

2010 Delta College AQIP Systems Portfolio



Overview

Intro

Delta College is a comprehensive public community college with its main campus located on 640 acres in Bay County, Michigan. The campus is noted for its miles of nature trails, athletic fields, tennis courts, running and fitness trails and beautifully landscaped courtyard garden. The buildings, totaling over 897,000 square feet, are all connected, allowing convenient access to programs and services. The College lies midway between the major cities of Saginaw (population 56,000), Bay City (36,000), and Midland (42,000) [*numbers from 2008 U.S. Census projections*]. The Delta campus opened in 1961, and recent renovation/expansion projects, totaling more than \$103 million, have modernized nearly 90% of the main campus, adding approximately 20,000 square feet to the facility. Delta College opened its Planetarium and Learning Center in Bay City in January 1997 and offers courses at centers in Saginaw and Midland as well. The College is supported by tuition, local tax dollars, and State funding. It is governed by a Board of Trustees, comprised of nine representatives, three elected from each of the tri-counties which exercises oversight of the College operations.

Delta's leadership team has established an organizational culture that encourages effective communication, review of the issues, and decision-making. The Shared Governance model adopted by Delta contributes to the significant involvement and participation of faculty and staff members. The Senate and Senate process ensure that important issues are coordinated and discussed on a widespread basis, permitting many groups and individuals to participate. Of particular note, in addition to faculty, administrative/professional and support staff are represented on the Senate, giving these three employee groups strong voices in decision-making.

Delta College has a strong commitment to learning and student success. As a charter member of the national League for Innovation in the Community College, we are devoted to improving learning through experimentation, innovation, and assessment. In contrast to the trend in undergraduate education, we are committed to maintaining, as a minimum, the current standard of 65% of total credit/contact hours taught by full-time faculty. Our strong focus on professional development and education opportunities for employees has resulted in a retention rate exceeding 90% in all position classifications and an award in 2009 from the Chronicle of Higher Education and ModernThink LLC as one of the Great Colleges to Work For. Using the Appreciative Inquiry process, approximately 450 Delta employees and community members helped to draft new mission, vision, and values statements (see below) at a day-long summit in March, 2006. These new statements reflect our continued commitment to our community, students, and employees.

Our Student Body

Being a learning-centered community is one of our values and we often refer to our students as learners. In Fall 2009 and Winter 2010, our student body exceeded 11,000 students. Minority groups represent 17% of our student body. This mirrors the local community that we serve. An analysis of the demographics and scheduling trends of our learners taking academic credits indicates that the majority are enrolled part time (60%), are under age 25 (62%), take a combination of day/evening/internet classes (60%) with the vast majority (84%) living in our service district of three counties. Every time academic students register, they are asked to indicate their primary goal and their responses over the past few years have been relatively consistent: 58.4% indicated an occupational certificate or a degree program; 27.4% a transfer program; 8.0% undecided; 3.2% personal enrichment/guests/previous graduate; and 3.0% dual enrolled high school students. In the fall of 2009, almost 25% of academic students were enrolled in at least one developmental course. Learners enrolled in non-academic credit programs via either our LifeLong Learning or Corporate Services Divisions are focused primarily on work skill development, or seeking personal enrichment.

Delta College Mission Statement

Delta College is a responsive, dynamic community college. We educate, inspire, challenge, and support a diverse community of learners to achieve academic, professional, and personal excellence.

Delta College Vision Statement

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

Delta College Values

Diversity: We actively promote, advocate, respect and value differences. We foster a welcoming environment of openness and appreciation for all.

Integrity: We are committed to honesty, ethical conduct and responsibility.

Respect: We stand for trust, caring, loyalty, and academic freedom.

Excellence: We support outstanding achievement in our students, employees, and communities. We have a passion for quality and strive for continuous improvement.

Leadership: We create and communicate inspirational visions for results. We are accountable to our communities.

Innovation: We rejoice in creative change. We are flexible, agile, and risk-taking.

Team work: We foster communication and collaboration across boundaries, and support shared governance.

