instruction and President Interviews • VP Recommends candidate to President for interview • Reference and background checks conducted • Presidential approval
Faculty (Adjunct)	• Position posting includes required and preferred qualifications • Employment application, cover letter, resume, and transcripts are submitted and are assessed by the Division Chair and Discipline Coordinator • Division Chairs and Discipline Coordinators interview and recommend • Dean of Teaching and Learning approves
Support Staff Food Services Staff Facilities Management Staff	• Position posting includes position accountabilities and essential functions and required and preferred qualifications • Employment application, cover letter, resume, transcripts, and other required documents are submitted and assessed by the supervisor and search committee where appropriate • Supervisor, search committee where appropriate assess, interview and recommend • Reference and background checks conducted • Executive of hiring department approves and recommends for hire

Figure 4.2

4P3. Recruit, Hire, and Retain Employees

Recruiting Processes - We use a variety of recruiting processes to ensure that we hire and retain a diverse, skilled, and knowledgeable workforce. The following is an exhaustive list of recruitment sources:

- Delta College website
- Posting in local newspapers
- Professional/trade journals and websites
- The *Chronicle of Higher Education*
- National and Michigan Higher Education Recruitment Consortium
- *Community College Week*
- Higher Education Jobs.com
- My Talent.org (formerly Michigan Works)
- Diversity.org
- Historically Black Colleges and Universities job posting sites
- Hispanic Outlook
- Announcements through Delta PBS stations
- Employees passively recruiting at various professional association meetings and conferences

Hiring Processes - The need for a new position is determined by the supervisor and approved by the Executive Council. In considering a new position, the supervisor establishes the need by showing how the position aligns with long-term strategic goals, and describes how the resources for the job will potentially have a "value added" effect on the organization. (See 4P2 for additional information regarding hiring.)

Retention Processes - We use a multidimensional process that includes equity in pay and benefits, the ability to reward and recognize employees, and opportunities for professional development and career growth.   Our unique shared governance process engages employees in our decision-making processes. Employee rewards, recognition, professional development, and employee engagement opportunities contribute to the positive culture and low turnover rate (for additional information in these areas, see 4P8, 4P9, and 4P11).

4P4. Orientation of All Employees to Delta's History, Mission, and Values

Employee Orientation Processes - Our Human Resources Office in collaboration with our Center for Organizational Success (COS) have implemented a year-long, employee orientation program that engages our new employees by helping them establish relationships with other employees, begin to feel a part of the our culture, and help them to begin to live our values and embrace our mission. Components of the Employee Orientation Program include providing an understanding of their HR benefits and compliance, developing an understanding of our culture and history, providing information about our systems and processes, and providing opportunities for mentorships with others in the employee group (for more information on the COS see 4P9).

Adjunct Faculty Orientation Processes - Our new adjunct faculty are invited to attend Adjunct Training Academy sessions in fall and winter semesters. They are also invited to faculty development opportunities over the course of the academic year, and most of our academic disciplines provide opportunities for their adjuncts to meet with the full time faculty, take part in assessment projects, and use campus resources to help prepare for their courses. Many disciplines send out adjunct newsletters

and have assigned full time faculty to mentor adjuncts within their areas. Mentor programs for all employees provide a one-on-one connection to the institution's history, mission, and values.

4P5. Plan for Changes in Personnel

Environmental Scanning Process - External environmental factors such as student enrollment trends, economic climate, state budget, national educational trends, and local business needs are regularly monitored to help predict shifts in demand for programs and personnel. Shared governance Senate policies support the timely notice of retirements and resignations. Financial incentives are offered for early announcement of retirement (at least one year in advance) for regular full-time faculty. This allows knowledge sharing as well as replacement planning.

Exit Interview Process: Our exit interview process has been revised recently and includes a personal interview with the Director of Human Resources for each exiting full time employee. This discussion helps gain insight regarding potential position function changes, organizational work flow changes, equity issues as well as the employees' opinion regarding offered benefits, wages and training opportunities. This information is used as we formulate the replacement position description or to make determinations regarding elimination of positions and redistribution of position responsibilities.

Succession Planning Process - Succession planning at the mid-level administrative positions is evident as Division Chairs mentor potential replacement candidates. Division Chairs usually serve two three- year terms, so there is a defined timeline within which the faculty of the division recognizes the need to hone the skills of potential candidates for this position.   Once the division has voted and the new Division Chair is approved, release time is given for a semester to allow the current division chair to mentor the incoming division chair. In terms of upper level administrative succession planning, we recognize the importance of securing a process for this. We are currently researching other higher education models. A literature review has been completed and a task force has been formed to review best practices. We hope to have a viable process in place within the next academic year. Our Manager of our Center for Organizational Success is leading this effort.

4P6. Design Work Processes and Activities which Contribute both to Organizational Productivity and Employee Satisfaction

Work process design - We use multiple approaches and tools when designing our work processes, including cross-functional committees, process mapping, job redesign, and work re-assignments.

Process mapping is used to review existing processes or design new ones. For example, in many student services departments, the employees map a process in every staff meeting. This exercise has resulted in improved departmental communication, streamlined and efficient processes, and an increase in service to students.

Using process mapping and systems thinking, which has been developed as a result of our experience in CQIN (Continuous Quality Improvement Network) since 2005, has led to course scheduling, recruiting, and payroll process review. Processes for recruiting and scheduling have been completed and the process for payroll review is in progress. This has included a cross-functional team of employees, some serving as subject matter experts and some as process mapping experts and stakeholders who use the services.

In reviewing the processes, staff members are able to inform their work group of their responsibilities, take ownership of the process, and provide input into improvements that affect what they do. Overall,

this increases employee satisfaction by giving them an active role in how their jobs are accomplished as well as a level of knowledge of all staff in that work group.

4P7. Ensure Ethical Practices of all Employees

Response Addresses Core Components 2A and 2E.

Processes for Assuring Ethical Practice - Our Human Resources Department and our Equity Office, with assistance from outside legal counsel provide guidance and ensure that policies and procedures are up-to-date, with multiple resources and assistance available to handle issues related to equity, harassment, conflict, and ethical behavior.   All employees are required to participate in Protected Class training which is conducted by the COS, HR and the Equity Office. All employees are encouraged to report inappropriate behavior and demonstrate, through various means and measures, that they understand their responsibilities in this regard. In February of 2012, we passed a Senate Policy on Whistleblowers that states:

> *"It is the policy of Delta College to encourage its employees and students to report actual or suspected wrongdoing. Retaliation against persons who are acting in good faith in making such reports is prohibited".*

We also have Senate Policies for both employee and student (see link below) Code of Conduct. An Institutional Review Board was established many years ago in accordance with Federal guidelines that requires that the rights of human subjects be protected.

Our Code of Ethical Conduct addresses ethical concerns within our campus community and guides employees toward consistent ethical decisions regarding obligations to our students, our colleagues and our community. We have also implemented a student code of conduct (http://www.delta.edu/registrars-office/codeofstudentconduct.aspx) that was developed by students for students, and approved by the Board of Trustees May 9, 2006.

Ethics in Financial Matters – Our accounting records for all college funds are maintained on an accrual basis with revenues recorded when earned, and expenditures recorded when the related liabilities are incurred, and certain measurement and matching criteria are met. Internal accounting controls have been developed and implemented to provide reasonable assurance regarding the safeguarding of assets against loss from unauthorized use or disposition and the reliability of financial records for preparing financial statements and maintaining accountability. Continuous internal audit is performed by the Departments of Business and Finance, and include the verification of purchasing practices and accounts payable coding practices and the audit of payroll data. Our financial statements are audited annually by an independent public accounting firm. We have received the Government Finance Officers Association Distinguished Budget Presentation Award for several years.

Student Academic Honesty - Our faculty assure that students are aware of appropriate practice in research and academic behavior. Not only do we cover student plagiarism and its consequences in our course syllabus, our English 112, required for all of our associate's degrees includes a research paper component which assures that each of our students adhere to APA or MLA standards in the completion of this course.

We have recently purchased the Maxient Student Conduct Software which is an online student incident reporting tool that will allow us to record and track incidences of student lapse in conduct. This will

allow us to better monitor student misconduct and maximize the education and resolution of these types of issues.

4P8. Determine Training Needs

Identifying Training Needs - We identify employee training needs through division leaders and department managers, in collaboration with the Center for Organizational Success (COS), and the Human Resources office. This includes training needs for new as well as existing employees. We also seek information regarding employee development needs through faculty and staff advisory committees, and employee, student and community-wide surveys such as CCSSE (Community College Survey of Success Engagement), and surveys performed by the CLARUS Group, a consulting group which helps nonprofit organizations meet high standards of performance and integrity.

Professional development training objectives and action plans are identified for each employee during yearly performance evaluations. These objectives and action plans are designed to align with short- and long-term departmental and College-wide initiatives, and to support our mission, vision and values. Human Resources anonymously shares established professional development goals with the COS to assure that training and development offerings are aligned with the needs of the employee.

We also administer internal employee surveys that ask all employee groups what types of professional development opportunities would be valuable to them. These are monitored closely by our Human Resources Department and our Center for Organizational Success.

We target training programs to enhance our culture of continuous learning. Training opportunities position faculty and staff for success in improving instructional and non-instructional programs and services, and focus efforts on student success.

4P9. Training and Reinforcement

Process for Providing Development Options - We provide a variety of training and professional development options tailored to the need of the specific employee group. Employees can choose from college-wide initiatives, use professional development allowance to attend external programs, and are also encouraged to create collaborative grass roots initiatives.

Our administration, in collaboration with the Center for Organizational Success (COS), Human Resources, faculty, staff, Senate, and a variety of other employee committees, work together to develop and implement a variety of training and development programs. The COS serves as the coordinating body for these programs and initiatives, and provides support for professional development for all faculty and staff through workshops, retreats, instructional support, coaching and mentoring. Types of professional development offerings include:

- New Faculty Orientation
- New Employee Orientation
- Fall Learning Days
- Team Development
- Ongoing Workshops
- Grass Roots Initiatives
  (Self-directed learning and action projects)

- Health, Wellness, & Safety
- Education Classes
  (taught and developed for faculty by faculty)
- Leadership & Supervision
- Technology Training
- Employee Engagement
- Endowed Teaching Chairs and Sabbatical Leaves and Grants (see 1P11 & 4P11)

Employee training and development is reinforced through the staff performance evaluation process and the faculty tenure, promotion and evaluation process. Employees are allowed "work-time" to participate in these programs and many employee awards take into consideration one's participation in professional development initiatives.

4P10. Personnel Evaluation System

Addresses Core Component 3C.

Evaluation System Processes - There are different evaluation systems for faculty and for administrative/professional and support staff.

Faculty Evaluation Process - The faculty evaluation system was developed through our Senate process. Our Senate is unique in that it includes all full-time faculty, all full-time administrative/professional (A/P) staff, and all full-time support staff. The Senate Handbook was written and is updated by Senate members, and approved by the Board of Trustees and takes the place of the more familiar collective bargaining agreements present in most public higher education settings.

Our current faculty evaluation policy was last updated by the Senate and the Board of Trustees in November of 2012. The policy aligns with objectives for instructional and non-instructional programs and services by focusing on teaching effectiveness, professional development and service to the college and community. The new policy language relates mores specifically to the promotion and tenure criteria and faculty position responsibilities that were developed and revised by the academic administration, division chairs, and Faculty Executive Committee (FEC). Promotion and tenure focuses on teaching effectiveness (and at the Professor level, on teaching excellence), service to the college and community (at the Professor level, on leadership in these areas) and professional development. The faculty position responsibilities contain very specific language describing teaching effectiveness, professional development and service to the college and community, including five scheduled office hours per week to be available to meet with students. These in turn relate directly to the Strategic Focus Areas of Student Success and Community Focus.

Adjunct Faculty Evaluation Process - Our adjunct faculty are evaluated by our full-time faculty in collaboration with the academic Division Chair. Although processes may vary from division to division, most evaluation takes place each year as full-time faculty review student evaluations, course materials and participation in class observations on an annual basis.

Administrative Professional and Support Staff Evaluation Process: Our evaluation system for A/P and Support staff is part of a comprehensive Performance Management System developed with the assistance of an outside consultant working with a committee of administrative/professional and support staff employees. The system was designed to include both traditional performance factors and competencies. The traditional performance elements are those necessary for us to function effectively. The competencies describe critical behaviors, thought patterns, traits and knowledge and provide targets that would indicate excellence for those in the positions. The performance management system requires each person to identify annual goals and professional development plans that align with departmental and college goals that become part of their future evaluation criteria.

Facilities and Food Service Evaluation Process - We have collective bargaining agreements for facilities and food service staff that do not currently contain an evaluation component, although these

employees are also very strongly focused on the essential mission of the college and they see their work as essential to student success.

4P11. Employee Recognition, Reward, Compensation, and Benefit System

Compensation and Benefit Design Process - We have equitable and well-established compensation and benefits system for all employees. The following chart (Figure 4.4) describes our benefit design.

Employee Group	Compensation & Benefit Design Process	Factors Considered
Administrative/Professional	Designed by Human Resources and Business and Finance Office	Input from internal & external surveys, committees, Executive Council, best practices, benchmarks, and comparable systems. Recommendations are considered with relation to available resources and the strategic direction of the College.
AFSCME (Union: Food Services & Maintenance)	Bargaining Unit – Contract Negotiations	
Faculty	Faculty Salary Contract Negotiations – Faculty and Administration	
Support Staff	Designed by Human Resources and Business and Finance Office	

Figure 4.4

Employee Reward Processes - We reward employees for promoting student success, providing leadership to the college and community, and continuing professional development. We give team awards, individual awards and awards for specific employee groups. These are designed to encourage employees to participate in initiatives that align with our mission, vision, and strategic priorities. The following are examples of these awards:
- Support staff Excellence Award
- Bergstein Award for Teaching Excellence
- Administrative/Professional Outstanding Service Award
- Endowed teaching awards
- AAUP awards for governance and service
- Scholarly Achievement Award

Each of these awards are determined through a committee process and are presented in the Spring at our annual awards banquet that is held off campus.

4P12. Determine Key Issues of Motivation

Processes for Determining Key Issues - We use a Senate shared governance process, employee focus groups, all-college summits, employee entrance and exit interviews, internal committees and external consultants and surveys to gather data on key employee issues. In October of 2011 we administered the Personnel Assessment of the College Environment (PACE) Survey. The report provided information on the perceptions of our employees concerning the college climate and provided data to assist us in promoting a more open and collaborative communication system among our faculty, staff and administration. This was administered for a second time just this past semester and we await results to provide comparison and trends that will drive change if warranted.

Processes for Analysis and Action - Once we had the results from the PACE Survey, we conducted focus groups to gain additional feedback from employees to aid in gathering supporting data on the results. Many professional development opportunities have resulted from this research including a new

"Leadership Experience" developed through our Center for Organizational Success in collaboration with our Human Resources Office.

4P13. Evaluate Employee Satisfaction, Health and Safety, and Well-Being

Processes for Provision and Evaluation of Health, Safety and Well-being - We regularly review and encourage communication about activities that may have risks of personal harm and increase exposure to liability for the College. Periodic announcements about policy and processes are communicated through Delta-L (our all-college internal email list) and the Delta Daily Difference (our home page announcements). Risk management training, as it relates to regulatory agency programs such as Hazard Communications and Blood borne Pathogens, is delivered by a module program offered through Human Resources. Risk management is included in new employee orientation.

Safety through sustainability is practiced by tracking and safely disposing of hazardous, universal, and non-regulated chemical waste. We are compliant with each known regulation and regulatory agency at the operations level (i.e., SARA Title III, hazardous materials, e-waste, Right to Know, Mercury Reduction Program). Facilities Management schedules regular inspections of building facilities to help to identify potential physical injury and liability hazards and takes steps to reduce the possibility.

We offer all employees access to an Employee Assistance Program, LifeWorks. LifeWorks is available 24 hours a day, 365 days a year for the employee and their family. LifeWorks offers free, confidential assistance with all issues of daily living.   In addition, a licensed crisis counselor is on staff to assist employees and students.

Employee health and safety is also supported through our on-site Public Safety Office. The office is staffed by sworn police officers (see 4P9). We use the Nixie system for emergency notification for students, faculty, staff and administrators to notify or warn if an emergency takes place. In addition, we have a team of staff trained (Delta Emergency Response Team) to our college community in the case of an emergency.

Our Crisis Management Plan, Crisis Communication Plan and Behavioral Intervention Review Board include procedures to protect students, staff, and employees.

Successful risk management can also be evaluated through reduced injury report filing and worker's compensation claims.

Processes for Providing and Evaluating Employee Satisfaction - See 4P12 with regard to employee satisfaction surveys and other processes to assure that we provide and evaluate employee satisfaction.

4R1. Measures Collected and Analyzed Regularly

We have adopted the Personal Assessment of College Environment (PACE) survey as the instrument we use to assess staff satisfaction. We have administered PACE twice. The first administration was in Fall Semester 2011. Results were received and reported to the College Community in Winter 2012. The second administration was in Winter 2014 and the College is awaiting the final report results.

The following is an excerpt from the PACE report that was issued to Delta College by NILIE following the administration of the PACE Survey in Fall 2011.

"Of the 1094 DC employees administered the survey, 605 (55.3%) completed the PACE survey. Survey respondents classified themselves into Personnel Classifications. Caution should be used when making inferences from the data, particularly for subgroups with return rates of less than 60%."

Personnel Classification	Population	Surveys Returned for Analysis	Percent of Population Represented
Adjunct Faculty	385	147	38.2%
AP	146	118	80.8%
Corporate Services	46	18	39.1%
Facilities/Food Service	77	21	27.3%
Full time Faculty	219	166	75.8%
Part time Temporary	88	15	17.0%
Support Staff	133	103	77.4%
Did not respond			17
Total	1094	605	55.36%

Figure 4.6   *Response by Self-Selected Personnel Classification (from NILIE)*

In the report issued to Delta College by NILIE, the following overall analysis of results was provided:

"The results from the PACE survey indicate that personnel perceive the composite climate at DC to fall toward the upper-range of the Consultative management style. The scale range describes the four systems of management style defined by Likert and adapted by Baker and the NILIE team in their previous in-depth case studies. The four systems are Coercive management style (i.e., a mean score rating between 1.0 and 2.0), Competitive management style (i.e., a mean score rating between 2.0 and 3.0), Consultative management style (i.e., a mean score rating between 3.0 and 4.0), and Collaborative management style (i.e., a mean score rating between 4.0 and 5.0). As previously stated, the Collaborative management style is related to greater productivity, group decision making, and the establishment of higher performance goals when compared to the other three styles. Thus, the Collaborative system is a system to be sought through planning and organizational learning.