Learning-centered community: We are an engaging, inclusive, diverse learning organization. We focus on academic excellence, civic responsibility and community leadership.

In addition to offering traditional classes for students working on career or transfer degrees or taking courses for personal enrichment, we offer programming through our Corporate Services Division as well as hosting Quality Public Broadcasting radio and television. The College Foundation has been instrumental in providing the College with financial opportunities to pursue these and many other initiatives. The College Planetarium in Bay City is a premier landmark for community-based programs. Finally, in 2008 the College embarked on a sustainability program designed to instill a culture of sustainable long-range planning and forward-thinking design, reinforce sustainability in the curriculum, and provide sustainability leadership in the community.

Strategic Vision

Under the leadership of Dr. Jean Goodnow, who was inaugurated as the College's fourth president in July 2005, the College has moved decisively to maintain its role as one of America's leading community colleges. Within her first year as president we developed our current mission, vision, and values statements. We obtained membership in AQIP in May 2006 to focus systems and processes on continuous quality improvement. We developed a strategic plan in 2006 that focused on five strategic initiatives critical to future success: (1) student success, (2) program and service excellence, (3) people focus, (4) community relationships, and (5) financial stability. In May 2009 we adopted as a guiding principle a commitment to "promoting learning, actions, and practices that incorporate social, environmental, and economic sustainability in our communities." We have strengthened our commitment to lifelong learning for community members with new programs for citizens 50 years or older and enhanced our non-credit programs. We have completely revamped our marketing and public

relations functions to reinforce our educational mission and to be responsive to community needs. We have worked with the Higher Learning Commission through twice participating in its Assessment Academy to demonstrate our commitment to assessing student learning. The Center for Organizational Success (COS), established in 2005, is unique in that it provides comprehensive and sustainable professional development for all employees. In 2008 it received an Institutional Merit Award from the North American Council of Staff, Professional, and Organizational Development. We have promoted the distinctive role of shared governance as the primary vehicle for employee involvement in decision making and planning, the most visible act being the inclusion of support staff in 2009 as members of the College Senate. These activities are discussed in more detail throughout the Systems Portfolio.

For more information see in the 2009-10 Strategic Plan and Budget, page 44:

<http://www.delta.edu/files/Finance%20Office/Budget%2009-10%20Strategic%20Plan.pdf>

C1-a Our current 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.

Of our students who have never attended any college-level program, roughly 80% have developmental-level skills in Reading, Writing, and/or Math. Since this is such a large portion of our student population, 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. In addition, it creates learning environments that support students new to college, and it assists faculty in professional development to enhance their ability to assist these students both in and out of the classroom. As a result of these activities, our developmental education support structure is seeking NADE certification and exceeds many NADE standards. It is our academic goal to continue to meet these standards and integrate sound developmental education practices for our developmental education students.

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 and an information dashboard that will allow continuous monitoring of student success. It is our academic goal to increase the availability of this type of data so that this information will assist in more effective curricular and pedagogical design.

Over the last 15 years, we have taken continuous steps to embrace assessment as a means of improving the student learning process. Formative and summative means of assessment were introduced to our classrooms in the late 90s along with a broader campus-wide discussion of general education program design. Over the last 10 years, we have made a directed effort to increase the frequency of assessing student ability to meet program learning outcomes. More recently, we have begun assessing aspects of our general education program through institutional assessment. It is Delta College's academic goal to continue developing our assessment processes to more effectively support and monitor teaching and learning.