NILIE Table 5. Delta College Climate As rated by all employees (who responded).	
Factor	**DC**
Institutional Structure	3.67
Supervisory Relationships	3.99
Teamwork	3.97
Student Focus	4.22
Customized	4.09
Overall*	3.94
* Overall does not include the customized section developed specifically for DC.	

Figure 4.7

As indicated in Table 5, the Student Focus climate factor received the highest composite rating (4.22), which represented a lower-range Collaborative management environment. The Institutional Structure climate factor received the lowest mean score (3.67) within the middle

area of the Consultative management area. Overall, employees rated the management style in the upper-range of the Consultative management area."

Specific departments and committees (Human Resources, Center for Organizational Success, Institutional Research, Diversity Taskforce, Sustainability Task Force, etc.) survey staff about their satisfaction levels and professional development needs.

4R2. Performance Results for Valuing People

Employee Retention Rates - Our employee retention rates are consistently high at our institution (Figure 4.8).

	Measure	2009	2010*	2011**	2012	2013
Overall	Average Filled FTE	470	455	536	536	517
	Separations	6	5	41	27	28
	Retirements	11	46	14	16	21
	Turnover	3.62%	11.21%	10.26%	8.02%	9.48%

*Changes in the MPSERS system resulted in a significant increase in retirement. **2011 was the first year the college began including the Corporate Services area in turnover statistics.

Figure 4.8

Our data indicates that as a result of a performance-based compensation system, over 98% of Administrative/Professional and Support Staff received an annual increase higher than the 2% raise established by the Board of Trustees due to high performance. The average increase of A/P staff was 2.19% and for Support Staff was 2.14%.

For 2013-14, 63% of faculty received an increase above 1.7%, while the average increase was 4.52%; the highest increase received was 17.68% due to promotion, steps and additional degree earned; the lowest increase received was 1.7% (representing those who have not been promoted, are finished with the steps, and did not earn an additional degree).

Assessing Institutional Climate – Please see 5R3 for a description of our Personal Assessment of the College Environment (PACE) survey and the results, which has been administered twice.

4R3. Evidence of Productivity and Effectiveness of Employees toward Goal Attainment

Evidence of Productivity and Effectiveness for A/P and Support Staff - Our Performance Management and Compensation System acknowledges administrative/professional and support staff members who go "above and beyond" in their position roles. As part of the evaluation process, employees are rated by their supervisors on the following appraisal factors: application of knowledge, effectiveness of communication, responsibility and dependability, quality and productivity, problem solving, flexibility and adaptability, professional development, supervision, and budget management. Employees are rated in each factor, and in general, ratings indicate the following:

4 –Consistently exceeding expectations
3 – Solid performance, regularly meets high expectations
2 – Does not meet expectations, needs improvement - Performance Improvement Plan (PIP) required

In this system, expectations of a "3" are very high and representative of a strong, solid performer, not an average performer.

Figure 4.9 outlines how ratings were assigned to employees on the 2012-2013 year end appraisal. 35% of all ratings given were 4s, 64.5% were 3s, and less than 1% were 2s.

Evidence of Productivity and Effectiveness for Faculty - Our rigorous promotion and tenure process is an indicator of productivity and effectiveness for our

Employee Year End Appraisal Ratings Assigned Summary			
Performance Factor	4	3	2
Application of Knowledge	125	153	1
Effectiveness of Communication	66	209	4
Responsibility and Dependability	140	135	4
Quality and Productivity	123	155	1
Problem Solving	84	195	0
Flexibility/Adaptability	115	163	1
Professional Development	42	237	0
Supervision	18	64	0
Budget Management	17	35	0
Total	730	1346	11
	(35%)	(64.5%)	(.5%)

Figure 4.9

faculty. Our Senate Handbook states, "The purpose of promotion is to encourage and reward effective teaching plus professional achievement, educational growth, and productive activity for the College other than instruction," and "The purpose of tenure is to protect academic freedom and protect against capricious dismissal." To achieve tenure and be promoted, faculty must meet criteria based on time, academic experience, demonstration of professional growth relevant to teaching responsibilities, and demonstration of teaching effectiveness in student learning and student attitudes toward the subject matter and instruction. When a faculty member meets the time requirement to be eligible for a specific rank or tenure, they meet with their respective Division Chair to decide if they are ready to begin the formal process. The high rates of success in our promotion and tenure process over the past two years shows that our faculty consistently work toward productive activity for the institution, high levels of professional growth and teaching effectiveness (Figure 4.10).

Promotion and Tenure Approval Rates					
Year	Rank	No. of Candidates	Approved	Not Approved	Approval Rate
2013/14	Assistant	9	9	0	100%
	Associate	15	15	0	100%
	Full	8	8	0	100%
	Tenure	11	11	0	100%
	TOTAL	43	43	0	100%
2012/13	Assistant	4	4	0	100%
	Associate	16	15	1	94%
	Full	5	4	1	80%
	Tenure	13	13	0	100%
	TOTAL	38	36	2	95%
Note: If a candidate was seeking promotion and tenure in the same year they were counted twice; once in each category.					

Figure 4.10

Other measures for faculty: Our shared governance process provides ample opportunities for faculty to provide productive activity outside of their classrooms. Many of our faculty continue their educational

endeavors beyond the required Master's Degree. Several faculty have experienced successful application for Sabbatical Leave, either full-time for part-time and our committee structure requires that most of our faculty become involved in either Senate policy review, peer evaluation, hiring, procedure review, budget review, benefit review, and any other number of initiatives.

Professional Development allowance: All of our full-time faculty and staff have the benefit of a professional development allowance and tuition reimbursement (Figure 4.11). Members of the Senate Assembly can apply to receive Sabbatical Grants to help cover the cost of professional development beyond their PDA allowance.

Staff Group	PDA Allowance	% of Staff Utilizing All or Part of PDA 2012-2013
Administrative/Professional	$500.00	93/141 (65.96%)
Faculty	$940.00	203/221 (91.86%)
Support Staff	$275.00	38/86 (44.19%)

Figure 4.11

Each year, dollars are set aside to provide members of the Senate Assembly with the opportunity to obtain an educational grant through the Sabbatical Leaves and Grants Committee once their PDA allowance is spent. Since 2010, 81 faculty and staff have received sabbatical grant dollars to help fund professional development.

4R4. Comparison of Performance Results in Valuing People

We administered the PACE Survey for the first time in Fall 2011. The PACE Survey provides us with the opportunity to benchmark our performance against the colleges in the NILIE PACE norm base. The NILIE PACE norm base is comprised of 60 climate surveys that have been conducted at 2-year colleges since 2009. The 2011 survey results indicate that we performed better than the NILIE norm base in every category (Figure 4.12).

Table 20. **Delta College Climate compared with the NILIE PACE Norm Base**		
	DC	**Norm Base**
Institutional Structure	3.67	3.38
Supervisory Relationships	3.99	3.70
Teamwork	3.97	3.73
Student Focus	4.22	3.94
Overall	3.94	3.66

Figure 4.12

We are awaiting the final report from our administration of the PACE Survey in 2014.

4I1. Improvements in Valuing People

Since submitting our Systems Portfolio in 2010, we have continued to improve our efforts in Valuing People. In 2012, we held a Student Success Summit. Over 300 of our employees (from all groups) as well as students came together to discuss student success. As part of the summit, each employee was

asked to identify the way in which the role he or she plays at Delta College contributes to student success. This is the third summit that we have hosted at the College, providing an avenue for all of our employees to provide their input on planning at Delta College.

We have instituted a systematic approach for collecting information on employee satisfaction. The College adopted the Personal Assessment of College Environment (PACE) Survey in 2011 and plans to administer the survey on a bi-annual basis. The timeline allows us to analyze results following each administration, conduct focus groups (as needed), and develop and implement action plans to improve results.

Created in 2005, the Center for Organizational Success (COS) continues to offer training and development for all employees on our campus. More than 300 members of the faculty and staff participate in training and development sessions (including Leadership Experience and Great College) each year. The COS has increased collaboration with both the Faculty Center for Teaching Excellence (created in 1991) and Human Resources in an effort to provide excellent growth opportunities for our faculty and staff.

4I2. Culture and Infrastructure Support in Valuing People

Infrastructure for Improved Performance: We have a variety of committees and boards that set improvement goals and assess results. Our Faculty Center for Teaching Excellence has a faculty advisory board where program assessments are reviewed, employee needs are discussed, and goals are developed.

Our culture of shared governance continues to foster employee participation in the decision-making process at our college. When employees are involved in making decisions, they are more likely to actively engage in their work because they have played a part in determining the direction of the organization, and they feel valued. Since 2009, our Support Staff have been part of our Senate process and participate in the decision making Senate process which votes on policy change for all employee groups. Our Senate Assembly now consists of all full-time employees of three principal member groups (Faculty, Administrative/Professional Staff, and Support Staff) and three elected Student Senators.

The Senate Executive Board (SEB) provides a leadership role in initiating and coordinating all policy matters that come before the Senate. The Board works to proactively review and prioritize the updating of policies that govern work processes at the College. The SEB then appoints Senate committees to review and revise those policies as part of the process of continuous improvement. The Support Staff inclusion in our Senate has facilitated their feeling of value as they are now part of the college review and change process.

Category 5: Leading and Communicating

Introduction

Our institution has a long tradition of Shared Governance that assures that our faculty and staff has significant input into our decision-making process. Our leadership is integral in this Shared Governance process.

In facilitating the processes of Shared Governance and Strategic and Organizational Planning, we have multiple means of communicating with stakeholders, including information delivery through media and regular face-to-face opportunities for debate, discussion and decision making.

Our policies and requirements of oversight are monitored by the responsible leaders and communicated as needed. For example, requirements of the Family Educational Rights and Privacy Act are monitored by our contracted outside counsel and by our Records and Registration Office, published in the college catalog, and communicated to faculty and staff through seminars offered through our Center for Organizational Success. Legal responsibilities are monitored by outside counsel and by other offices directly affected. An example is our IRS requirements that are monitored by our Finance Office and our office of Institutional Advancement as well as by counsel. Our Human Resources office, outside counsel and our Equity Officer regularly provide training for faculty and staff in our legal responsibility for our institution and its employees. Training in such topics as harassment is offered through the COS. We have adopted Ethics and Conflict of Interest policies for all employees and students, and our Board of Trustees and the Foundation Board of Directors have adopted conflict of interest policies with annual review and sign off expressly for themselves. Our students and employees take seriously the responsibility of our college to our community. Our leadership encourages and supports our students' contributions through service learning across a wide spectrum of classes, and employees' active involvement in many community organizations. We encourage volunteer activity, and expect our employees to be visibly involved in community organizations and activities directly related to the work of their respective areas.

5P1. Institutional Mission and Values Defined and Reviewed

Response Addresses Core Component 1A.

Defining Mission, Vision and Values - In March 2006, we held a summit involving over 450 people including members of our Board of Trustees, community, faculty, staff and students to help draft and update our Mission, Vision and Values. This draft was reviewed by a special planning team and our college community electronically, and was then reviewed and adopted by our Executive Council, Senate and our Board of Trustees. In March 2008, we held a second summit where our commitment to sustainability was added to our Guiding Principles through a similar review process.

Subsequent Review - In January of 2012 we sponsored a Student Success Summit where 353 faculty, staff, students and Board of Trustees members congregated to review our Mission, Vision and Values for currency and relevancy. This summit resulted in a new mission statement: "Delta College serves the Great Lakes Bay Region by educating, enriching, empowering our diverse community of learners to achieve their personal, professional and academic goals." Our mission, vision and values are reviewed annually through our strategic planning process which includes members from all employee groups.

Each year, our Executive Council approves any amendments. Our Board of Trustees approves our Strategic Plan each year.

5P2. Directions of the College in Alignment with MVV and Commitment to High Performance

Response Addresses Core Component 1A and 2C and 5C.

Aligning Mission, Vision and Values - As described in Category 8, we have implemented a systemic and inclusive strategic planning process that supports our mission, vision and values, (see 8P1 response,) and is aligned horizontally and vertically throughout our organization. This process integrates environmental scanning, resource allocation and resource development and implements coordinated action plans that improve our programs and services. Action plans are measureable and benchmarked to support our commitment as we strive to be a high-performing institution. During our planning process, our leaders implement practices that encourage excellence, innovation, agility, assessment and engagement to continually improve our performance in support of our academic programming, student support services and enrollment profile.

We are governed by a locally-elected nine member Board of Trustees in accordance with the authority conferred by statute and with its policies, standards and bylaws. Each year our Board reviews and approves our Strategic Plan ensuring alignment with our mission, vision and values. Each month, our Board hears presentations highlighting student success (one of our four strategic focus areas) as a part of their standing agenda. In order to preserve its independence from undue influence, our Board has developed a conflict of interest policy that is part of their operating parameters. This policy is reviewed regularly by their Bylaws Committee, and is signed by each of our Trustees on an annual basis.

5P3. Consideration of Needs and Expectation of Current and Potential Students and Key Stakeholder Groups

Considering key stakeholder needs - Feedback on our budget and strategic planning process, as well as our development and refinement of our mission, vision and values, is continually being sought from employees, students and community members. Program advisory boards are an excellent example of how we regularly gather industry specific information from our community and business leaders.

When necessary, we recognize the need to seek external evaluation and expertise. In 2011 we hired the Clarus Group to gather data from multiple stakeholders, internal and external, as to our effectiveness and our image. We also use the Community College Survey of Student Engagement (CCSSE) every other year to gather information on how to best meet the needs of students and key stakeholders, and assess our image among student groups.   Just this past year, we contracted with SEM Works to evaluate our enrollment management processes, and we have recently administered an internal survey by PACE to gather employee satisfaction information.

Recommendations from these reports are shared with every employee group and aligned with our strategic plan and budgeting process. Recommendations are then prioritized and action plans are developed appropriately.

5P4. Leadership for Future Opportunities and Building and Sustaining Learning Environment

Focused Planning: We have continued to focus our strategic planning process and our budget process on the major initiatives as outlined by our President, Director of Planning, Environmental Scanning Team, and Director and Institutional Research. At each of these levels of planning, teams made up of leadership from each of our employee groups and members at-large, are instrumental to this process.

Our President is co-chair of our Strategic Planning and Institutional Effectiveness Steering Committee with our Director of Institutional Effectiveness, who also holds the title of Assistant to the President. Our President receives recommendations from our Executive Council, Budget Cabinet and the Leadership Team comprised of our three Vice-Presidents. Ad hoc committees and task forces are formed when appropriate by our President to provide information and recommendations.

Our Office of Institutional Research, which reports to our Director of Institutional Effectiveness, conducts surveys (current student, faculty/staff, graduates, former students, and employer), program needs studies, evaluation surveys for current programs, and student success studies for various courses and disciplines. Every other year, this office also conducts the Community College Survey of Student Engagement (CCSSE), the most recent in 2013.

Our Executive Director of Institutional Advancement, Director of Corporate Services, and Dean of Career Education and Learning Partnerships maintain contacts with businesses at the local and state levels for regional economic development. Contacts with legislators at the state and federal level are maintained by our President and our Executive Director of Institutional Advancement. Our President and other administrators are active in state and national organizations to identify trends, legislative initiatives, and new opportunities.

5P5. Making Decisions and Carrying Them Out

Response Addresses Core Component 5B.

Inclusive decision making - Our Board of Trustees is the final legal authority for the college, and major decisions must be approved by the Board. Our shared governance process is a long-standing, well embedded part of our culture. We have been recognized regionally and nationally for our inclusive governance and decision making processes. Our Board receives input from our President, Executive Council, our President's Leadership Team, Budget Cabinet and our Senate. Our President and Executive Council receive input from various sources, including our Senate, its standing committees such as FEC, SEB, SSEC, and ECAPS, and ad hoc committees. Our Senate includes faculty, staff, administration and students. The process for procedure development, review and revision is described in the Procedures Manual (see https://myportal.delta.edu/collegeinfo/procmanual/Pages/default.aspx).

Our President and Executive Council use environmental scanning and surveys from Institutional Research and external sources to determine the needs of our students, staff and community. In some instances, we have used summits to gain input from all stakeholders.

Councils, sub-councils, and teams work collaboratively to make recommendations and decisions at various levels across our college. These include:
- Academic Council – meets twice a month
- Budget Cabinet – meets bi-weekly
- Curriculum Council – meets monthly
- Executive Council – meets bi-weekly
- Council of Chairs – meets weekly
- President's Forum – meets monthly
- Joint Leadership – meets bi-weekly
- Student and Educational Services Managers – meets bi-weekly
- Student and Educational Services Division – meets quarterly
- Business and Auxiliary Services Managers – meets monthly
- Investment Committee – meets quarterly

- VPs with President – meets bi-weekly
- Strategic Planning and Institutional Effectiveness Steering Committee – meets bi-weekly
- Senate – meets monthly
- Faculty Executive Committee – meets monthly
- Senate Executive Committee – meets monthly
- Executive Committee for Administrative/Professional Staff – meets monthly
- Executive Committee for Support Staff – meets monthly
- Academic Divisions – meet monthly

Each of the groups listed above contribute to the decision-making process for our institution. The process takes a variety of forms appropriate to the situation encountered. In some instances, an initial exploration or recommendation is made by our faculty or staff, subject to the endorsement of our President and the Board. In some cases, our student leaders bring forward recommendations that can lead to significant change. Our process focuses on inclusivity and collaboration, and although decisions are not always made in a democratic process, they are made by the appropriate individual or group with input from the faculty and staff.

5P6. Use of Data in Decision Making Processes

Response Addresses Core Component 5C.

Using Data in Decision Making - We use data and the results of data from many sources including:
- Strategic plan key performance indicators
- In-house surveys of our employees, graduates and transfer students
- Third-party surveys such as Clarus and CCSSE
- Program reviews
- Colleague generated enrollment and registration data
- Surveys, trends and research of state and national organizations such as MCCA, AACC, ACCT, the League for Innovation in the Community College
- Legislative reports, surveys, and bills

Our Office of Institutional Research creates and maintains electronic dashboards that allow all employees to access and use data on a regular basis.

Our representative to the League for Innovation gathers comparative information and data from other League colleges. We also use comparative data from the National Community College Benchmarking Project and the State ACS Report to compare with our peer colleges.

The following reports are generated and distributed to the decision-making unit as appropriate:
- Action project updates
- Financial reports
- Reports from outside consultants such as the Clarus Report -Used by Executive Council in strategic planning
- IPEDS-Report of student enrollment, graduation rates and demographics
- Graduate follow-up information
- General Education Skill Level Prerequisite/Student Success Report
- Financial and account data on Colleague 24/7

Continuous Improvement - We continue to move toward systematic data collection and analysis processes to help us make data informed decisions regarding our initiatives. Our dashboard has been expanded to provide greater access for all employees through inclusion on our portal, and to generate relevant reports to support the data. These reports are monitored regularly by those who need information to make well-informed decisions. Examples of these data and reports include: new student applications, market penetration, enrolled credit hours, enrolled unduplicated headcount, student success, student persistence, degree completion and occupational student placement rates. External reports on returning student applications, student enrollment profile, enrollment by first active major and student enrollment by semester are also easily accessible.