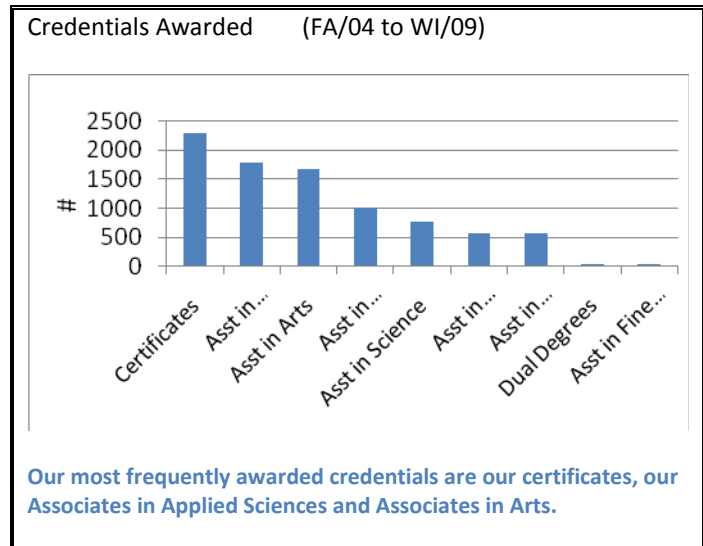
C1-b We offer educational programming for college credit through our academic unit, for corporations and other entities through our corporate services division, and life-long learning opportunities for our entire community. In this response, we focus on educational programming for college credit. The educational programming associated with corporate services and life-long learning opportunities are addressed in more depth in Categories 2 and 3.

We offer a variety of Certificate, Associate Degree, Applied Associate Degree and Dual Degree programs.

A total of 8783 different credentials have been conferred by Delta between the 2004/2005 and 2008/2009 academic years. The breakdown of these degrees is shown in the figure below.

A variety of systems and technologies support our ability to offer the curriculum for these degrees.

General Education Program: Delta's current general education program is the result of an on-going campus-wide process to identify the common goals that Delta holds for its students. These goals are continually reviewed and assessed through the General Education Curriculum Assessment Committee (GECAC.) GECAC is chaired by a faculty member and has representation from the major academic areas as well as Student Services. GECAC reports to both administrative committees (Dean's Council) and Curriculum Council. This is further developed in question 1P1.



Curriculum Approval and Design: The full-time faculty are responsible for initiating curriculum changes with an approval process through Curriculum Subcouncil which meets every week and Curriculum Council which meets once a month. These two groups review proposals to change existing curriculum and the design of new curriculum and have representation from each major area of academics and student services. The detail and function of this process is described more fully in our response to question 1P3.

Program Review: Our offices of Career Education and Learning Partnerships and Institutional Research conduct systematic reviews of our occupational programs. Our processes are described in question 1P4. In addition, the Academic Assessment Committee reviews academic program assessments each month.

Counseling / Advising: Our counselors and advisors coordinate with the academic design/review processes described in questions 1P1 through 1P4 and faculty to assure that students are informed of changes and are able to meet or exceed the academic goals of their chosen curriculum. This includes matching a student's learning interests with an appropriate course of study, assuring that the student's skills are appropriate for specific courses and indicating means of developing the appropriate skill sets where students are not prepared. Many of these services are offered on-line. These processes are described in the responses to questions 1P5 through 1P8.

Student Learning Support: We offer a variety of supports for our students through both academics and student services. The core services discussed in this systems portfolio are the Teaching/Learning Center, Career Services, The Bridge Program and a variety of courses that allow students to develop skills to be successful in college. Further details are provided in questions 1P9 and 1P10.

Learning Management System (LMS): We currently use Educator and are moving to Desire2Learn as of Fall 2010, to offer both on-line and blended format courses. All of our instructors have a course site within the LMS for each individual course they teach and may use the system to augment their

classroom's learning environment. Features include ability to communicate via email, announcements, provide course documents, discussions, grade reporting and assessment.

C2

We have 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.

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. DCCS operates the following programs for clients: training services for incumbent employees, pre employment training for individuals, career awareness and preparation programs, training development programs, and training program administration.

Foundation: The Delta College Foundation exists to help fill critical financial needs of the institution.