We are currently working with our Office of Information Technology to implement a three-level plan to make data available, and deliver appropriate data tools for faculty and staff in decision making. We have recently switched to SQL-based data tables for use with Colleague, which makes it much easier to generate lists and reports using a tool called ReportBuilder. We have also recently contracted with Blackboard Analytics to develop data cubes from our Colleague data that allows us to use ProClarity database tools. We will shortly replace our current dashboard system with a PerformancePoint dashboard, which will allow everyone in our college to access data, tools and reports.

5P7. Communication Between and Among Institutional Levels

Levels of Communication - Effective communication is important to us and takes place in a variety of forms, from official communication channels, to more informal email lists for each employee group. Official communication takes place through an all-staff daily e-newsletter (the Daily Difference), all-staff email list (Delta-L), monthly shared governance meetings (Senate) and regular departmental meetings where information is shared and input is welcomed.

In recent years, we put into place a SharePoint portal system to heighten effective and efficient communication among students, faculty and staff. All of our departmental processes and forms can be found here, and this environment allows for employee committees and teams to disseminate information and collaborate on shared documents.

In addition to our electronic communication tools, as mentioned earlier, we have a culture of shared decision making, which is often accomplished through multi-departmental, face-to-face meetings. In all of these activities, we encourage two-way communication with our stakeholders in an effort to support the free-flow of ideas toward continuous improvement and student success.

We also have many events that encourage communication and sharing by faculty, staff and community and Board members. These include Fall Learning Days, the annual President's Breakfast, Ice Cream Socials, the Great Teachers and Great College Seminars and our Employee Awards Banquet.

5P8. Leaders' Communication of a Shared Mission, Vision, and Values

Response Addresses Core Component 1B.

Leadership Communication Avenues: We have various avenues for our leadership to communicate our mission, vision, and values, insuring that we focus on the characteristics of high performance organizations.

Our President and Executive Staff lead in sharing of values in various public forums like our summits, Board of Trustees meetings, State of the College addresses, strategic planning meetings, through the budget planning process, and in our Senate meetings.

Our leaders and elected representatives of employee groups communicate the mission, vision, and values through employee forums, department and division meetings, staff in-service days, professional development forums, and shared governance.

Our new employee orientation is built upon our mission, vision and values and strategic focus areas. New employees begin their orientation experience with a breakfast with our President where our mission, vision and values take precedence in the agenda.

In many of our common areas, like our Board Room and our staff break room, our mission, vision and values are posted as a reminder of their importance in our culture.

Our office of Marketing and Publications and our office of Institutional Advancement communicate the mission, vision and values of the college to the Great Lakes Bay Region and major donors through regular publications, the college web site, inclusions in local print and electronic media, and our own broadcasting facilities.

This entire structure encourages constant re-evaluation and a culture of continuous quality improvement.

5P9. Development of Leadership Abilities and Sharing of Leadership Knowledge and Skills

Response Addresses Core Component 5B.

Leadership encouraged and developed - We encourage, develop, and strengthen leadership among our faculty, staff, and administrators in a variety of ways. Our Senate is unique in that it includes faculty, Administrative/Professional staff, students and Support Staff. Our shared governance Senate process has been in existence since the College's inception in 1961. These processes provide opportunity for faculty, staff and students to be involved in decision making processes for the institution. The Senate presidency is rotated among faculty, Administrative/Professional staff and Support Staff. Elected committees include the Senate Executive Board, the Faculty Executive Committee, the Executive Committee of Administrative/Professional Staff, Support Staff Executive Committee, Sabbatical Leaves and Grants Committee, and Faculty Salary Committee. Five additional standing committees are in place and ad hoc committees are formed as necessary. This results in a structure that provides ample opportunity for involvement, leadership, and communication.

Faculty Leadership - Leadership is strongly encouraged among our faculty. As our faculty move through the ranks of promotion, leadership is increasingly essential. It is important at the Associate Professor rank and is required for promotion to Full Professor. Many of our faculty demonstrate leadership through shared governance, but leadership is increasingly demonstrated in other ways. Servant leadership has gained wide acceptance. Many of our faculty have chosen to accept administrative, release-time projects that enable them to develop in ways other than teaching. Some become division chairs and are provided the opportunity to attend the Chair Academy, a year-long practicum focused on leadership development. Some go on to become deans and vice presidents, which involves extensive involvement in and leadership of various councils and committees. Of note, three of our past academic Vice Presidents were former faculty members, division chairs, and deans.

Leadership college-wide - Our Center for Organizational Success provides an avenue to strengthen our "Culture of Learning." It provides professional and organizational development resources for all of our employees (4P9). We have always encouraged risk taking and innovation. Our transition from teaching-centered to a learning-centered institution has resulted in a change from "Fall Conference" (three days

of keynote addresses, workshops, and events primarily for faculty development), to "Fall Learning Days" (three days of programs and events for all employee groups of a Learning College). As each new academic year begins, "Fall Learning Days" provides an important avenue for faculty, administrative and professional staff, and support staff to share in leading and learning together.

Our Human Resources Department provides semi-annual supervisor training which includes leadership and management skills, human resource and compliance information and updates that may directly or indirectly impact our employees.

See 4P9 for description of additional avenues of sharing leadership best practices, knowledge, and skills.

5P10. Leadership Succession

Assuring Commitment to High Performance - Our mission, vision, and values are approved by our nine member Board of Trustees whose six-year terms are staggered to provide stability in leadership. At most, only three of the nine members' terms expire every six years. At our Executive level, leadership development opportunities are provided and encouraged.

Succession Planning - Although no formal leadership succession plan has been adopted, our President is working with our Center for Organizational Success to review best practices and develop a comprehensive plan. This plan will include mentorin, and a process for replacement of our President and upper level administrators in the case of unexpected circumstances.

5R1. Performance Measures Collected Regularly

Measures of Effective Leading and Communicating – We administer the Personal Assessment of the College Environment (PACE) survey as a means to collect and analyze information regarding our processes for leading and communicating. The survey is administered on a bi-annual basis to allow time to take action to improve results. This survey was administered in the fall of 2011, and again in the winter of 2014.

When the PACE survey was administered in 2011, all of our 1,094 employees were given the opportunity to complete it. The return rate was 55.3%, or 605 respondents. Our overall results indicated a "healthy climate," and a "high consultative" system, with a mean score of 3.94. We are awaiting the results of our winter survey. At this time, we do know that we had a 48.2% response rate for this administration.

As before, when we receive the most recent results, we will analyze and compare them with the current survey and develop plans for change and improvement if warranted.

Student Feedback - We also collect information from our students regarding our leadership and communication process through CCSSE, which we administer every other year. Sixty-four percent of our students who participated in the most recent CCSSE survey (2013) indicate positive response indicating our administrative personnel and offices were helpful, considerate and flexible. This is above the 63% in other compared large colleges, and equal to the 64% for this category in the entire 2013 CCSSE cohort.

5R2. Performance Results for Leading and Communicating

NILIE - Evidence of results for leading and communicating processes and systems can be cited from the National Initiative for Leadership and Institutional Effectiveness (NILIE). The following are excerpts from our report received from NILIE following the 2011 administration of our PACE survey:

"The PACE instrument administered at DC included 55 total items. Respondents were asked to rate items on a five-point satisfaction scale from a low of "1" to a high of "5". Of the 55 items, none fell within the least favorable category identified as the Coercive range (rated between 1 and 2) nor within the Competitive range (rated between 2 and 3). Thirty-two fell within the Consultative range (rated between 3 and 4), and twenty-three composite ratings fell within the Collaborative range (rated between 4 and 5).

At DC, the overall results from the PACE instrument indicate a healthy campus climate, yielding an overall 3.94 mean score or high Consultative system. The Student Focus category received the highest mean score (4.22), whereas the Institutional Structure category received the lowest mean score (3.67). When respondents were classified according to Personnel Classification at DC, the composite ratings were as follows: Adjunct Faculty (4.09), Administrative/Professional (3.91), Corporate Services (3.62), Facilities/Food Service (3.62) Full time Faculty (3.89), Part time temporary (3.97), and Support Staff (3.97)."

5R3. Comparative Results

Comparisons – Additional information gained from our NILIE final PACE report demonstrates how we compare with the national norm base.

Table 20. Delta College Climate compared with the NILIE PACE Norm Base

	DC	Norm Base*
Institutional Structure	3.67	3.38
Supervisory Relationships	3.99	3.70
Teamwork	3.97	3.73
Student Focus	4.22	3.94
Overall	3.94	3.66

Figure 5.1

"Table 20 [figure 5-1] shows how DC compares with the NILIE PACE Norm Base which includes approximately 60 climate studies conducted at two-year institutions since 2009. These studies include small, medium and large institutions. Institutions range in size from 1200 credit students on one campus to 22,000 credit students enrolled on multiple campuses. The Norm Base is updated each year to include the prior 2-year period. Normative data are not available for the Customized climate factor area developed specifically for DC."

5I1. Improvements in the Areas of Leading and Communicating

Senate Assembly Expansion - Our Senate Assembly and Senate expanded by a vote of the Senate to include our support staff employee group. This added eighty-seven more voices to our shared governance process, and the input and decision making and provided many additional leadership opportunities for this group. They are now an instrumental part of our policy and procedure review process, and continue to lead many efforts in review and revision of their own policies for inclusion in our Senate Handbook.

Alignment of Processes - Soliciting employee input and satisfaction is important to our success, and as a result of an AQIP Action Plan, a regular cycle has been implemented using the PACE survey. We saw additional systematic and comprehensive improvement with the alignment of our AQIP action plans and process with both our strategic planning and budget planning processes.

Greater Collaboration - With the hiring of both a new Director of Human Resources and Manager of our Center for Organizational Success, we are seeing much more collaboration between these two offices, which is creating a diversity of opportunities for all of our employee groups and includes broadened

employee orientation, employee mentoring, additional leadership training and greater understanding of the significant and important role all of our employees play in the success of our students.

5I2. Culture and Infrastructure Influence on Leading and Communicating

Infrastructure for Inclusiveness and Leadership - Our Shared Governance process works within our Senate through ad hoc committees addressing specific policy issues, standing committees, including the Sabbatical Leaves and Grants Committee, College Calendar Committee, Human Relations Committee, Senate Publications Committee, Special Projects Committee, and the Student Senate Liaison Committee. We also have committees with elected representatives that include our Faculty Executive Committee (FEC), Executive Committee of Administrative and Professional Staff (ECAPS), Support Staff Executive Committee (SSEC), and Senate Executive Board (SEB).

These committees provide structure for communication regarding issues and proposed changes and the processes to be used to address them. Our shared governance process also works beyond the College Senate through appointed ad hoc committees and task forces. Each of these bodies provides a structure through which we can identify and address processes that need improvement.

Category 6: Supporting Institutional Operations

Introduction

Our strategic planning process has identified four strategic focus areas that guide the development of departmental goals and departmental strategic action plans. The focus areas are Student Success, Community Focus, Resource Effectiveness and Sustainability, and People Focus. Current operational actions in support of strategic action plans align with our mission and values and strategic focus areas.

Our Auxiliary Services (bookstore, fitness center, printing services and food services) assess their services on an annual basis. They use and analyze student feedback and comparison of industry standards to guide their programming with an emphasis on our strategic focus areas. Our facilities management considers their operations in comparison with other community colleges of like size and demographic and industry standards, and our finance department compares itself with Michigan community colleges through their professional association to assure that our operations support our four major strategic focus.

In support of student success, we look to our student services areas for meeting student needs, as well as compare ourselves with like colleges in terms of student perceptions of their experience, while they are with us. In support of community focus, we have concentrated greater effort on our dual enrollment initiative, and have enhanced our ability to better reach out community through easier and better access through our website and marketing initiatives. Our efficient use of resources and sustainability continues to be a major initiative for us. We continue to look for better ways to schedule courses to provide greatest student success, while maintaining optimum efficient use of our physical environment in a sustainable and responsible way. In maintaining our strong focus on our people, we continue to look for opportunities to be the best that we can be in all areas through heightened professional development and cross departmental communication and collaboration.

6P1. Identification of Support Service Needs of Students

Identifying Support Needs of Students -We identify support services needs of our students through informal feedback from direct interactions with students, and formal feedback through annual surveys, comment cards and special surveys. Enrollment statistics, faculty input, suggestion boxes and intake procedures in most of our student services offices provide additional valuable student need information.

We continue to administer the CCSSE survey on a by-annual basis. Data obtained from this national survey provides benchmark information to compare with other colleges and universities, and helps us identify trends when compared to previous survey results. These surveys also provide information regarding the relative importance of various support services available for our students. Concerns identified in these surveys have led to the creation of processes, like the Virtual Lobby, that allows us to track in-person student contact and helps us understand why our students seek our services. This information is tracked in all of our main campus student services offices, as well as our student tutoring center in our library and our Saginaw Center. This process provides information that helps us adapt our processes to the specific need of the student.

Our Registrar's Office uses data phone reports to assess peak call times and volumes. This has led to the creation of a "micro" call center where staff members in this office rotate their work hours dedicate two hour time blocks to solely address incoming calls. We have added student employees in this office area

to better meet needs. Further, a Registrar's Technologist position was created in April of 2012 to help raise the technical skills of staff, and provide greater collaboration with onsite IT services provided by our IT Contractor, Ellucian. An additional support staff position was created in November of 2012 to facilitate timely graduation audits and affiliated activities.

Our Financial Aid office has also implemented data collection of daily phone calls. This data reflected high volume calling between the hours of 4:30 and 6:00 p.m. As a result, staffing was increased to address this during these hours. Data is also gathered on peak front counter traffic, which helps us plan for the shifting of employee hours. Financial Aid regulatory changes have resulted in significant increases in workshops and presentations for parents and students.

Significant changes have been made to the physical office space that houses Financial Aid, Admissions, Counseling and Advising, Enrollment Management and Disability Services based on information received regarding the inability of students to connect with crucial student services staff. Work stations for all front-line staff now face toward the reception area for improved communication and customer service.

Our newly created Veterans Services area scans environmental and enrollment data to guide the provision of resources and services for our Veteran students, as well as their dependents. Expanded services that include benefit research, application, priority registration as well as vocational and educational counseling is now being offered in an enclosed, confidential space.

 "Enrollment Gold" forms are now being used by our student services offices that provide information on first time student inquiries. These inquiries are now followed-up with a thank you letter and a request for additional information. We plan to use this information to determine applicant and registration yield rates.

Identifying Support Needs for other Stakeholders - Our Colleague software queries are used to collect statistical information on students and stakeholder groups that identify support service needs. Data is gathered on the frequency of web services used, web pages visited and questions submitted via the help options on our website. Responses to the help options questions are provided within 24 hours, and this data is very useful in assessing student as well as other stakeholder service needs.

Our sponsorship of internal and external events including college nights, career fairs, and high school financial aid nights provide opportunities to gain feedback from parents, counselors and students. Meetings with area employers, agencies, advisory committees, K-12 staff, and transfer institutions provide additional information on anticipated support needs of incoming dual-enrolled and graduating students, transfer students' requirements, and employer needs as well as expectations of our programs and graduates.

6P2. Identification of Administrative Support Needs of Faculty, Staff and Administrators

Instructional Support Needs – Technology, professional development and classroom support needs are identified through employee surveys, budget requests and environmental scanning. Our recent renovation of our Health Professions Building was a result of the faculty and community recognition of new technology and innovations in the Health Education field that necessitated updated technology, equipment and processes. Often these types of upgrades are determined through our advisory board process, and in this case, the work of faculty in their fields and through student clinical placements. Faculty technology needs are addressed through our IT Committee and faculty requests, as well as our computer replacement cycle and classroom technology replacement cycles that have been established in our strategic planning and budgeting processes.

Auxiliary Services - We have auxiliary departments that include our bookstore, foodservice, printing, and fitness & recreation center that use customer comment cards, annual internal student, faculty and staff surveys, national CCSSE survey results, an internal secret shopper program, and feedback through websites and Facebook to assess current customer needs. Printing Services sends customer satisfaction surveys with completed work orders. Our Fitness and Recreation Center (FRC) has an advisory committee made up of its members who provide input on policies and procedures, facility operating guidelines and suggestions for programming and services.

Facilities Management - In addition to staff surveys, our Facilities Management Division relies on a written project approval process to establish need. They also have a comprehensive process for development of a Facility Master Plan and a Landscape Master Plan, and major project renovations. Other important sources include annual inspections, preventative maintenance programs, and environmental and building construction compliance processes.

Public Safety - Our Department of Public Safety relies heavily on daily activity logs, dispatch logs, environmental scanning and direct feedback from its officers.

Finance Department - Our Finance Department collects needs data through annual satisfaction surveys; service requests by walk-in visitors, phone, and electronically as well as obtains feedback through conducting annual performance reviews with preferred vendors.

6P3. Design, Maintain, and Communicate the Key Support Processes Contributing to Everyone's Safety and Security

Crisis Management - We have a Crisis Management Team that conducts evaluations of various risk, safety and security matters, and developed an Emergency Response Manual and Quick Reference Guide, which is communicated through an electronic awareness program, published on both internal and external websites, and distributed hardcopy. Our Crisis Response Team has been assigned and trained, and we have designated safety ambassadors. Signs, flyers and brochures are circulated and training is conducted using nationally recognized programs. Our Crisis Communication Plan is a blueprint documenting protocol for informing students, the public, and the media of potential threats. Members of our staff periodically participate in hostile intruder simulations, and emergency alarm drills, in compliance with state regulations. Two-way radios are used daily for safety-related communication between Facilities Management, Public Safety and in the evening, an executive night administrator. Phones with direct access to Public Safety have been installed in every classroom, and classroom doors all lock from the inside to facilitate safety from a hostile intruder.

Title IX - We have a Title IX coordinator who recently formed a team to help with Title IX compliance in nondiscrimination on the basis of sex in educational programs and activities receiving federal financial aid assistance. This team consists of six members who represent stakeholders across the campus community. This compliance team meets regularly and monitors our efforts to comply with and carry out responsibilities under Title IX, and implements regulations as well as investigates Title IX complaints, addresses the issue, and determines resolution and next steps when warranted.

Behavioral Intervention - We assist faculty, staff, and administration in promoting a safe environment and addressing student behavior which may be disruptive, intimidating or threatening to others. We have created a Behavioral Intervention Review Board Handbook that outlines a formal process for greater communication, collaboration and coordination of concerns regarding inappropriate student behavior.   The handbook was developed in accordance with the *College and University Behavioral Intervention Team (CUBIT)* model, introduced by the National Center for Higher Education Risk

Management, in response to the Governor's Panel Report on the Virginia Tech shootings and the *Assessment-Intervention of Student Problems (AISP)* model introduced by Ursula Delworth.

Safety Procedures - Our Facilities Management Division administers our Right to Know Program. MSDS sheets on all hazardous materials on campus are maintained and updated. Our Food Services Division completes County Health Department inspections twice annually, documents safety policies and procedures in an operational manual, and key members of the staff are ServSafe certified. Annual training is provided for Facilities Management, Public Safety and Food Services staff members.

6P4. Manage Key Student, Administrative, and Institutional Support Processes Day to Day

Assessing Feedback - All of our departments routinely review the feedback received from students and stakeholders and incorporate changes in their processes, planning, and programming based on the feedback. As stated in 6P2, many departments have adjusted the level of staffing and hours of service to best suit schedules of students and other stakeholders for various service needs including Admissions, Registration, Financial Aid, Cashier and Student Finance, the LLIC (Library Learning and Information Center), Student Engagement, Bookstore, Food Services, Fitness & Recreation Center, Athletics and Intermural Sports Clubs. We track daily service usage and requests for dollars and event scheduling for needed change. We have created many web-based forms for requests by students and staff. A web-based communication management tool is used for contact with students, and in applications used by Human Resources.

Electronic Processes Enhanced - In addition to the above mentioned web-based communication management, since May of 2012 our Registrar's Office has converted many key forms to an online format, which has improved access for students, and efficiency for all those involved in the process. High volume forms, such as our instructor initiated withdrawal, graduation application, grade change, graduation requirement requests and profile change forms have increased the timely communication and change of key student needs. This has reduced student inquiries for the Registrar's Office and allowed the management of several thousand documents since its inception.

Marketing Enhancements - As a result of monitoring efforts by our Financial Aid Office, a new marketing campaign was implemented this past year that includes additional phone calls to current and potential students, mailings sent to student's last known address and emails throughout the spring and summer encouraging student registration.

IT Tracking - Our Office of Information Technology tracks every help request from faculty, staff and students by assigning a help ticket, and once the issue resolved and closed, a satisfaction survey is sent electronically to gather feedback on the service and process. Results are tracked and reported monthly.

Auxiliary Tracking - In our Facilities Management Division, work orders are written and tracked daily, and energy management systems, lighting controls and fire alarm controls are monitored. Our Bookstore, Food Services, and Fitness & Recreation Center implemented a Secret Shopper Program; each "shop" is recorded, scored, and reviewed. Concerns are addressed immediately with corrective action taken if necessary. See assessment results in Results section.

6P5. Document Support Services to Encourage Knowledge Sharing, Innovation, and Empowerment

Budgeting Processes - We have a decentralized approach to budgeting and financial expenditures. Each of our cost center managers have authority to spend and move budgeted dollars within and between

cost centers during the year to meet departmental needs. Our real -time online financial reports are available for managers to use in decision making, and a written quarterly and annual budget accountability process ensures accountability and responsibility in financial management at the departmental level.

Student Services Processes - We monitor student success statistics in grade achievement and course completion. Various program participation results and associated expenses are compiled by departments in quarterly and annual reports which are shared across departments for possible collaboration or change. CCSSE survey results are shared at division meetings, staff meetings, and board meetings. We gather suggestions and questions to obtain different perspectives and encourage innovation and improvement. Support processes are examined internally through the extensive use of process mapping, informal colleague based surveys, and with semi-annual meetings, like the joint meeting between Student and Educational Services and Academic Services that provide collaboration which increases student success.

Our Admissions Office, as mentioned earlier, reaches out to students through thank you notes and follow-up phone calls to students who have used their walk-in service. They also make phone calls to students who are admitted in an attempt to help them make the next step of registration.

Auxiliary Services Processes - Our auxiliary services units annually complete trend analysis of college surveys, quarterly Secret Shopper reports, and a comprehensive strategic planning annual report, which includes key performance indicators (KPI) results for each initiative, the status of all action plans, progress reporting on each continuous quality improvement (CQI) initiative, benchmarking to industry standards and a summary of accomplishments. A Bright Ideas program was implemented to encourage employee ideas for departmental process improvements.

Administrative Support for Processes - For the past nine years we have participated in the national Continuous Quality Improvement Network (CQIN), and our President has created and funded an Innovation Incubator that provides grant funds to support new innovations.

Shared Governance – Knowledge sharing and employee empowerment is inherent in our shared governance Senate process, which affords all assembly members the ability to discuss, and provide input for Senate policy change and development. This process is discussed in more depth in 9P7.

6R1. Measures of Student, Administrative, and Institutional Support Services

Our Office of Institutional Research uses Colleague as an Enterprise Resource Planning System. A data warehouse and institutional dashboard is used by academics, student services and administration. We participate in multiple required and voluntary national reporting activities including IPEDS, Perkins, National Student Clearinghouse, National Community College Benchmark Project, Achieving the Dream and the Voluntary Framework of Accountability.

Measuring Success of Services - The data we collect and analyze to measure and evaluate support service processes include grades, progress reports for special populations (dual-enrolled students, athletes, disability service students, etc.), surveys specific to an event or service, graduate follow-up surveys or clearinghouse data, cost analysis (for events participation or special services such as note takers and special needs equipment), and curriculum and program requirements for Perkins programs. Feedback from staff, students and community is also collected (through staff meetings, surveys, and virtual lobby data) and analyzed.

Admission Office Assessment: Our Admissions Office tracks applications by student characteristics such as gender, ethnicity, age, program code, COMPASS testing, ACT and SAT scores. They compute yield ratios and analyze student flow, demand for services, and revenue generated. Statistical reports of wait-list enrollments, sections offered, registration method used, prerequisite waivers, and tracking of drops and adds and deregistration for non-payment are all completed each semester, and appropriate action or process change is determined. We send an annual graduate follow-up survey, and information collected is reviewed, shared with on campus stakeholders, in our communities and with potential students. ISIRS are tracked for numbers and trends, as are statistics on financial aid and loan applications received, processed and awarded.

Instructional Support Assessment - Our E-learning Office has a 13 year history of online course enrollment trends and student success rates in online learning environments. Our LLIC routinely surveys student satisfaction with various service, and tracks student use of their facility and services. LLIC information is included in 1R5.

Financial Assessment - Our Finance Department collects and analyzes cash flow data for development of cash management and investment schedules in order to meet disbursement requirements and maximize investment returns. They also analyze independent and external audit reports, annual financial results of operations and fund balances in total and by department. An annual student satisfaction survey is conducted for finance, cashier and student services. State of Michigan ACS reports that compare various financial data for all Michigan Community Colleges are analyzed annually. Annual reports of cost center budgeted and actual spending are evaluated for overspending and under spending and the results are reported to our Budget Cabinet and Executive Council.

Our Finance Department also collects detailed tuition and fee information for all Michigan community colleges and develops a comparison report for all categories, as well as a total cost comparison for a fixed freshman schedule for each institution. This information, as well as other state and national trend data and local area university tuition and fee schedules are analyzed, and used annually in the development of tuition and fee recommendations.

Auxiliary Assessment - Auxiliary areas track inventory, sales percentages, sales per FTE and credit hour, return percentages, buyback revenue, wholesale commissions, book adoption percentages, publisher status based on payment discount and returns, online order fulfillment, and various financial results and ratios.

6R2. Performance Results for Student Support Services

E-Learning - In our E-learning Division, 100% of Learning Management System "Help Desk" support requests are answered. Enrollment in our online environment has an average growth rate of 21% per year over the last five years. INET course pass/success rate has averaged 81% over the last three years. A 2012 AQIP action project goal was set to reduce the 5% performance gap of students between our eLearning offerings, and our face-to-face offerings, through greater faculty professional development and enhanced student support in eLearning courses. As a result of this goal, 100% of our faculty who teach on line are now certified through our

Success Rate Comparison			
Year	Traditional	Blended	Online
2006	79%	78%	73%
2007	77%	77%	71%
2008	76%	79%	71%
2009	81%	81%	76%
2010	83%	84%	78%
2011	83%	86%	81%
2012	83%	84%	81%
2013	83%	84%	81%

Figure 6.1

internal certification process, and have taken a semester long course on providing effective on line courses. By the end of the project, results showed that the 5% gap in student performance had been reduced to 2%. We continue to monitor success in our on line offerings (Figure 6.1).

Virtual Lobby - Our Counseling and Advising Departments implemented a Virtual Lobby to manage student flow and wait time for services. Wait time had been up to 2 hours, and has been reduced to 40 minutes.   This area has also recently implemented a pager system (similar to restaurants) that allows students to access other support systems while they wait for service.

Dual Enrollment - We established a goal to increase our dual enrollment headcount by 10%. Through improved customer service and communications for students, parents, and high school counselors, dual enrollment has increased from 124 in 2009, to 381 for 2011, and 474 by 2013.

Financial Aid – Beginning in 2009, Financial Aid and Finance implemented electronic transmittal of student Stafford loan disbursements. Students no longer wait in line to pick up checks for their loans. This change allowed us to process increased volume of student loans without added staff. Student loan volume increased from $9 million for 2,556 students in 2008-2009 to $12.9 million for 3,203 in 2012-2013. Student loan default rates have increased from 7.8% to 16.5% from 2007 to 2010 (2007 rates are based on a 2 year cohort default rate and 2010 rates are based on a 3 year cohort default rate). In comparison, the 2010-2013 year cohort default rate average for Michigan community colleges was 21.3%.

Student Retention - We have a Student Retention Office that has a number of new and expanded services for the support of our students. Our Early Alert system, where faculty members who teach developmental courses refer struggling students for advising support and referral to other support services, has now been expanded for all faculty in all of our courses. We also have expanded developmental education services, and expanded services through our LLIC discussed in Category 1. Student Retention Data is shown in Figure 6.2.

% of FTIACS (First Time In Any College Student) Returning Fall Semester to Fall Semester, excluding Degree Recipients					% of All Students Returning Fall Semester to Fall Semester, excluding Degree Recipients, Dual Enrolled and Guests			
Cohort	10/FA	11/FA	12/FA	13/FA	Cohort	1st Fall	2nd Fall	% Return
09/FA	68.24%	46.86%	30.78%	19.59%	09/FA	9430	5086	53.93%
10/FA		70.44%	48.30%	30.38%	10/FA	9444	5000	52.94%
11/FA			63.19%	44.08%	11/FA	9451	4962	52.50%
12/FA				69.06%	12/FA	8703	4659	53.53%
Type I report will be updated at the fall count day. It was last updated on 9/15/2013					Type II report will be updated at the fall count day. It was last updated on 9/15/2014			
1st Year Goal: Return Rate between 65% to 80%					Goal: Return Rate is between 4yr average -1 to +3%			

Figure 6.2

Student Orientation - In the summer of 2012 we piloted a face-to-face orientation for all of our new students. Prior to this, students had the option to complete orientation online. Data from this initial pilot revealed increases in student retention and success compared to students in that same semester who did not participate. In June of 2012, this pilot became a part of our processes. As of this date, we have seen an average grade point increase in students who participate from those who do not, from 2.23 to 2.74.

Men of Color - In fall of 2013 we became involved in a national initiative called Men of Color, through the Kresge Foundation, that is designed to improve the retention of Hispanic and African American male students. Although this initiative is in its infancy, we have high hopes that our next portfolio will show grand success.

6R3. Performance Results for Administrative Support Services

Auxiliary Services – Each of our auxiliary services, (bookstore, fitness center, food services and printing) gathers and analyzes information from student and faculty and staff surveys, and compares themselves to industry standards to plan for future needs and changes. Figure 6.2 is a sample of data they consider from the student survey.

Question on Survey	% Answering Average Or Above
Bookstore – How would you rate overall customer service?	92.7%
Fitness Center – Satisfaction rating for students identified as users	100%
Food Services – Overall quality	94%

Figure 6.2

Facilities Management - Our comprehensive planning and budget process, including development of a State of Michigan Five-Year Capital Outlay Plan, and the establishment of long range Facility Master Planning lifecycle replacement and funding mechanisms, has allowed the college to invest its own resources along with State matching and Federal funds totaling $100 million to build, renovate and update the 1961 campus and center facilities and infrastructures to current standards for learning effectiveness without incurring or carrying any debt. Our Facilities Management's work order database indicates that 98% of urgent needs are taken care of the same day. The other 2% are items that take longer to repair or need parts that are not in inventory.

6R4. Use of Information and Results to Improve Services

Student Services - Financial Aid tracking information has been used to create innovative ways to help students complete the FAFSA application, help the department process applications faster, determine when additional staffing and training is needed. Counseling/Advising and Career Services, the Bridge Program, Disability Services, tutoring services, Admissions and our Saginaw Center use its virtual lobby information to decrease student wait time for services. The implementation of our pager system has maximized student access to other services.

It was the use of data that provided the justification for additional funding for student activities, clubs and organizations, and led to a reorganization and development of our Office of Student Engagement to better serve students.

Auxiliary Services – Please see 6R3.

LLIC – Our Library Learning and Information Center uses student tracking and student success data to make programmatic changes in their services. This is discussed in depth in Category 1.

Course Scheduling – Our Division Chairs, in collaboration with our Scheduling Coordinator and our Dean of Academic Systems, track student registrations and course fill rates and waitlists to provide the most comprehensive and convenient schedule possible for student success. This process is described in 1P12.

Finance Office - Our Finance Department and Budget Cabinet use a multitude of comparative tuition and fee data to evaluate and discuss the philosophical basis for the tuition and fee structure, the behavioral and student success related modifications desired, and the economic impact on various students and the institution in order to develop the annual tuition and fee recommendation to the President and Board of Trustees. We use MCCBOA (Michigan Community College Business Officers Association) surveys to evaluate various financial practices and potential areas for process improvements.

6R5. Comparative Performance Results

Facilities Management Comparisons - Utility usage is tracked and analyzed for implementation of improved processes to reduce use and costs. During spring and summer semesters, classes are scheduled in locations that allow the shutdown of certain HVAC and air handling units in unused spaces. Numerous energy efficiency efforts across the college result in Delta having among the lowest energy cost per square foot in the State (Figure 6. 3).

Year	Energy Cost Per square foot	State Average	ACS Group 3 Community College Average	Rank Among 28 Michigan Community Colleges
2011-2012	$1.1901	$1.6569	$1.7905	5th Lowest
2012-2013	$1.3019	$1.6140	$1.6483	8th Lowest
Physical Plant Cost per square foot				
2011-2012	$4.74	$6.29	$7.83	9th Lowest
2012-2013	$4.83	$5.97	$7.23	11th Lowest

Figure 6.3

We are also beginning to track our energy data using the U.S. Department of Energy, Energy Star, Portfolio Manager web based software. This will allow us to set goals, calculate metrics, benchmark and compare our buildings to others from around the country that are using the program.

Finance Office Comparison - Our Finance Office and Business Services Division are proud to have been awarded the Government Finance Officers Association Distinguished Budget Award every year for the past 20 years. It is the only college in Michigan to achieve the award. This award is the highest form of recognition in governmental budgeting and requires publishing a comprehensive planning and budgeting document that meets program criteria as a policy document, an operations guide, a financial plan and a communication device.

Student Comparison – In the area of student support and student engagement, recent CCSSE data for 2009 and 2013 indicates that Delta scores higher than many other League for Innovation colleges, other Michigan community colleges, large colleges nationally, and North Central HLC colleges. Delta student groups are well represented in both participation and success in regional and national participation and achievement, including Phi Theta Kappa highest international honors acknowledgement, and student senators holding national leadership positions in the American Student Association of Community Colleges.

6I1. Recent Improvements

Changes in Auxiliary Services - Our set of data and survey results has led to numerous changes in hours of operation and service offerings in many service areas to accommodate user needs. Our Food Services

Department has increased menu offerings to provide healthier options and cost conscious "dollar menu" items. Contribution margins of menu items and sales are closely tracked and monitored. Our bookstore improved their website, implemented a gift card system, and expanded their professional development opportunities for their staff. Our fitness center purchased new equipment and updated its gym area. Printing services updated their departmental manual, increased meetings with vendors and is increasing efforts to encourage users to use PrintShopPro.

Student Orientation - Our newly implemented face-to-face orientation, Pioneer Prep, provides new students the opportunity to learn more about us from our faculty and staff regarding such processes as our eLearning offerings and success strategies for an online environment, faculty expectations of students and student expectations of faculty, how to be a successful college student and significant differences between high school and college classroom activities.

Data Improvements - Our dashboard has been expanded to provide quick at-a-glance progress toward goal attainment for our all employees. Further information regarding data improvements dashboard can be found in Category 7.

Tuition Payment Plan - A web based tuition payment plan was implemented to assist students in fall 2008. Over 1,400 students have taken advantage of this plan since its inception. In 2012-2013, we had almost 2,000 students take part in this plan, which indicates a 40% increase in use since we implemented this process.

6I2. Culture and Infrastructure Support of Supporting Institutional Operations

Our mission, vision, values, strategic priorities and action plans provide guidance for departmental initiatives for change and improved performance. Our culture operates in both a top down and bottom up approach to selecting specific processes for improvement.

The systematic processes and reporting, including comparisons to industry benchmarks in Facilities Management, Finance and Business Services, including Auxiliary operations, provide the infrastructure, data, and culture to quickly identify processes in need of further study and evaluation for improvement. Survey results documented declines in benchmark measurements, and trends point to obvious process improvement opportunities. Even positive outcomes, if below industry benchmarks, point to an obvious need for further analysis, evaluation and changes to processes for improvement and heightened target outcomes.

Category 7: Measuring Effectiveness

Introduction

The data and information that we collect and distribute is governed by good management practices and requirements of regulation and law. We are governed by the Michigan Community College Act and annual funding bills, as well as a host of state and federal statutes and regulations, many of which have specific reporting requirements. We collect and report data as required by the North Central Association of the Higher Learning Commission to maintain our accreditation. As a recipient of federal funding for financial aid and other purposes, we also supply data and information to the federal government using a number of tools including IPEDS, Perkins and individual grant reports. Many of our occupational programs are driven by external program accreditation requirements.

Since 2010, we have increased our collection and use of data significantly to help us make well informed, data driven decisions. Many of these efforts were for specific functions, such as curriculum development and assessment. Some of these efforts have been based on individual or department request for a specific need.

In 1996 we outsourced our information technology operations and this relationship continues. These operations are currently being managed by Ellucian Higher Education Services. They work through a contract administrator on our campus, currently our Director of Business Services. Ellucian is responsible for maintaining equipment, including academic computer labs, software and security. They are also responsible for programming and web support services. They have developed an Information Technology strategic plan that mirrors our institutional strategic plan to help guide their work on campus.

We use Colleague as our main information management system, R-25 to assist with scheduling, and currently use a learning management system for online curriculum delivery. A number of in-house developed data systems are used to manage the curriculum and assessment data as needed by those processes. We are also developing a semester-based data warehouse to use for reporting, using Microsoft SharePoint and Microsoft SQL Server technology.   We use data from Ellucian to elicit information of their performance and the overall information management systems.