The Foundation raises much-needed dollars for the institution, through direct solicitation, special events, alumni relations, and planned giving programs. It addresses its three main objectives with the following programs/services:

- Build relationships with external donors, community supporters and private sector businesses: The Delta College Foundation develops and nurtures relationships which provide resources to further the College's mission of advancing students' educational goals.
- Plan and implement both "friend raising" and fundraising events: Two special fundraising events are held each year. The Delta College Foundation Golf Classic is held in June, and raises dollars for men's and women's athletic program and scholarship needs. A Chocolate Affair is held in November and raises dollars for the College's "Possible Dream Program," which helps bright yet at-risk 6th -12th graders stay in school and believe that college is a "possible dream" for them.
- Build the direction of the College's fundraising efforts to be able to increase the pool of dollars available for student, faculty, project and capital needs, now and into the future: Organize capital campaigns to help raise dollars for campus expansion and renovation.

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. Through the Planetarium, we develop community partnerships with local K through twelve school districts. As part of this partnership, a number of planetarium shows are conducted by grade level. The Planetarium also partners with the Chamber of Commerce, the Bay Arts Council, the Double Tree Hotel and Convention Center and a number of other local agencies. As a result of these partnerships, a number of programs are established, which include promotion and involvement of community events, such as the Hell's Half Mile Film and Music Festival, Tall Ships events, evening cruises, and many more.

Quality Public Broadcasting: 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.

Continuing Education - On Delta College Quality Public Broadcasting (Q-TV) we provide a wide range of programming over our four programming streams to meet the continuous educational learning needs of

our diverse audience. In addition to Q-TV, our Enrichment Channel, Delta College Learning Channel, and Today's PBS channel provide an equally diverse programming service with an emphasis on education for all ages.

Multi-media Support - Working in conjunction with the College's audio visual department, Q-TV produces a wide variety of video presentations for use by the Delta College faculty. Whether we are demonstrating with the aid of digital animation and lifelike models the human anatomy for the Biology Department or creating videos that help Delta College demonstrate its activities in the areas of Developmental Education or Diversity, our production department stands ready to help improve student learning and community education.

Q-90.1FM has a joint operating agreement with Central Michigan University (CMU). Of particular importance is the station's ability to promote Delta College events, programs, and talent. The radio service (which shares the broadcast day with CMU) shares the mission and values of its TV partner, WDCQ.

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 Sustainability Office is co-directed by two half-time positions—one operating from Facilities Management, the other from the Academic Office. Each position has responsibilities directly related to their area of expertise, but they collaborate to jointly promote the mission of the program. 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.

The Academic Sustainability Team (AST) is a dynamic and motivated faculty group working to integrate sustainability throughout the curriculum. The outcomes and objectives of a course are accomplished with consideration for sustainability's "triple bottom line" (social, environmental, and financial). The AST also acts as a resource center for faculty who request help in improving the sustainable content of their courses and in the development of new sustainability- focused courses.

Requirements and expectations of our key stakeholder groups are summarized in section C3.

Primary competitors in the various areas are:

C3

For freshman and sophomore academic students seeking baccalaureate degrees: 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: Ferris State University, Baker College, Davenport University; for academic students from our primary out-of-district counties the main competitors are 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. However, due to the recent economic situation, the primary

competitors have become the clients' internal training and human resources departments as more and more companies are doing their own training and skill development programs.

Key Stakeholders and Their Expectations.	
<p>Academic students</p> <ul style="list-style-type: none"> • Complete requirements to graduate, transfer, gain employment or upgrade skills • Quality instruction • Quality support services • Convenient scheduling • Safe environment 	<p>K-12 School districts</p> <ul style="list-style-type: none"> • Student success services • Appropriate courses, programs, services • Transferability of courses to other colleges/universities • Provide dual enrollment
<p>LifeLong Learning students</p> <ul style="list-style-type: none"> • Short term skills training (non credit) • Variety of personal enrichment courses and programs • Availability of Continuing Education Units 	<p>Transfer colleges/universities</p> <ul style="list-style-type: none"> • Equivalent courses • Well prepared students • Adherence to transfer agreements & • MACRAO
<p>Corporate Services clients</p> <ul style="list-style-type: none"> • Relevant skills training for current employees • Fulfillment of grant specifications • Customized training & services 	<p>Employers</p> <ul style="list-style-type: none"> • Well trained potential employees, with appropriate skill levels • Quality co-op and intern students • Quality skill training for current employees
<p>Community residents</p> <ul style="list-style-type: none"> • Quality image, reputation • Open access • Value for millage support • Fiscal responsibility • Appropriate programs • Support for employers • Contributor to local economic development • Legal compliance • Safe environment 	<p>Governments & Other Agencies</p> <ul style="list-style-type: none"> • Adherence to grant specifics • Fiscal responsibility • Enhance economic and workforce development

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

C4

We employ 540 full-time and 459 part-time employees. Faculty is the largest employee group with 217 full-time and 348 adjunct instructors. Administrative/ Professional staff (144) and Support Staff (140) 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.

The college is composed of six major functional divisions (as noted on the organizational chart): Instruction and Learning Services, Student & Educational Services, Institutional Advancement, Business & Finance, Communication Technology/ Public Broadcasting, and Corporate Services, all of which are

further sub-divided into departments, disciplines, or other small work groups. There are a number of standing committees (internal and external to the senate structure) that are interdisciplinary and cross functional in nature. Most 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 employees' work. Strategic focus areas are developed during this planning process and these goals are analyzed in terms of their fit with the college's mission, vision and values (<http://www.delta.edu/aboutdelta.aspx>). Departmental action plans that support college strategic initiatives are developed by individual work groups. Part of the planning process includes listening to and gaining feedback from employees. This is done in a variety of ways including using surveys and focus groups, holding college summits, and the performance management and promotion processes.

Employee professional development opportunities, rewards structures, and compensation and benefit plans refer to the strategic focus areas when developing initiatives or revising plans. For example, faculty/staff applicants for an internal grant must identify with which strategic focus area this project aligns and how the project relates to the college's mission, vision, and values. Furthermore, faculty and staff may qualify for a number of awards, sabbaticals, endowed teaching chairs, and resources for innovative ideas such as the President's incubator. 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.

C5

Our institution has a long tradition of Shared Governance, both within and beyond the Senate, that assures that faculty and staff across the College have significant input into the decision-making process. The leadership of the College is integral in this Shared Governance process as well. Additionally our Strategic and Organizational Planning Process throughout a calendar year provides structure for each major College division to begin with a review of Mission, Vision, Values and Guiding Principles and takes them through action plan development, establishing key performance indicators (KPIs), and aligning with individual and department plans and developing budgets.

To facilitate the processes of Shared Governance and Strategic and Organizational Planning, we have in place multiple means of communicating with stakeholders, including information delivery via various media and regular face-to-face opportunities for debate, discussion and decision making.

The policies and requirements of oversight entities 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 General Counsel and by the Records and Registration Office, published in the college catalog, and communicated to faculty and staff through seminars offered through the Center for Organizational Success. Legal responsibilities are monitored by the General Counsel and by other offices directly affected; for example, IRS requirements are monitored by the Finance Office and the Foundation as well as by counsel. The Human Resources office, the General Counsel and the Equity Officer regularly provide training to faculty and staff in legal responsibility of the College and its employees, and 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 the Board of Trustees and Board of the Foundation have adopted conflict of interest policies with annual review and sign off expressly for themselves. Students and employees take seriously the responsibility of the college to its

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 also expect our employees to be visibly involved in those community organizations and activities directly related to the work of their respective areas.

C6-a

We defined our mission, vision and values in a 450 person Summit in 2006 and built our Strategic Plan on that foundation. (See Category 8.)

As of 2010 four Strategic Focus Areas are established to emphasize those areas critical to Delta's future success, and they guide the development of departmental goals and strategic action plans. The focus areas are Student Success, Community Focus, Resource Effectiveness and Sustainability, and People Focus. Current administrative actions in support of strategic action plans aligned with our mission and values are as follows:

Student Success

- A student portal solution providing seamless access for students to online MyDelta resources, email, calendar, college news and notes, and the learning management system has been deployed.
- Departmental and divisional web pages will migrate to the new web homepage redesign structure increasing the number of hits by an additional 5% and reducing the use of A to Z index by 15%.
- A marketing focus on recruitment and enrollment will result in a 3% increase in the number of completed admission applications while printing costs will reduce by 5%.