The majority of our lab and office computer systems use Microsoft Windows environments, which are also maintained by Ellucian. We have a growing number of Apple Macintosh users for which Ellucian also offers support.

7P1. Select, Manage, and Distribute Data to Support Programs and Services

Dashboard - We have expanded our dashboard indicators and developed a number of executive reports that are available in support of data needs. These reports are available to all of our employees on our internal home webpage. On each of our staff member's individual portal page they can view indicators of current credit hour and headcount enrollment compared to the previous year. By clicking on either dashboard every employee can view the executive reports page which provides additional information about each indicator.

Delta Data for Decisions - We have implemented the first two parts of the Delta Data for Decisions (DDD) system. This is part of our move from propriety databases within Ellucian Colleague, our IT service provider, to Structured Query Language (SQL) based tables under the Microsoft schema. We have purchased Blackboard's data analytic cubes that supply data through a ProClarity interface to all of our employees. We have replaced the old Colleague query system with Microsoft SQL Services Reporting System (SSRS).

Performance Indicators - Our selection of performance indicators is driven by internal and external forces. Many performance items are becoming required reporting by the State of Michigan or the Federal Government, and our participation in AtD (Achieving the Dream), the Community College Voluntary Framework of Accountability and a multi-year Title III grant. We have expanded our base from "*Core Indicators of Effectiveness for Community Colleges*" to include AtD and VFA measures for inclusion.

Strategic Planning and Budget - We have worked hard to tie strategic planning to the budgeting process. We use data input from a cross-college budgeting committee and our Strategic Planning and Institutional Effectiveness committee, with members from all employee groups, to set targets for credit hour production that drives our budget and in turn drives action plans for our planning process. This is also where decisions are made to expend one time funds (surplus dollars from our previous budget year), if there are any, and funds for new initiatives.

7P2. Select, Manage, and Distribute Data to Support Planning and Improvement Efforts

Response Addresses Core Component 5D.

Selecting data - As stated above, we select the data and measures to effectively manage processes and plan for our future using sound managerial practice, external requirements for reporting, and support of our mission through our planning process (additional information is provided in Category 8).

Academic Measures - Our academic measures are driven by our course and program assessments and college-wide academic initiatives, as well as state or federal reporting requirements (Figure 7.1).

Measure	Type/Source
Degrees Conferred	Core Indicators of Effectiveness
Retention Rates	Core Indicators of Effectiveness
Developmental Student Course Success Rates	Achieving the Dream Measure
Success in Subsequent Math Classes	Achieving the Dream Measure
Transfer – Our Rate	iPEDS
Figure 7.1	

Distributing data: The data available to all college employees has been expanded through the use of our employee portal where each employee can view dashboard information as well as executive reports. All of our employees can select the DDD link, which is a quick launch link provided in our portal home page.

This empowerment to view data also comes with the responsibility that the data is accurate, used wisely and is relevant to managing processes and operations. Every employee is able to request a "data check" if they believe the information in DDD is incorrect, or if they need additional information or metrics that are stored in the system that they are not able to view. All additional data needs are funneled through our Institutional Research office for review and resolution.

Financial measures are made available publicly through presentation to our Board of Trustees in monthly financial statements, and through our strategic planning and budget book. An audit report also incorporates our strategic plan and departmental credit hour enrollment targets. Our top three measures are:

- Operating from a positive fiscal position to avoid drawing from the fund balance.
- Maintaining a board approved fund balance level.
- Operating with a positive cash flow throughout the year.

With our switch to using the SQL tables, a new set of financial reports is available to all cost center managers so they may accurately track revenues and expenses within their areas, resulting in greater efficiency. We have used data to modify the budget planning process to bring planning in front of the budget so it is driving the plan, and data on the success of using Structured Learning Assistants (SLAs) as a part of a Title III grant has led to its continuance as a student success initiative.

7P3. Determination of the Needs of Departments Related to the Collection, Storage, and Accessibility of Data and Performance Information

Needs Determination - We have a presidentially appointed IT (Information Technology) Council that includes members from all areas of our institution and works with our IT vendor, Ellucian. Our IT Council helps develop the IT strategic plan and technology needs for us. They act to disseminate information from the Office of Information Technology (OIT) to the rest of the institution through departmental meetings. We have a Colleague users group that discusses software changes and updates, and works out possible problems with our Colleague system and how it is meeting our needs. OIT has implemented an electronic newsletter that informs us of the status of requested projects.

Colleague - We use Colleague as our main data collection and storage system for operational data. Over the past year we have made a major migration from Colleague proprietary databases to Microsoft SQL based tables. Non-operational data and reports are stored on a shared hard drive system. Within this shared drive system, access to information is established for groups or individuals, helping to ensure the security and privacy of the data. We have an established process through the Office of Information Technology for providing access.

Performance Information - Departmental performance information has not been made available on a campus-wide web server. Many departments develop SharePoint sites where they provide information for use by other departments and highlight their own measures. Some of this information is available to appropriate managers online through the shared L-Drive (a shared network storage area).

7P4. Institutional Analysis of Data and Information on Overall Performance and Communication Throughout the Institution

Response Addresses Core Component 5D.

Financial Information - Our financial information is available through the annual budget and financial reports. This information is available to the general public through our Board of Trustees meetings and through our public web site.

Analysis of the data, compared to statewide peer data, is conducted by our Finance Office as a part of their annual reporting and budget planning cycle. We continue to establish strong linkage between our strategic plan and budget planning.

Other Institutional Information - Other institutional data is being disseminated through our expanded institutional dashboard and reporting system, and internally at the Institutional Research Office web page on our intranet. We use a moving average to gauge success in some of our measures, while firm targets are developed by appropriate representatives from across our institution.

The DDD project is a multi-year program where we have implemented the first two tiers, shown in the following pyramid (Figure 7.2). We are currently working on the top of this pyramid, which will move our dashboard to PerformancePoint and require all non-financial reporting be derived from the data stores. This will allow us to avoid conflict over small variances that result when using a live transactional system.

Delta Data for Decisions

Figure 7.2
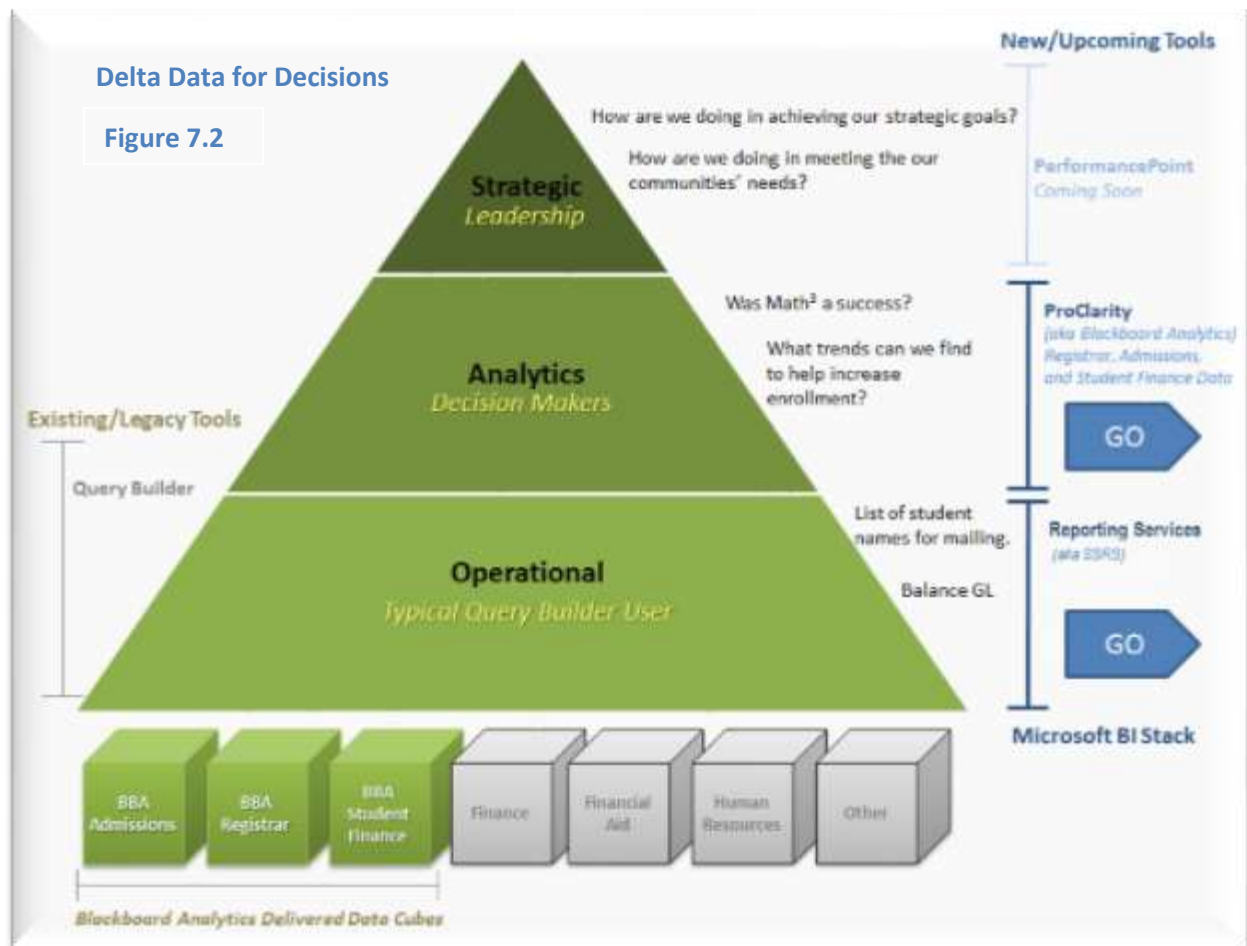
7P5. Determine the Needs for Comparative Data and Selection Criteria for Sources of Comparative Data within and Outside Higher Education

Determination of Comparative Data - Our determination of measures and comparable data is driven by external systems. Our dashboard has allowed our faculty and staff to review and use internal comparative data. We have chosen some of our measures from *Core Indicators of Effectiveness for Community Colleges* in the hope that comparable data may become obtainable.

Historically, with the exception of the financial data, our system of using comparative data was more anecdotal than quantitative. The recent switch to using SQL tables is allowing our Institutional Research

staff to design tables of comparative data that will allow comparison of our information with other colleges. A scorecard is being developed using PerformancePoint that allows us to view not only internal trends, but data from the National Community College Benchmark Program.

We also participate in Achieving the Dream and the Community College Voluntary Framework of Accountability which is in its initial stages of data entry. When completed, these relationships will allow us to compare our performance data with all but one other public Michigan community college, as well as other community colleges across the nation. All colleges involved will agree upon set metrics developed by the American Association for Community Colleges that tie into an umbrella mission for all community colleges.

We use the State of Michigan ACS reports to inform our budgeting process with metrics such as cost of instruction compared to our peer groups, average class size, credit hour costs per student, etc. This allows us to make budgetary decisions and flag policies and procedures that may need change or modification.

Our auxiliary services prepare reports that compare their activities with industry standards if appropriate.

7P6. Department and Unit Analysis that Align with Institutional Goals / Sharing the Analysis

Departmental Assessment - We use departmental data to support assessment efforts and program accreditation. Occupational programs that do not have outside program accreditation are reviewed on a five year cycle and have community input through our use of advisory committees. All programs are required to present regarding their assessment progress on a regular basis to our Student Learning Assessment Committee. As part of our dashboard, areas such as student success, developmental English and Mathematics, Political Science, and Lifelong Wellness are being analyzed and shared.

Our strategic planning process requires all areas of the college to determine annual goals and objectives that fit within our established strategic plan, and aligns with our budget process.

Sharing of Data - Our DDD system has provided a common reporting environment that allows for the sharing of reports and data among our departments.

Many of our support areas, especially our auxiliary services, use the Fall and Winter surveys to gather trend data on their services from students, faculty, and staff. This information is used for program improvement. Our Student and Educational Services Division, and our Dean of Community Outreach who manages our centers, have used the Noel-Levitz and CCSSE student satisfaction surveys to generate ideas for program and service improvements.

7P7. Timeliness, Accuracy, Reliability, and Security of Information Systems and Related Processes

Insuring Security of Data - We work with our IT contractor, Ellucian, three internal committees, and our contract administrator to insure that information security systems are shared and disseminated throughout our institution (Figure 7.3). At the first sign of system security issues, members of our institution are notified regarding the issue and its resolution.

Our OIT contractor is responsible for maintaining the security of our computing systems, networks and email. Working with our Director of Business Services, who serves as our Contract Administrator, the

committees select appropriate system add-ons, review products, test patches, and make recommendations for improvements and enhancements.

Internal Security Committees		
Committee	**Make Up**	**Purpose**
IT Council	Faculty, Administrative and Support Staff	To discuss Academic Administrative and Institutional computing issues
Colleague Users group	College-wide	Discuss updates and problems with the Colleague system
President's Advisory Committee	College President and the three Vice Presidents	Final arbiter on security and use of data
Figure 7.3		

Our OIT contractor is responsible for implementing Colleague updates and security patches, as well as maintaining a test environment to assure these items work correctly before they are moved into production. Our Colleague Users Group forms the main contact points for staff and faculty who test patches (etc.), prior to their implementation on the system.

For our desktops, laptops and computer labs we use a push technology process to get the required updates and security patches to individual machines.

7R1. Measurements Collected Regularly

Meeting Institutional Needs – Ellucian manages our information systems, hardware, wiring and the student labs. They collect usage statistics and when a problem arises or a new request is made, they have a ticketing system that is used to track the completion of the task and the satisfaction level with the service. The following table shows the overall satisfaction for items that our OIT helpdesk received. The score is based on a 1 to 5 scale with 5 being the highest level of satisfaction. These responses are based on employees and students who returned the survey after the requested task has been completed. Out of 70 Ellucian serviced schools, Delta tied for first place honors for receiving the top customer service rating.

7R2. Evidence that the Information System for Measuring Effectiveness Meets Institutional Needs in Accomplishing Mission and Goals

Performance Measures – The following two tables show the high performance of our information systems based on uptime and customer satisfaction. Our data systems improvements have caused expanded use and review in our planning processes. Our conversion to SQL tables within Colleague has allowed those needed to review data the ability to access it simultaneously, and avoided conflict over usage.

Based on the table below (Figure 7.4) one can see that the overall satisfaction for items that the OIT helpdesk received has been good. The responses are based on those returning the survey after the task has been attended to.

Our data systems improvements have also caused a more in-depth look at the data to verify its veracity as we expand our use of data in planning. With the conversion to SQL tables within Colleague we work towards everyone using the same point-in-time data.

	2012 – 2013	2013 - Present
Average Overall Customer Satisfaction Score*	4.8	4.75
Individuals	34	33
Tickets	1,575	1,065
Score based on a 1-5 scale with 5 being the highest		

Figure 7.4

7R3. Comparative Results with Other Institutions

Comparison of Performance – Since our information services are outsourced, we use Ellucian's measures to gage our effectiveness while using a variety of other measures to determine overall effectiveness. Since our major focus area in our strategic planning is student success, we anxiously await information from VFA which will provide community college derived measures of student success.

It is evident that out of 70 like institutions who contract with Ellucian, we are one of the most satisfied.

As part of our planning and budgeting processes, we compare ourselves in terms of effectiveness with like Michigan community colleges through the State of Michigan Activities Classification system. These comparisons indicate that we have one of the highest percentages of budget devoted to instruction, and one of the lowest devoted to administrative expense. We believe that this is an indication that we devote our resources appropriately to assure instructional effectiveness.

7I1. Recent Improvements in the Category and the Systematic and Comprehensive Nature of Process and Results

We continue to heighten our transparency by providing access to our data, when appropriate, by internal and external stakeholders. We continue to form internal and external committees when needed to address improvements when our data indicates change is needed.

Our DDD system has increased our flow of data and information on a college-wide basis. Our conversion to SQL tables within our Colleague system is also providing us the ability to move previous "shadow" data systems in Access into the more accurate and accessible SQL tables.

Individual departments, particularly auxiliary services like printing and our bookstore ,continue to pave the way for how external comparative data may be used with internal data to set targets for improvement and plans to reach those targets. Our sustainability initiative continues to work with national comparative data.

7I2. Culture and Infrastructure Support of Measuring Effectiveness

Our strategic planning process now requires that initiatives seeking budget approval provide relevant, measureable objectives that align with our strategic initiatives. We review our strategic planning process every three years to assure that the process is valid and viable.

Our academic assessment activities are now aligned with our strategic institution level initiatives as we have expanded our process to include ISLO's (Institutional Student Learning Outcomes). Our Delta Data for Decision system and our expansion of our dashboard have allowed access to large amounts of relevant data and information internally. This system has been instrumental in increasing awareness of success measures, and providing a forum for discussion regarding the use of data and its advantages.

Our AQIP action projects are now derived from our strategic planning process and are presented at institutional meetings. These positive changes in our planning processes, described in Section 8, are helping instill confidence in continuous quality improvement as part of our culture.

Category 8: Planning Continuous Improvement

Introduction

We are committed to our Mission, Vision, and Values as documented by the strategic planning and budgeting process. All employees of our organization are passionately dedicated to serve students and residents of the Great Lakes Bay Region.

Our primary constraint is financial. Michigan's economy has created multiple infrastructure challenges at the State and local levels, which has reduced financial support for education. We anticipate reductions in state funding and reduced property tax revenues for the fiscal year beginning July 1, 2013, and we have experienced continued declines in enrollments for the past four years. These reduced revenues will challenge the college to provide high quality, relevant, and sustained programs and initiatives. At the same time, we are currently challenged as an open-door institution, which leads to unique student needs and the responsibility to meet these unique needs.

Challenging economic conditions and changing times will require a greater focus on environmental scanning, accurate interpretation of the implications, forecasted budget models so that strategic initiatives and action plans are successful and sustained, agility to address newly identified constituent needs and opportunities and to revise or discontinue outdated programs, currency with technological advances, and maintenance of high employee productivity and morale.