Community Focus

The dual enrollment process was computerized and we set goals that early college dual enrollment would increase by 5% for Fall 2009 and 5% for Winter 2010. These goals were not met this academic year because of scheduling incompatibilities between the college and high schools, which are currently being worked out.

Using all Resources in an Efficient and Sustainable Way

Progress toward meeting the President's Climate Commitment goal of climate neutrality will be evidenced by development of an implementation plan for mitigating the campus carbon footprint and publishing an annual report indicating baseline measures.

- Effective use of scheduling software and data will result in a re-design of scheduling systems to improve efficiency of scheduling courses and classrooms and save energy, HVAC and labor resources by reducing the overall run time of units by 5%.
- Public and private sector grant funding will increase by 10%, the yield ratio will increase by 1% and the financial yield by 5%.

C6-b

For a discussion of action plans under the fourth Strategic Focus Area, People Focus, see Category 4.

See Overview and previous Context responses for general descriptions of the college, its main campus, and its three off campus centers.

The Library and Learning Information Center is a hub for student learning, providing traditional library services, tutoring services, open computer access and the academic testing center. The science

classrooms and labs with over forty fume hoods provide the problem solving foundation for our career and transfer programs. Our health, wellness and aquatics facilities provide learning, clinics and lab spaces to serve our students and the community. The Manufacturing and Technical Trades Complex includes training facilities for chemical processing, welding, CNC/machine tool, automotive, construction and other trade programs. In addition to facilities for our academic programs, the campus also includes a Digital Television Broadcasting Center, a Corporate, Small Business, Technology and Lifelong Learning Center; Bookstore; Food Court; and student commons and gathering spaces throughout the campus and grounds.

C7

A large portion of the data and information that our institution collects and distributes 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 Higher Learning Commission to maintain our accreditation as a college. As a recipient of federal funding for financial aid and other purposes, we also supply data and information to the federal government via a number of tools including IPEDS, Perkins and individual grant reports. Locally, we post enrollment and service information as well as our annual financial statements online. Many programs are also driven by external program accreditation requirements.

We began to step up our collection and use of data to drive decision making at all levels of the college over the past decade. Many of these efforts were for specific functions such as curriculum development and assessment. Often these efforts were used by those that needed them, but were little known by others across campus. It is not that data wasn't being used to drive and inform decisions, but it was happening in unconnected pockets.

More recently, in conjunction with the strategic planning process and entering the AQIP process for accreditation, the college has been developing measurable key performance indicators (KPIs) to show the health of the institution and to act as early warning systems for potential problems. KPIs and action plans have become a part of the entire college, including individual action plans as part of annual personnel evaluation systems. Now, rather than simply trying to meet the data requirements of external organizations and individual departments, we are driving the collection and reporting of data and information college wide to better manage its processes.

In 1996 the college outsourced its information technology operations. These operations are currently being managed by SunGard Higher Education Services. They work through a contract administrator on campus, currently the Vice President for Student Services. SunGard is responsible for maintaining equipment, including academic computer labs, software and security. SunGard is also responsible for programming and web support services. They develop an Information Technology strategic plan in conjunction with a campus-wide committee to help guide their work on campus.

We use DATATEL 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.

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

C8

We are committed to our Mission, Vision, and Values as documented by the strategic planning and budgeting process. Faculty and staff in all employee groups and at all levels of the 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 are anticipating a 3% reduction in state funding and 4% reduced property tax revenues for the fiscal year beginning July 1, 2010 and anticipate Executive Order cuts during the year as well. 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 by continually increasing enrollments.

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; strong student enrollment; leadership stability; 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.