We are a key catalyst for the economic revitalization of the Great Lakes Bay Region as the economy transitions from automotive manufacturing to healthcare and green jobs industries. We have quality programs and services, excellent financial management and resource development, a good reputation at the regional, state, and national levels, and proven success at meeting constituents' needs. These attributes will be incorporated and aligned with our Strategic Planning and Budgeting process to successfully move the College forward into the next decade.
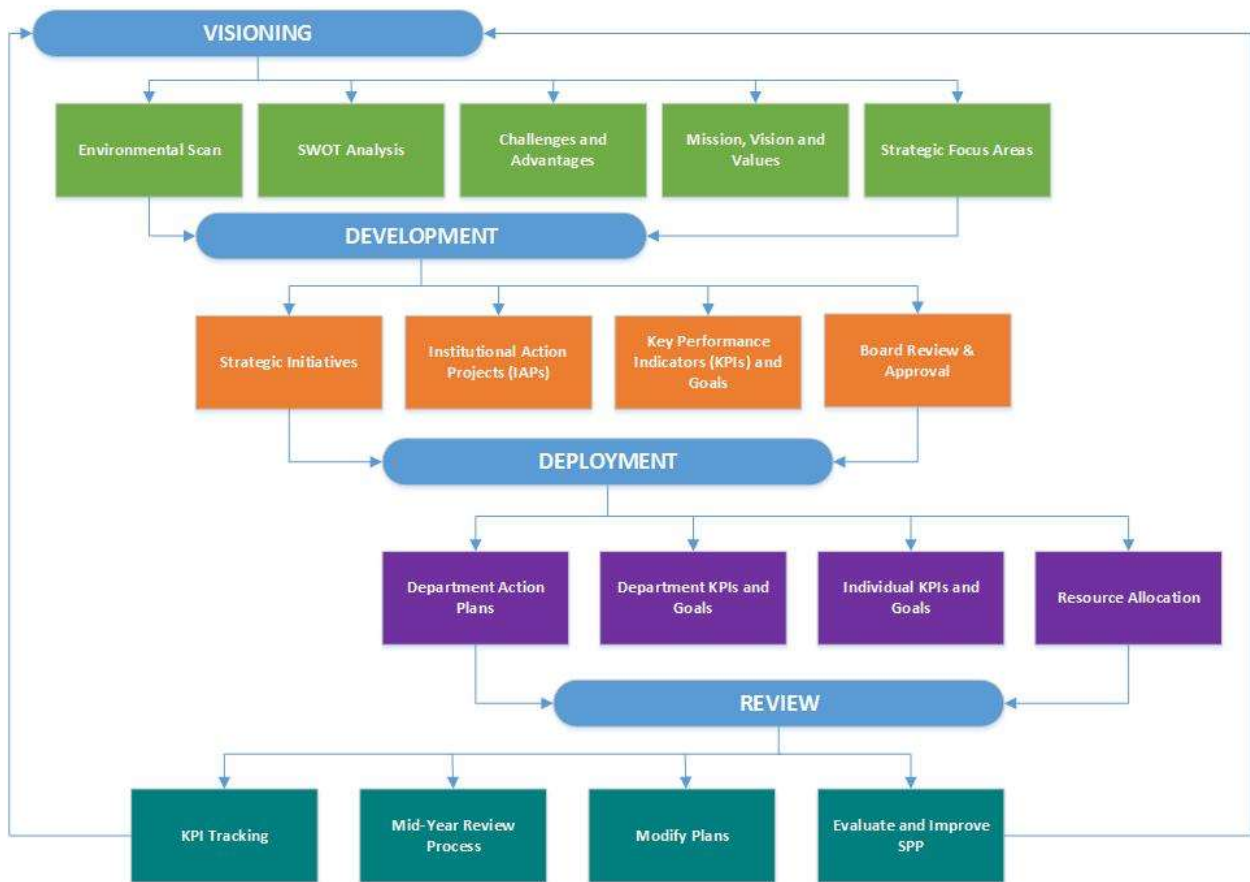
8P1. Key Planning Processes

Strategic Planning Process: We have developed a four-phased Strategic Planning Process (SPP), Visioning, Development, Deployment and Review. This reflects the classic Plan, Do, Study, Act (PDSA) cycle. Our process has been flow-charted (Figure 8.1) and defined in detail, and includes: environmental scanning; a review of the mission, vision and values; review and development of Strategic Focus Areas (SFAs), Strategic Initiatives (SI), Institutional Action Projects (APs) and Key Performance Indicators (KPIs); and coordination of the plan prior to approval.

The Strategic Planning and Institutional Effectiveness Steering Committee (SPIESC) is responsible for assuring that SFAs, SIs, APs and KPIs are developed, and all aspects of the plan are coordinated with all appropriate groups. Our planning activities are strategically aligned and reported in the Strategic Plan and Budget Book. http://www.delta.edu/files/Finance%20Office/2013-2014-Strategic-Plan-Budget.pdf. We have developed a planning calendar that demonstrates this alignment.

Our Executive Council receives ongoing reports for each annual Institutional Action Plan as part of the deployment and assessment process.

Diagram 8P1

Delta College Strategic Planning Process

VISIONING
- Environmental Scan
- SWOT Analysis
- Challenges and Advantages
- Mission, Vision and Values
- Strategic Focus Areas

DEVELOPMENT
- Strategic Initiatives
- Institutional Action Projects (IAPs)
- Key Performance Indicators (KPIs) and Goals
- Board Review & Approval

DEPLOYMENT
- Department Action Plans
- Department KPIs and Goals
- Individual KPIs and Goals
- Resource Allocation

REVIEW
- KPI Tracking
- Mid-Year Review Process
- Modify Plans
- Evaluate and Improve SPP

Our SPIESC established a detailed planning and assessment process for each of the budget groups that champion institutional action projects. Each project champion is required to assess and report on its institutional action plans at six-month intervals, in person and in written form. The champion also provides input regarding the institutional action projects that support each strategic initiative and identify internal processes to effectively implement strategic planning initiatives and monitor measurable outcomes (KPIs).

The window of strategic planning was revised from five years to three, and a one-year operational planning cycle was added and is reflected along with the three-year cycle in the current Delta College Strategic and Operational Planning Process.

8P2. Selecting Short-Term and Long-Term Strategies and, 8P3. Develop Key Action Plans to Support Organizational Strategies

Selection of Short and Long term Strategies – Our mission, vision and values that were revised in 2006 continue to guide our culture, daily operations and provide the foundation for our strategic plan. Our four strategic focus areas were initially identified in 2006 with input from a community-wide group of constituents. In 2012, the Strategic Planning and Institutional Effectiveness Steering Committee validated the importance of these focus areas through completion of environmental scanning, SWOT analysis, and an analysis of the key advantages and challenges we face. These focus areas establish the foundation for the initiatives and annual action plans that are part of our strategic plan.

Our initiatives provide a broad, goal-oriented description of the way we work to attain success in each of our four identified strategic focus areas. For the 2012-2015 strategic plan, we have identified eight strategic initiatives. To accomplish these initiatives, institutional action projects have been developed. The action projects are annual and operational. We have sixteen projects for this academic year.

The SIs are viewed as broad, longer-term initiatives, while action plans are more detailed steps to successfully accomplish the SIs. Our process includes a number of activities and data sources designed to help the SPIESC understand the key factors that impact the development of the SIs. Ongoing environmental scanning process produces quarterly reports for the SPIESC, and internal assessment based on AQIP requirements that is designed to identify our internal strengths and opportunities for improvement supplement this information.

Gathering Data to Support our Planning: Data from various customer and stakeholder surveys and the faculty and staff opinion surveys are used. We participate in the national CCSSE survey of student engagement every other year and compare results. In 2011 we became an Achieving the Dream Institution which provides a network of more than 130 colleges in 24 states. Members identify new strategies to improve students' success, close achievement gaps and increase retention, persistence and completion rates. In winter of 2011 and 2012 student surveys and graduate surveys were conducted. In 2013 we retained SEM Works to complete an enrollment management assessment, with a focus on reviewing the communication plan for current and potential students, development of a system to track enrollment data and to develop data driven enrollment goals. These data provide the basis for identifying strategic challenges and advantages that are used to make changes to our strategic initiatives and action plans and to develop new ones.

8P4. Coordinate and Align Planning Processes, Organizational Strategies, and Action Plans across the Various Levels of the Institution

Aligning Processes - Our organizational planning efforts are aligned vertically and horizontally. Our deployment phase of the SPP serves to disseminate the Strategic Plan horizontally to all Budget Groups, led by our President and Vice Presidents, so that supporting plans can be developed and alignment assured. Our Budget Group leader is responsible for driving the action planning process vertically within that group and integrating the action plans and budgeting at the departmental level.

Each of our Budget Group leaders determines to what level within the group action planning will be accomplished, and is required to develop and submit action plans that support the strategic plan to the SPSC for review and approval. These plans are integrated into our annual budgeting process.

An action planning template is provided to each of our budget group leaders to facilitate this process and includes a title and descriptions of each action plan, identification of who is responsible (project champion), identification of required resources and development of baseline goal measures. Data for many of our action plans are disseminated through our portal dashboards.

As part of the deployment phase, supervisors work with employees to set individual key performance indicators and goals. These are then incorporated into our year-end appraisal documents as part of our performance management system.

Our AQIP action projects are a part of our Strategic Planning Process. Our planning process, organizational strategies and action plans are guided by our Strategic Planning and Institutional Effectiveness Steering Committee whose make-up is representative of all of our employee groups to ensure that our efforts are aligned.

8P5. Define Objectives, Select Measures, and Set Performance Targets for Organizational Strategies and Action Plans

Setting Performance Targets: Our objectives and measures are identified during planning. For each institutional action project a baseline measure and goal are established. Our Director of Institutional Effectiveness works with our President, the budget group leaders, members of the Executive Council and the Strategic Planning and Institutional Effectiveness Steering Committee to identify and monitor appropriate measures.

These targets are developed by analyzing past performance and considering the desired future goal. As part of this process national comparison data, such as the national benchmarking project coordinated by Johnson Community College, CCSSE, the National Student Clearinghouse, PACE Survey results and longitudinal data on our specific program and activities are taken into account.

Our dashboard reflecting our key performance targets has been constructed, and is being expanded in terms of information provided and employee access. A balanced scorecard that will be aligned with our strategic focus areas is also being developed.

8P6. Link Strategy Selection and Action Plans, Taking into Account Levels of Current Resources and Future Needs

Response Addresses Core Component 5A

Establishing Resource Base - Our strategic planning process links to current resources and future needs through environmental scanning, integration of institutional planning activities, Executive Council discussion and alignment with the budget planning process.

Our budgeting process includes a three-year revenue and expenditure forecasting model. As strategies and action plans are developed and prioritized, current resources to support these are identified. If additional resources are required they are prioritized for the Resource Development and Institutional Advancement Offices to seek external funding. As a result, current and future resources are linked to strategies and action plans.

Maintaining our Operations - Sixty two percent of our general fund expenditures are allocated for instruction and instructional support areas of our institution. We maintain facility maintenance and equipment replacement funds and building and site funds. Each year funds are transferred to these "plant funds," from our general fund to support facility and infrastructure needs.

All requests for new funding must be linked to one of our strategic focus areas. Individuals who seek funding for new initiatives are asked to identify the linage and explain how the funding request will positively impact the focus area. Our Budget Cabinet makes recommendations to our President regarding budget allocations, changes in tuition, fees and other budget related issues. Our Budget Cabinet is also responsible for establishing and maintaining effective two-way communication with all faculty and staff regarding budget related issues. Each year, the Budget Cabinet prioritizes the requests for new budget dollars and provides recommendations to the Executive Council. The Executive Council reviews the requests and approves as appropriate, giving primary consideration to those that support our mission, vision and strategic plan.

In July of every year, our Board of Trustees approves our strategic plan and budget. Over the course of the budget year, budget group leaders are required to report quarterly regarding expenditures.

Information on overspending and underspending is analyzed and shared to support continuous improvement in our budgeting process.

To ensure that our faculty and staff are appropriately qualified and trained to support our strategy and action plans, we carefully construct our job descriptions and requirements utilizing the expertise of our Human Resources office, as well as subject matter experts. To assure that knowledge and skills and abilities remain current, we support professional development, as reviewed in Category 4.

Our processes which aligns our strategic plan, and our budget ensures that our strategy drives our resource allocations to support current and future needs. For information on our strategic plan and budget, see http://www.delta.edu/files/Finance%20Office/2013-2014-Strategic-Plan-Budget.pdf.

8P7. Assess and Address Risk in the Planning Processes

Assessing Risk: Our primary risk assessment applies to future availability of financial resources, which is addressed through the integrated planning and budgeting process described above. A three-year budget model is built annually based on a series of assumptions (including revenue and expenditures), which is thoroughly analyzed by the Finance Office staff, and discussed in detail during the development of the annual budget. The budget model is updated as additional information becomes available. Risk of budget cuts (loss of revenue) is addressed by building in a factor for the assessed risk level and by prioritizing proposed expenditures, so that if funds are not available, projects can be deferred. We have no debt and an 8% fund balance. Facilities projects are completed based on strategic and budget planning. Increased enrollment is staffed based on student enrollment projections and academic planning, and external foundation and grant funding is sought to supplement general fund (state funding, tuition revenue and property taxes) revenue.

Our technology systems are a secondary area of risk assessment. Through annual external technology audits, PCI compliance audits and internal operational risk assessment, we monitor the safety and data security of its systems.

8P8. Ensure to Develop and Nurture Faculty, Staff, and Administrator Capabilities to Address Changing Requirements Demanded by Organizational Strategies and Action Plans

Development of Faculty and Staff - Since beginning our enhanced strategic planning process we have established our Center for Organizational Success (COS) and added self-directed Professional Development Allowances (PDA) for Administrative and Professional staff, in addition to the previously existing Faculty Center for Teaching Effectiveness (FCTE) and Professional Development Allowances for faculty and support staff.

Specifically, our COS provides departmental and organization training and professional development opportunities. Annually, our COS manager meets with our frontline supervisors to conduct a needs assessment for each department. Our COS also uses the goals developed by individual employees and their supervisors as a map of specific needs for development.

8R1. Measures of Effectiveness Collected and Analyzed Regularly

Measures of Effectiveness: Our strategic planning initiatives include: presidential annual goals; the budget planning process; planning including environmental scanning; AQIP accreditation processes; academic planning; student and educational services planning; the facilities master plan; IT strategic

planning; and the State of Michigan Capital Outlay Planning have been aligned in a cyclical, systemic process as shown in our strategic planning documents.

Institutional strategic planning initiatives across the College (including presidential annual goals, the budget planning process, institutional strategic planning including environmental scanning, AQIP/accreditation processes, academic planning, student and educational services planning, the facilities master plan, IT strategic planning, and the State of Michigan Capital Outlay Planning) have been aligned in a cyclical, systemic process as evidenced by strategic planning documents.

In addition, the College collects and assesses the following measures of effectiveness for each of our Strategic Focus Areas:

Student Success	
Measure	*Frequency*
Enrollment (Headcount & Credit Hours)	Weekly, Monthly, Per Term, Annually
Retention	Per Term
Completion	Per Term, Annually
Occupational Placement Rates	Per Term
CCSSE	Bi-annually
Community Focus	
Measure	*Frequency*
Safety Statistics/Crime Reporting	Monthly, Annually
Sustainability	
Measure	*Frequency*
Financial Status (Budget-to-Actual & Year-to-Date)	Monthly, Quarterly, and Annually
Carbon Footprint	Annually
People Focus	
Measure	*Frequency*
Personal Assessment of College Environment (PACE)	Bi-annually
Employee Statistics	Per Term

Figure 8.2: *Examples of Measures of Effectiveness*

8R2. Performance Results for Accomplishing Organizational Strategies and Action Plans

Performance Results: The College conducts a three-year strategic planning and budgeting process that forecasts multi-year goals and funding. We have aligned our resources and external funding requests to the strategic plan and annual budgets.

The Strategic Plan contains 4 Strategic Focus Areas. The Strategic Focus Areas establish the foundation for the initiatives and annual action plans that are part of the Delta College Strategic Plan.

The following chart (Figure 8.3) illustrates our accomplishments for our organizational strategies and actions plans for the 2012 – 15 planning cycle (to-date).

Strategic Initiative	<u>Examples</u> of Performance Results for 2012-15 Plan (to date)
Student Success	
1.1 Create a comprehensive enrollment and retention plan that incorporates a routine assessment for student success.	*Assess Current Enrollment Practices* – The funding was identified and a consultant hired. We are working our way through the top initiatives recommended: ♦Selection and implementation of a CRM (Customer Relationship Management) Lifecycle Communications – an audit of communications is being done and we are preparing an RFP for a tool. ♦Strategic Intelligence – the new SSRS tools are in place and along with Delta Data for Decisions will be used to develop the reports necessary to provide appropriate data for decision making. *Online Learning* - Significant progress has been made in reducing the 5% student success gap between Online courses and Traditional classroom courses.
1.2 Increase completion rates of students earning certificates and associate degree.	*Completion Agenda* - Ready, Set, Graduate (held Fall and Winter Semesters) allows students a "one stop shop" to meet with an academic advisor, a registrar's office representative and financial aid to ensure they are on track to complete their degree programs or may already meet graduation requirements.
1.3 Enhance the collection and use of data to increase student success.	*Data for decisions* - The college successfully deployed the ProClarity Reporting tool, which is powered by the Blackboard Analytic data cubes, within a 90 day time frame. This short implementation timeframe can be attributed to the work that was previously completed with the existing dashboard system.
Community Focus	
2.1 Increase community involvement to foster college readiness in the Great Lakes Bay Region.	A Compass testing video was completed in April 2013 and implemented in May 2013. It is available to assist students with preparing to take the Compass Assessment Test. Data is being collected regarding its impact on success. Compass Video: http://www.delta.edu/llic/testingcenter/compass-placement-testing.aspx
2.2 Meet the needs of area employers and provide support for economic development in our regions.	During FY 12/13, we developed and conducted the Business Process Services Fast Start Program and Advanced Manufacturing Fast Start Program. Our goal was to develop and conduct two new industry sector programs. The Business Process Services Fast Start Program was targeted toward back office business processes such as Procurement/Purchasing, Finance and Human Resources. Business partners in this venture included Dow Chemical, Dow Corning, TATA Consultancy Services and Morley Companies. Through this program we served 32 students, 24 (75%) whom were employed after program completion. We also developed and implemented an Advanced Manufacturing Fast Start Program. Our primary business partner was Nexteer. In this program, we trained 49 individuals with placement rate of 83%. We exceeded training 48 students; we did not meet our 85% placement rate.
Sustainability	
3.1 Expand, promote, and codify sustainability across the curriculum.	Delta was chosen as one of eight institutions as a SEED MentorConnect campus with AACC/SEED. The project will identify

	learning opportunities as a living lab pedagogy and develop lesson plans and experiential learning projects across academic programs.
3.2 Create an increased understanding of the excellent value that Delta College offers to the Great Lakes Bay Region.	*MCCA Statewide Community College Branding Campaign coordination with Delta College marketing strategy* - Based upon surveys and focus group feedback, the campaign theme developed is "You've Got This." Delta College will utilize this messaging for business, chamber and legislative needs, and will coordinate with its continuing recruiting and enrollment messaging, which will still continue to differentiate the benefits of choosing to attend Delta College.
People Focus	
4.1 Recruit, support, and retain a diverse and talented workforce.	A year-long new employee orientation program was implemented for all Administrative/Professional and Support Staff in summer of 2013. Individuals are just beginning to complete the program (and assessments of impact will be completed).