C9

Key educational partnerships include our founding Board membership in the League for Innovation in the Community College, and our participation in professional associations such as the Michigan Community College Association and the American Community College Association. We also have relationships with the 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 articulations and three-plus-one articulations. We have three-plus-one agreements with both Northwood University and Ferris State University. We continue strong relationships in two -plus-two articulations with our major transfer schools of Saginaw Valley State University and Central Michigan University. 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.

Key business and industry collaborations are fostered through our occupational academic divisions in concert with the Dean for Career Education and Learning Partnerships, Dean of Innovative Programming, Director of Business Partnerships, Director of Strategic Partnerships and participation by executive level staff 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 the 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 departments on our campus. Such groups and Joint Leadership Council and President's Council gather weekly and monthly to communicate information that may help the employees of the college stay abreast of things instrumental to an effective and efficient quality teaching/learning environment. All of these organizational groups keep the entire college focused on the overarching goal of student success.

Category 1: Helping Students Learn

1P1

Our institutional student learning outcomes are the learning outcomes for our general education program. The general education outcomes define the learning goals for any associate degree offered by Delta College and offer guidelines for other forms of certification. More curriculum-specific outcomes are identified by faculty for different programs of study as well as individual courses.

Institutional outcomes are developed and reviewed by faculty. Our current review process is rooted in the general education reform that started in the mid-1990s. This initiative created a series of venues for discussion that allowed all faculty to participate in creating a cultural foundation for the new General Education Program. These discussions identified core skill areas that support college-level learning. These discussions also describe Delta's current vision of the core of a college education. When this process was complete, these core areas were further developed by groups of faculty for purposes of instruction and assessment. The work of the ability groups was then revised and integrated into our current set of general education outcomes. This revision was carried out by the General Education Curriculum Assessment Committee (GECAC).

GECAC revises Delta's General Education Program by recommending changes to different committees that are vested with the authority to formally adopt the recommendations. For example changes to learning outcomes are adopted by Dean's Council. Changes in general education that also require curriculum action must also be adopted by Curriculum Council.

Student and Educational Services are represented in Delta's curriculum process when they interact with students. As a result of their participation, Student Services employees are able to more directly reinforce general education skills.

1P2

The learning outcomes for Delta programs are written by the faculty who teach and design the individual programs. These outcomes are reviewed by several different groups for thoroughness, currency and appropriateness.

Curriculum Sub-Council and Curriculum Council approve all curriculum changes in courses and programs. These two committees are composed of representatives from many areas across the college, including counseling and advising, registration, and key academic areas. Members of both of these committees review the outcomes associated with any course. Program outcomes are examined during a program review and by a program advisory board. Advisory board members are community stakeholders for a given program. The community stakeholders frequently employ our students.

1P3 Ideas for curriculum change can begin from a wide variety of sources, but the official action items must be initiated by the chair of the division that is responsible for the curriculum. The desired changes are drafted as a proposal that is initially reviewed by Curriculum Sub-Council. Curriculum Sub-Council allows the proposal to be discussed by members of academic, student services, learning support services and administrative areas. If a proposal needs additional clarification or more development, it will be tabled by Sub-Council to be brought back at a future time.

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. Faculty have primary responsibility for designing and revising both courses and programs. Specific information about how information is gathered for occupation programs is explained in 1P4.

1P4 We currently use multiple techniques to assure that our programs are thorough and address current/future economic needs in the local, regional and state sectors. Current processes include the use of advisory committees comprised of both Delta faculty and local community professionals. Internally, Delta actively maintains a general education review committee, course and program assessment projects, and various sustainability studies.

Programs are reviewed according to a standard rotation cycle or because a review is triggered by one of the following issues:

- A request is made from the Academic Office, discipline Coordinator and/or faculty when current issues may impact the program, such as faculty resources or requirements.
- Drop or trend in lower enrollment, graduation rates and/or employment rates.
- Graduate or employer dissatisfaction.