Figure 8.3

8R3. Projections or Targets for Performance of Strategies and Action Plans for the Next 1-3 Years

We have multi-year action plans that show baseline measures and performance, and identify upcoming targets and performance goals. KPIs continue to be refined to make action plans more measurable.

Under the 2013-2014 strategic focus area of student success, we have six action plans:

- **Assess current enrollment practices** – We retained SEM Works in the spring of 2013 to perform an enrollment management assessment, communications audit and set enrollment goals. As a result of this a planning tool, Enrollment Insights, was prepared. This tool focusses on the following:
    1. Enrollment imperatives of highest priority for 3 years and beyond
    2. Environmental factors that present the greatest threats to our enrollment future.
    3. The greatest competitive market advantages and disadvantages.
    4. The greatest capacity/capability issues within the academic context that may impact realization of our desired enrollment and academic goals.
    5. The greatest "institutional support" capacity/capability issues that may impact realization of our desired enrollment and academic goals.
- **Increase dual enrollment**
- **Develop Integrated planning and advising services**
- **Enhance quality and provide pathways to success – ready, set, graduate**
- **Pioneer Prep – on site orientation**
- **Delta Data for Decisions**

Under the 2013-2014 strategic focus area of community focus, we have four action plans:

- **Outreach for college preparedness**
- **Expand Pioneer Rush for Literacy**
- **Implement new programs in industry sectors**
- **Integrate and coordinate Academic Career Experience with Career Services**

Under the 2013-2014 strategic focus area of sustainability, we have four action plans:

- **Expand sustainability across the curriculum**
- **Promote sustainability across the curriculum**
- **Codify sustainability across the curriculum**
- **Ensure MCCA community college branding campaign messages coordinate with those of our college**

Under the 2013-2014 strategic focus area of people focus, we have two action plans:

- **Diversity**
- **Professional Development Plans**

8R4. Comparative Results

The College participates in and uses several sources for comparison of our performance results with other institutions of higher education. In particular, we focus on programs specific to community colleges.

- The National Community College Benchmarking Project (NCCBP)
- The State of Michigan Activity Classification Structure (ACS) - Peer Group Colleges
- IPEDS Data
- Community Colleges Survey of Student Engagement (CCSSE)
- Personal Assessment of College Environment (PACE)
- Voluntary Framework of Accountability (participating for the first time in 2014)

Overall, the College tends to perform as well as, or better than, comparison institutions (Figure 8.2).

Strategic Focus Area	Metric and Source	Delta College Results	Comparison Institution Results
Student Success	Retention – Fall to Fall (NCCBP)	54.44%	49.70 % (Peer Average)
Student Success	Completion or Transfer FT 3yr (NCCBP)	35.54%	30.64% (Peer Average)
Student Success & People Focus	Administrative personnel and offices are helpful, considerate, and flexible (CCSSE)	63.7% of DC students who participated in the 2013 CCSSE indicated in the positive	63.1% at other large colleges 64.2% of the 2013 CCSSE cohort
People Focus	Personal Assessment of the College Environment – Overall Score	3.94 (2011 Administration)	3.66 (2011 Administration)

Figure 8.2

In situations where we find that we are below the average performance in a particular area, we take a deeper-dive to assess why, and begin planning an intervention to help improve the results in the future. Many of the planned improvements become institutional action projects and/or AQIP action projects. Progress is monitored and assessed and at the conclusion of the project, we analyze the results. Based on the results, we begin the cycle again with an overall goal of continued improvement.

8R5. Evidence that Systems for Planning Continuing Improvement are Effective / Measure and Evaluate Planning Processes and Activities

In 2012 we hired John Politi, an external consultant, to conduct a Baldrige readiness assessment for us. In his assessment he noted that: "a strong foundation is in place, however, the strategic planning process has not always been adhered to. An improvement plan has been established and should upgrade the approach and address most or all improvement opportunities. Standout practices include: environmental scan; strategic priorities and initiatives; institutional action plans; deployment of the plan to departments; and alignment of individual goals to department goals."

Each year, we participate in the GFOA Distinguished Budget Presentation Awards Program. Three reviewers rate us in several areas including strategic goals and strategies. We have consistently won this award since 1997, and comments from the reviewers reflect that we are proficient to outstanding in the area of planning.

We recognize that we need to have a more systematic method in place to evaluate our planning process. Our Strategic Planning and Institutional Effectiveness Steering Committee is currently in the process of developing a rubric to evaluate our process and make improvements in a consistent way.

8I1. Recent Improvement

All of our planning and budgeting functions have been systematically aligned and they are supported by environmental scanning, institutional research, and resource development. Initiatives and resources are prioritized and deployed based on the strategic plan as shown by budgeting, external grant requests, and the initiation of prioritized projects. Key performance indicators have been developed throughout the planning process at all levels of the institution.

In 2012, we merged our strategic planning and AQIP processes to ensure better alignment, and to eliminate duplication of effort. Our Strategic Planning and Institutional Effectiveness Steering Committee uses a systematic approach to develop our strategic plan and monitor its plan performance. An improvement as a result of this is the project champion presentation to the committee. The committee provides feedback and asks questions to help guide the champion in the achievement of the plan's goals. Mid-year reports and final reports are published in our portal site where our entire community can review the performance results.

8I2. Culture and Infrastructure Supporting Planning

Our Strategic Planning and Institutional Effectiveness Steering Committee consists of key stakeholders in all budget groups and employee groups at all levels. It reviews key processes and makes revisions to these processes as appropriate. AQIP action projects and academic assessment projects are aligned with strategic planning and budgeting. Our culture has become increasingly data driven with the implementation of an accessible data warehouse and data dashboards for numerous projects and college initiatives.

Category 9: Building Collaborative Relationships

Introduction

We are a charter member of the League for Innovation in the Community College, which provides us opportunity through its national network of innovative community colleges to learn and emulate best practices in all area of our operation. We hold memberships in many professional associations such as the Michigan Community College Association and the American Community College Association. We continue to foster relationships with our regional public schools, and the vibrant home school system in our tri-county district in terms of articulation and dual enrollment opportunities. We maintain strong relationships with our transfer institutions with two-plus-two and three-plus-one articulations. These educational relationships allow smooth transitions for students from high school to college, and from our institution to the four year institutions most often chosen for transfer by our students. Our involvement in major professional associations allows for networking and information gathering among those institutions most closely aligned with ours in terms of mission, vision and values.

Business and industry collaborations are fostered through our occupational academic divisions in concert with our Dean for Career Education and Learning Partnerships, Dean of Innovative Programming, Director of Business Partnerships, Director of Strategic Partnerships and Executive Director for Institutional Advancement. Executive level staff participate in community outreach activities such as Chamber of Commerce leadership programs and Rotary. Each of our occupational programs has an Advisory Board made up of business people, students, former students and faculty who meet annually to discuss our programs and how our graduates are doing in their fields. At these meetings, suggestions are made for program changes if needed. These program changes then proceed through our comprehensive curriculum process to make sure that our students are as current as possible and meeting the needs of our businesses and community.

Our President is consistently out in the community furthering our mission and scanning for opportunities to meet community needs. She is a strong advocate for our institution in all three counties we serve and is a member on many community and national boards (see 9P5). We also have a strong Cooperative Education program which places students in a work experience in the three major industries in our tri-county area: Dow Chemical, Dow Corning and Nexteer (formerly Delphi Corporation). Our Service Learning initiative continues to grow in providing students with opportunities to intern and provide service to our communities for academic credit.

We have strong internal collaborations through our system of shared governance which includes most of our employee groups in providing opportunities for input and participation in review of major policies through our Senate process. Most full-time employees are represented on the Senate, providing vital feedback, policy suggestions and new initiatives to the administration and Board of Trustees.

We continue to work together to bridge gaps between our departments. Groups like Joint Leadership Council and President's Council gather weekly and monthly to communicate information that may help all employee groups stay abreast of things instrumental to our effective teaching/learning environment. All of these organizational groups keep the entire college focused on the overarching goal of student success.

9P1. Create, Prioritize, and Build Relationships with the Educational Institutions and Other Organizations from which Students are Received.

Secondary Educational Institutions - Our President, early into her presidency, set a goal whereby she would visit all high school superintendents in our service area to discuss opportunities and challenges facing students throughout the Great Lakes Bay Region (GLBR). As opportunities arise and school districts have changed their leadership, our president continues to make it a point to maintain open communication with all of the districts we serve.

Dual Enrollment – We have expanded our dual enrollment initiative and participate in the Great Lakes Bay Early College, which provides the opportunity for area high school students to take college classes, which could lead to earning an associate degree from us by the time they are ready to graduate from high school. Although this initiative also involves our neighbor, Saginaw Valley State University, it is housed on our campus. This relationship assures a smooth transition into college for the high school students in our area.

We have a dual enrollment initiative in its second year with Birch Run School District where we offer college courses at a center in their district, which allows students to attend their high school courses at the same time they gain college credit. The current five year plan will lead to high school students completing an associate degree from us within a year of their high school graduation.

We also have dual enrollment opportunities with out of district tech centers in Huron and Tuscola Counties, and a pending agreement with Meridian Schools in Northern Midland County.

Admissions Services - Our Admissions office works with all area high schools and middle schools in the GLBR, as well as with schools outside the service area that routinely send students to us. Most of these relationships have become well established over time. When new educational institutions open we offer to speak with their staff and students regarding the role we play in the region. We maintain communication though an annual Counselor update session, an electronic newsletter, and regular school visits by admission counselors, to share new initiatives. Our year-round approach of providing informing, educating, and testing students who are planning to continue their education into post-secondary offerings provides positive, consistent collaboration and communication between the schools and the college.

Office of Strategic Partnerships – We have recently expanded our office of Strategic Partnerships to include Dual Enrollment. Our director of this office collaborates with Career and Technical Education coordinators from over 40 high schools and career centers to establish and maintain over 180 articulation agreements. Communication is maintained through email, telephone calls, school visits and annual Liaison updates hosted on our campus.

Academic Division Outreach - Our eight academic division faculty have many outreach programs to help strengthen the partnerships with area schools. We collaborate with K-12 partners by hosting middle school and high school academic competitions, athletic competitions, and summer camps.

The Delta Project - Our Bridge Program's Delta Project involves collaboration among our Bridge Director and her staff with the Bay-Arenac ISD, Saginaw ISD, and Midland ESA to provide exposure to enrichment activities for special needs students. This helps eliminate barriers for them and better prepares them for transition into college. We have hosted such things as Reality Stores, Transition Fairs and several secondary to post-secondary events for many years (also referenced in 3P1).

Possible Dream - One of our most successful outreach programs is our Possible Dream Program for at-risk students in grades 6-12. The program's goal is to encourage these students to finish high school, and enroll in college. Each year the college contacts counselors in all the schools in our tri-county area, asking them to nominate students. Over the years, more than 1,700 students have been inducted into this program.

Cultural and academic opportunities for Possible Dream participants include:
- Test preparation and summer camp sessions.
- Performances at the Dow Event Center and Midland Center for the Arts.
- STEM (Science, Technology, Engineering and Mathematics) focused programming.
- "Science Under Sail" on the Appledore IV (a vessel used for events in Bay City).
- "Go See It" trips to the Henry Ford Museum, the Whiting Theater, the Fox Theater.
- Exposure to Delta College and other college campuses (tours, activities on campus, opportunities to work with college mentors).
- Winter health and fitness festival at Delta.
- Assistance with the college process (applying assistance with financial aid paperwork, registering for classes, etc.).

Disability Services - Our office of Disability Services collaborates with several community agencies and organizations on behalf of our students. Our Director of Disability Services and her staff participated in Business Leadership Network, which hosted a career fair for students in February of this year. She also participates in presentations to local schools, provides referrals to the Disability Network, County Literacy Council and Michigan Rehabilitation Services for additional support, guidance and services that our students may need.

9P2. Create, Prioritize, and Build Relationships with the Educational Institutions and Employers Who Depend on the Supply of Students and Graduates

Mission and Vision - We have assigned specific staff responsibilities for creating and building relationships with four key groups of stakeholders: business and industry, education, community-based organizations, and legislators at the state and national levels. Priorities are based on our mission and vision, and are reviewed as part of our strategic planning process. Area businesses such as Dow Chemical, Dow Corning and Hemlock Semiconductor provide us with information on hiring plans and the technical competencies needed by new employees. With student permission we regularly report back to them on student progress and specific competency achievements as measured by standardized tests. These open communication channels provide timely feedback regarding concerns, or need for quick action in particular subject areas. Our annual Report to the Community provides a more broad-based approach to accountability to our Great Lakes Bay Region.

Our President's executive staff routinely participates in environmental scanning to keep abreast of opportunities for programming in the district, state, and nation. From these discussions, individual council members work with their respective departments to seek out and maximize relationships. Our executive staff regularly report back ongoing efforts relating to strategic partnerships to the appropriate departments which allows greater and more meaningful outreach.

Building Relationships with Community - Our president and her executive staff continue to maintain memberships in many community boards including the GLBR Alliance, Saginaw Future, Bay Future and Midland Tomorrow. We gather information regarding events, activities and meetings in the GLBR and determine which of these would provide relevant collaborations for our institution with our

communities. This maximizes our outreach with organizations who depend on the training and graduates we provide. Our Corporate Services Division provides training for companies across the United States, and in turn informs our academic areas about new workforce developments with area employers.

Advisory Boards/Committees - We believe in and use advisory boards as a tool to evaluate the timeliness and appropriateness of our offerings and services. Each of our occupational programs, LifeLong Learning, and service areas of the college have established advisory boards made up of employers, practitioners, and area leaders as well as our faculty and staff. Through regularly scheduled meetings, these groups provide recommendations, review new course and program offerings, review outcomes of individual programs, and provide evaluations of our educational offerings.   We elicit input from these groups regarding new areas of training and education, workforce demands, and potential employment opportunities for our graduates.

Office of Institutional Advancement - Our Foundation responsibility of this office builds relationships with organizations that often rely on relationships with our students. These organizations often wish to help students financially in a related program. We work to find eligible students to receive this aid and maintain close communication with donors regarding how the money was used.

Office of Strategic Partnerships and Dual Enrollment - Our Director and staff attend occupational Advisory Committee meetings that we host to report new and pending articulation agreements and gather feedback from the business community on needed agreements. The staff regularly attends Chamber of Commerce events and volunteers in the region to further enhance our network.

Michigan Small Business & Technology Center - We are the Regional Host for the Michigan Small Business & Technology Development Center, serving entrepreneurs and small businesses over four counties in the Great Lakes Bay Region. Annually, the Center serves over 400 clients, providing confidential, no-cost small business counseling and research to new and existing entrepreneurs. Visibility within the region allows a direct linkage with other economic development agencies, business organizations and regional constituents. The Center partners with campus departments to deliver a broad variety of training and educational instruction as appropriate to meet customer expectations, demands and needs. On average, the Center hosts 60 non-credit training programs annually.

Admissions Organizations - We actively participate in the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) organization to establish and build relationships with other educational institutions. Ferris State University, Northwood University, Saginaw Valley State University, and Davenport University maintain offices in our counseling and advising offices, and we have approximately 70 articulation agreements with these three institutions. We have numerous articulation agreements with 17 other baccalaureate granting institutions for most of our programs. Academic and student service departments regularly meet with our primary transfer schools to discuss ways to ease transfer and promote student success. Transfer institutions regularly staff information tables on campus to provide information directly to our students.

9P3. Create, Prioritize, and Build Relationships with Organizations that Provide Services to Students

Services for Students - We regularly provide students access to professional organizations and activities for professional development through our Office of Student Engagement. These organizations provide a variety of services for students through workshops, vendor shows, media and brochures relating to their services. We provide our own bookstore and food services which focus efforts on customer (student)

satisfaction. We coordinate with area transportation services on behalf of students who rely on public transportation.

IT Services - We contract with Ellucian Higher Education to provide information technology services for our students. Ellucian has offices on our campus, which allow us to regularly interact with them as we would with any other department or division, and we continue to build an excellent relationship that has been in place since 1996 using defined measurements and feedback as specified in our contract. Feedback from users, including students, is regularly used in Ellucian's performance assessment.

Testing Services - Our LifeLong Learning Division contracts with test administration companies, and administers licensure and certification tests, for occupational students in programs such as Automotive, Nursing, and Surgical Technology. This allows our students easy access to these tests and helps minimize barriers as our graduates move into their professions.

Disability Services - We have a relationship with Michigan Rehabilitation Services, a service provider of vocational training and support for disabled community members. They provide services for our currently enrolled students as well as those intending to enroll. Their services include funding support, training and job coaching. They also provide our students access to Michigan Career and Technical Services in Plainwell Michigan for those who would benefit from hands-on vocational training experience (additional information of Disability Services can be found in 9P1.

9P4. Create, Prioritize, and Build Relationships with Organizations that Supply Materials and Services

Purchasing processes - We observe the appropriate standards in our policies for purchasing and supply acquisition. Collaborative relationships are maintained to the extent permissible where competitive bids are required by our stewardship obligations and by Michigan law. A cross-functional team participates in the annual budget process to review requests for new and existing resources for each department. These requests are prioritized and presented to the Board of Trustees as part of the mandated annual college budget. We also have a standardized open bid process for purchases that exceed a set limit.

Business Relationships – A prime example of regional collaboration is the relationship with Great Lakes Bay and Region 4B Michigan Works! who provide our MI-SBDC program with in-kind contributions of space and materials. These collaborative arrangements have been ongoing for ten years. Biz Resource Centers in four offices allow visibility and awareness of the entrepreneurial services and programs available to small businesses. Our approach with these partnerships is systematic and focuses on areas of mutual concern. Many of the relationships that exist between the MI-SBDC and our local partners are part of a state-wide delivery system. We look for best practices among other program regions, and then move to replicate them as appropriate to our culture. Access to resources has allowed enhancement of our library materials and services.

9P5. Create, Prioritize, and Build Relationships with Education Associations, External Agencies, Consortia Partners, and the General Community

Association Memberships - We are a charter member of the League for Innovation in the Community College. We also maintain memberships in the Michigan Community College Association (MCCA), the American Association of Community Colleges (AACC), Continuous Quality Improvement Network (CQIN), and the American Community College Trustees Association (ACCT). Our president currently serves as President of the Board for the League for Innovation. She is a member of the Bay Area Chamber of

Commerce Board of Directors, the Board of Directors of Midland Tomorrow, the Great Lakes Regional Alliance and the Saginaw Valley Torch Club. She also serves on the MiTech+ Board of Directors. Many executive staff members are active in community associations, as well as Michigan and national associations in their fields to help maintain and build relationships with local, state and national partners in education and our community. Most of our full-time faculty maintain memberships in associations within their fields and regularly attend conferences sponsored by those associations.

Office of Institutional Advancement - Our office of Institutional Advancement creates and builds relationships with the community through publication and distribution of the *Journeys* newsletter twice a year, which is mailed to 43,000 constituents. Once a month it also airs *Dateline Delta*, a television program that reports current happenings at our college on our Public Broadcasting Station. We are able to use our public radio and television to communicate with our constituents.

Strategic Partnerships - Our office of Strategic Partnerships and Dual Enrollment maintains contact with area high schools, intermediate school districts and transfer institutions to provide an avenue for seamless transfer into and out of our institution. Our Dean of Career Education and Learning Partnerships participates in ongoing environmental scanning within our region to make sure our occupational education offerings meet the needs of our business partners.

Community Outreach - We sponsor many community outreach activities for local school students of all ages, such as summer academic camps, wellness camps, technical trade's competitions, science competitions, math competitions and others on our main campus and at our centers in the three counties we serve. Our Student and Educational Services Division sponsors career and employment fairs each year which serve to maintain connections for us with local employers. Other forms of outreach are described in 9P1.

9P6. Ensure that Partnership Relationships are Meeting the Varying Needs of Those Involved

Evaluation of Outreach - We routinely survey, collaborate, and gain information from constituencies in various ways as follows:
- Advisory Committee recommendations (for occupational programs) to maintain the most up-to-date programming and meet local employer needs.
- Annual Graduate surveys to assure that our graduates have had a good experience during their time with us and are progressing in their life and educational goals.
- Internal assessment results with departmental program and course reviews to assure that our courses and programs are meeting student learning and success objectives.
- Student success data after transfer to other educational institutions (compared to native students).
- Third party testing results: ACS Final, National Physics Exam, NCLEX for Nursing, etc. to assure that our graduates have good success rates on licensure in their fields of study and can become gainfully employed in the field.
- Student success after hiring by local employers (based on employer feedback) to assure that our graduates are successful in their employment endeavors after they leave us.
- Periodic community surveys for environmental scanning purposes to assure that we maintain cutting edge programming and meet regional employment needs.
- Use of the National Clearing House for data sharing to compare our student success data with that of like institutions.
- Annual student, faculty, and staff surveys to assure that we maintain and positive environment for our campus stakeholders.

- Participation in national surveys such as Noel Levitz and CCSSE to assure that we are meeting the needs of our students and compare with other like institutions.

Environmental Scanning - We also have an environmental scanning committee that works with our academic divisions in the occupational areas to make sure that we are meeting regional business needs, and that our graduates are well prepared when they complete our programs.

9P7. Create and Build Relationships Between and Among Departments and Units within the Institution and Ensure Integration and Communication across Relationships

Shared Governance - We have a shared governance structure which assures maximum communication and input from all areas of the college regarding major Senate policy decisions. Membership on Senate policy committees and advisory boards include representation from most employee groups. We also have a formal hierarchy of communication, electronic and face-to-face, which allows for excellent interaction across our campus.

Communication methods: Our various methods of communication are described below:
- Regular discussion of "Living our Values" at Senate meetings, Executive Council meetings, and President's Forum meetings allows anyone present to give an example of how an employee or group has exemplified our values.
- President's Forum meetings - Membership on our President's Forum includes the directors/managers of our major departments, and leadership from faculty, administrative/professionals, support staff, maintenance and food service employee groups. This forum allows employees to react to proposals and ideas for activities within the college and to provide an avenue of communication for members of the forum on perspectives of other employee groups. This forum meets monthly.
- 'Daily Difference' is a daily pop up that appears each time a campus computer is turned on, and provides news, events, announcements and a daily reminder of one of our values to all our faculty and staff.
- Diverse membership in college committees – as stated earlier, all committees attempt to achieve membership with representation from a variety of employee groups.
- COS Activities that benefit all employees – our Center for Organizational Success provides many workshops, presentations, trainings and conversation forums for all employee groups on a weekly basis.
- Alignment of strategic planning between the eight academic divisions, the six budget groups and the overall college plan – our strategic planning process allows representatives from all employee groups to share in establishing and revising our strategic initiatives. Our strategic planning committee meets by-monthly.
- Communication (through Council of Chairs, Dean's Council, Presidents Leadership Team, Executive Council, Faculty Forum, ECAPS, Senate, etc.).
- Electronic updates through campus email lists – we have an all college email list as well as lists for each employee group that allows maximum communication of events and activities.
- Joint Leadership Council provides an avenue of communication between supervisors in Academics and Student Services areas regarding college initiatives.
- College sponsored social events like the golf league, bowling league, ice cream social, and awards banquet provide casual off campus avenues for communication.
- *Delta Collegiate*, our student-run newspaper, provides weekly information for students and staff from a student perspective.

PACE Survey - We have recently implemented the Personal Assessment of College Environment (PACE) software as an outreach service provider to gather information and conduct research on leadership and institutional effectiveness. These surveys are directed at assessing faculty, staff, administrative and student satisfaction with our internal environment.

9R1, 9R2. Measure of Collaborative Relationships, External and Internal / Collect and Analyze Regularly, and Performance Results in Building Key Collaborative Relationships both External and Internal

Our introduction to this category and process information identifies the many ways we build and measure effectiveness of our collaborative relationships externally and internally. Each of these relationships are developed and maintained because they help us advance our mission, realize our vision and operate according to our values and strategic initiatives. The following provides additional information regarding performance results of these relationships.

Community Relationships - Constituents - We provide information about our operations that support our mission, vision and values with individual community members through publications, *Journeys* and *Career Focus*, our television and radio broadcasting channels, and our advertising initiatives. Both *Journeys* and *Career Focus* are sent to each household in the Tri-County area. Our television and radio program is available through broadcast as well as cable and reaches our service counties and beyond. See 2R1 for details on increasing memberships and donations for our Broadcasting operations.

High School Penetration - We determine the effectiveness of some of our outreach practices through our ability to penetrate our potential student pool in our service area. This is measured as a percentage of the high school graduates in the local counties who choose to attend Delta. The following graph (Figure 9.1) summarizes our market penetration.
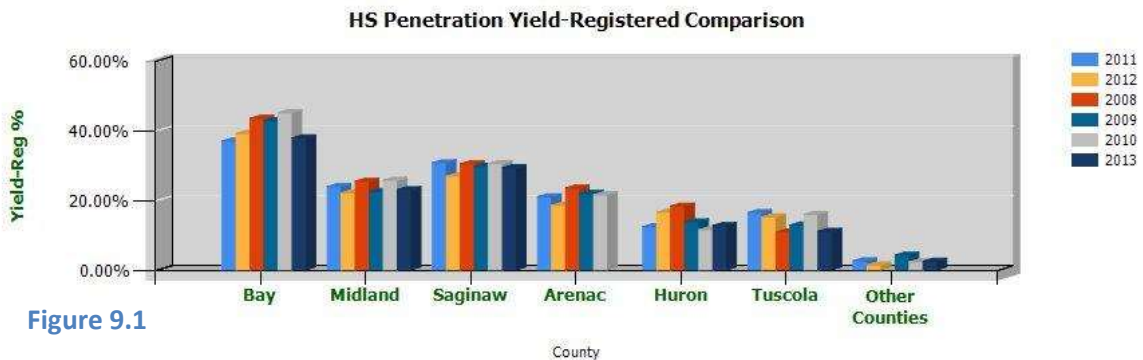

Figure 9.1

The consistently strong levels of high school penetration for our service area and outlying counties indicates that our outreach practices are making their way to our constituent households.

Community Relationships – Community Organizations and Employers - We maintain a significant presence in community organizations that are integral to the economic development of the tri-county area. These relationships allow us to form productive relations with local governments and employers resulting in a mutually beneficial system that helps identify community needs in a timely manner. Our involvement in organizations like the Chamber of Commerce and Rotary in our service area are crucial to forming relationships with current and potential employers for our graduates. Our role in these organizations has been garnered us the position as the preferred training provider of employees and prospective employees.

We are agile and responsive to community and employer needs. In the past years, we have not only been the major supplier of employees for our local businesses, but we have been able to provide low cost, short-term training in crucial occupational areas when asked.

We have streamlined our processes for providing work experience and internships for our students. Our Office of Academic Career Experience (Co-operative Education) and Career Services have integrated their services to enhance the employability skills of our students and increase the number of cooperative educational experiences.

Community Relationships – Experiential Learning - We continue to increase our service learning, internships and co-op experiences for our students. These experiences emphasize meeting community needs and student learning through structured reflection activities that assess the effectiveness of the experience for both the student and the organization. We work with several community organizations such as the United Way Community Volunteer Centers of Bay, Midland, and Saginaw Counties to assist students in our Service Learning Program. Students apply the knowledge and skills in a particular course toward meeting a community need. The Service Learning Office encourages students, faculty and staff to donate their time and energy to non-profit agencies in the surrounding communities. The following chart (Figure 9.2) shows the growth of our service learning program over past years:

We have continued to see strong growth and support for our Service Learning program as greater numbers of faculty see the educational value of providing these opportunities for our students.

STUDENT SERVICE LEARNING PARTICIPATION RATES	2012-13	2011-12
Student participation Academic Service Learning	2,500	2,500
Student participation Other forms of Service Learning	228	150
Total Participation In any Community Service	2,728	2,650
Students with 20 hours or more Per semester	403	448
Students supported by One or more CNCS Programs	6	1
Total service hours by Delta Students	46,376	39,666
Faculty Participation	75	73
Courses Taught	117	110

Figure 9.2

We have had a recent reorganization of our co-operative education structure. We had been consistently losing students in this program due, mostly to the loss of full time faculty who were not replaced. Just this past academic semester, we reallocated time for a full time faculty member to coordinate this effort. We are already seeing progress, as shown in Figure 9.3.

Academic Career Experience Participation	2014	2013
Student participation	201	187
Employer participation	30	28

Figure 9.3

Although these results do not seem remarkable, we are pleased to see growth after so many years of declines. We are hopeful that the faculty contact with potential co-op sites will show continued growth.

Relationships with Educational Consortiums - Our membership in professional educational organizations provide opportunities for us to learn from the best practices of other institutions as well as share our own successes. Examples of these consortiums include our charter membership in the League for Innovation in Community Colleges, our nine year membership in the Continuous Quality Improvement Network (CQIN), and memberships in the American Community College Trustees Association (ACCT), American Association of Colleges and Universities (AAC&U), American Association of Community Colleges (AACC) and Michigan Community College Association (MCCA). Our participation in

these consortia has provided significant formulation and growth of major program initiatives. The following is a partial list of these initiatives:

- Our developmental education program has received state and national attention with its NADE certification and our ability to make changes to better meet the needs of our developmental students.
- Our participation in the League for Innovation has provided many opportunities for us, such as membership in Achieving the Dream, participating in League Research like Faculty Voices, publishing and presentation at League conference like STEM-tech and Innovations and collaboration with other community colleges across the U.S. in the Walmart Grant.
- Involvement in other consortiums such as the Michigan Community College Association and American Association of Community Colleges has resulted in leveraging grant funds for development of a number of programs including a wind turbine program and enhancement of our developmental education program.
- Concurrent enrollment consortiums to help our students advance in their field of study while completing their degree with us.

Feeder and Destination Institution Relationships - Our partnerships with our area high schools are measured by the Office of Strategic Partnerships and Dual Enrollment. Our transfer agreements, and articulation agreements are key indicators of our continued success in providing a more seamless transition between institutions. Our Office of Strategic Partnerships and Dual Enrollment generates reports on these agreements. Internally, we track the success rates of students who transfer into our programs. We track student success within our disciplines as well as the overall GPA while they are a student here. We provide a report to the feeding institution that includes the number of students who received transfer credit, the amount of credit and the financial savings to the student.

Our partnerships with transfer institutions typically include articulations of individual programs, as well as 2+2 and 3+1 agreements. Although tracking students who transfer to other institution is not as easily done, where we are able to establish agreements, we find that our students enjoy a similar or better level of success as those students who are native to that institution.

Table (Figure 9.4) provides information showing the growth of our articulations with secondary institutions over the past two years and the total tuition dollars saved as a result of those articulations.

Relationships with Supplies and Service Providers - Our business and purchasing office collects and analyzes a variety of data to assure that we are able to use our monetary resources as effectively as possible. Examples of data that is collected to identify potential areas for cost savings are:

Year	# Students	# Courses	# Credits	Tuition Savings
2011-12	605	1600	3774	$324,564
2012-13	779	2258	5108	$452,058
Figure 9.4				

- Annual reviews of purchasing patterns with designated vendors to identify high-volume items that may be re-priced for cost savings. This conversation also allows all parties to identify concerns before they become problems.
- Cost saving tallies for individual purchases to identify the most effective low-cost vendors.
- Implementation of a distributed purchasing card program providing departments flexibility for low dollar purchases.

Internal Relationships - We have an extensive system to support relationship building within our institution. These are described in detail in Categories 4 and 5. We will have additional data to support

relationships within our institution when we receive the latest results of the PACE survey in the next few months.

9R3. Comparative Results / Collaborative Relationships

We compare performance in our ability to build collaborative relationships with other colleges across the nation and locally. As a member of the League for Innovation, we routinely collaborate with other League schools as to how we provide programs and services to constituents. These partnerships with other colleges do not provide formal comparisons, but allow us to maintain awareness of best practices of comparison. Continued communication with colleges in our area through our Office of Strategic Partnerships and Dual Enrollment provides additional avenues for comparison.
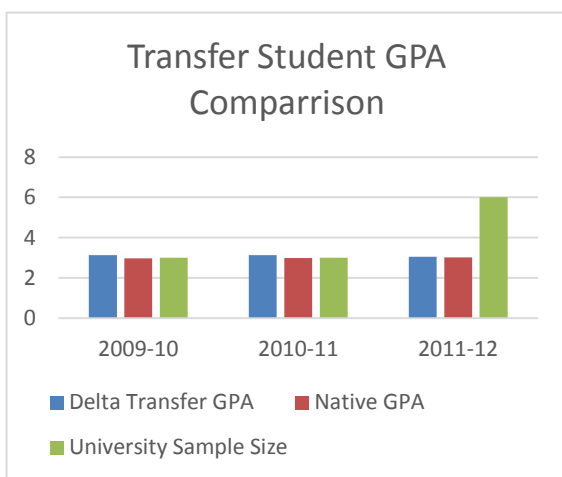
Figure 9.5

Internal comparisons are likewise difficult to measure nationally. As mentioned in Category 5, we are currently in the second cycle of our PACE survey which will provide comparison data regarding our employees perceptions of our institutional climate. We plan to monitor those results carefully for any changes that need to be made in our culture.

We are able to compare the success rates of our transfer students to the success rates of transfer students from other schools. Data that shows how our students perform compared to native students in peer institutions is shown in Figure 9.5.

9I1. Improvements in the Category / Systematic and Comprehensive Processes

We feel we have made significant improvements in building and fostering collaborative relationships both internally and externally.

Community Relationships Constituents - In 2013 our marketing department engaged Ellucian Web Services to determine why our constituents visit our website, and whether it is meeting their needs. This survey revealed strengths and weaknesses of our website. It was determined that our website was not functioning well as a marketing tool. As a result, we moved all student activities to a portal environment to allow our external stakeholders greater services and access through our public site. It is our hope that this new format will foster greater usage by our constituents, and further our relationships with them.

Supplies and Services Vendor Relationships - Several improvements have been implemented in our purchasing processes. They include:
- Increased use of pre-bid competitive agreements through purchasing to lower cost.
- Use of standardized bid documents to assure clear specification of needs during the bidding process. This will increase the meaningfulness of the bids that are received.
- Review process for appropriate classification of independent contractors and W9 verification for all vendors.
- Feedback system for Accounts Payable to assure that our vendors are not adversely affected by inaccuracies that may occur during our payment process.

- Expanded use of group purchasing co-operatives and governmental contracts to assist in reducing costs, administrative effort and processing time with bidding.
- Networking at NAEP, MPPOA and HPS.

Internal Relationships – We have continued to work to improve our internal relationships. The following is an updated list of these efforts:
- The inclusion of our support staff as full members in our Senate has proven to be a significant improvement in this employee group's morale, and relationships with the rest of the college. It provides this employee group the ability to demonstrate leadership, and has helped them formulate review in their policies consistent with the other groups.
- We continue to expand our programming and services at our three centers located in Midland, Saginaw, and Bay City. We partnered with our local bus service to provided better transportation between our Saginaw center and our main campus. We are in the process of building a new Saginaw Center that will be provide equity in program offerings and services comparable with our main campus.
- We continue to strengthen internal collaboration through the strategic planning and AQIP processes. Integrating AQIP into our strategic planning and budget process has provided opportunity for many additional employees to be engaged in assessment, planning and budgeting.
- Our second administration of our PACE survey will provide a comparison with regard to employee perception of our institutional climate.
- We continue to strengthen relationships between our Academic Division and our Student and Educational Services Division with the bi-monthly collaboration through our Joint Leadership Council. In addition, the two divisions have instituted a process of joint employee meetings twice a year to keep both areas informed of major changes within their divisions.

9I2. Culture and Infrastructure

The continued growth and strength of our shared governance system, and our participation in AQIP and CQIN, foster the ability for our faculty, staff, students, and community members to meet and collaborate on college initiatives. This provides an avenue for creativity and innovation among our major stakeholders, and leads to potential new initiatives and growth of current initiatives. When the initiatives fit into our strategic plan and support our mission, vision and values, they are prioritized, funding sources are identified, and the initiatives are acted upon.

We continue to advance our four Strategic Focus Areas (SFAs): 1) Student Success: Promoting success for all students, in the classroom and in life; 2) Community Focus: Understanding and responding to our communities' needs; 3) Sustainability: Using our resources in an efficient and sustainable way; and 4) People Focus: Respecting and growing our people personally, professionally and organizationally. Our Strategic Planning and Institutional Effectiveness Steering Committee has created eight college-wide strategic initiatives (Figure 9.6) for 2012-2015. Delta College's strategic initiatives provide a broad, goal-oriented description of the way in which the College is working to attain success in each of our four identified strategic focus areas. These initiatives are used by both our internal and external communities to support the development of relationships and action plans that will help us to most effectively advance our institutional mission.

Student Success		
1.1	Create a comprehensive enrollment and retention plan that incorporates a routine assessment for student success.	
1.2	Increase completion rates of students earning certificates and associates degrees.	
1.3	Enhance the collection and use of data to increase student success.	
Community Focus		
2.1	Increase community involvement to foster college readiness in the Great Lakes Bay Region.	
2.2	Meet the needs of area employers and provide support for economic development in our region.	
Sustainability		
3.1	Expand, promote, and codify sustainability across the curriculum.	
3.2	Create an increased understanding of the excellent value that Delta College offers to the Great Lakes Bay Region.	
People Focus		
4.1	Recruit, support, and retain a diverse and talented workforce.	

Figure 9.6