A program review considers the program's mission and strategic plan, community/stakeholder needs, employment futures, and the curriculum. The results of needs studies determine the skills needed and level of knowledge required for employment in the area. Other components measured are anticipated position openings, part and full-time, based on five-year projections. If results are favorable, a curriculum is adapted, created or inactivated using the curriculum process. Curriculum review considers a wide variety of factors that include:

- | | |
|---|--|
| • Recruitment Activities (Past and Future) | • Capacity/Enrollment/Graduation Rates/Employment Rates |
| • Admission/Prerequisites levels/Validation Process | • General Education Outcomes |
| • Timing and schedule planning for course offerings | • Program Assessment, including current or past PROE and Perkins Core indicators |

- Transferability and articulations
- Program Best Practices: Delta College in comparison to other schools and counselor perceptions
- Program advisory committee activity—based on previous three years
- State Approval and Review Cycle
- Program Accreditation requirements
- Financial Concerns

The Office of Career Education and Learning Partnerships is constructing a program curriculum database to guide and document both program formulation and other strategic planning components that emerge from reviews and the on-going dialogs that occur with our advisory committees.

In addition to these processes, Delta periodically hires an outside consulting firm to assist in identifying our strengths and weaknesses in regard to community perception. This analysis is presented in the Clarus report which is discussed in more detail in question 3P2, 3P3, 3R1 and 3R4.

In addition to these processes that help assure that the programs are relevant to the employment market, there are a number of internal processes that assure that curriculum is well designed and that learning outcomes are clear. Together they constitute a process to approve, revise and update curriculum.

Delta's curriculum process 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 changes. Curriculum Sub-Council pre-screens curriculum changes prior to being approved by Curriculum Council.

Proposals that are approved by Curriculum Sub-Council move to Curriculum Council. Presentation at Curriculum Council allows the proposal to be discussed by a wider representation from academics, student services, learning support, institutional research, budgeting administration and academic administration.

At this point, curriculum action is approved and adopted by the college. However, new programs and advanced certificates requiring more than 24 credits are also approved by Delta's Board of Trustees.

1P5

Our institution utilizes a multi-layered process to build, maintain, expand and promote specific curricula and programs. This process also determines learning outcomes and objectives (1P1, 1P2) and decides how these skills are organized into courses and program curricula (1P3, 1P4).

In general, the skills that are necessary for success are determined by curriculum design, 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 (1P3). These prerequisites can be computer enforced during the registration process. Staff from counseling, advising, and registration are aware of these changes because they hold permanent seats on Curriculum Council and Curriculum Sub-Council. This change is then reported to students in the college catalog which is available to students in both a printed and on-line format (1P6).

Delta uses a system to match student reading, writing or math skills to the demands of different courses. Students are initially assessed by using standardized tests such as COMPASS, Asset or ACT. Scores from 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 of a student, identify this in the 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 course work to target the development of these skills. Success in these remedial courses will move a student to a new skill level and subsequently allow the student to meet the course 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.

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 The primary method by which we communicate the required student preparation for a course is through course prerequisites (1P5) which are published in the college catalog. The online college catalog provides the most recent and comprehensive information in the course listings. The online college catalog also links to the course outcomes/objectives (course learning and development objectives) in addition to the shorter course description that is included in the printed version.

Program learning /developmental objectives are also described in the college catalog's Academic Program Guide. This guide provides a description of the goals of the program along with a curriculum guide for each program and a listing of credentials which can be earned through that particular program. Admissions, student support and registration services aid in this process by assisting students in identifying their career needs, interests and abilities (1P7).

1P7 Our institution provides a variety of services to help students with career counseling and academic placement. Students are made aware of our program offerings through multiple media including: web, print, radio, television and face-to-face interactions. All academic programs are promoted to prospective and incumbent student populations via our Marketing, Student Services and Academic Divisions.

From Admissions, students are guided through the registration process by placement testing, counseling/advising and career exploration. Student and Educational Services recently revamped an existing Online Orientation program for new students and made this a mandatory requirement for course registration as of Winter 2010. Online Orientation will allow students to customize the experience based on their admit status, educational plans and transfer plans. Key concepts covered are: My Delta, Financial Aid, Program Info, e-Advising, Registration, e-tour of campus and additional information. On-campus orientations, still to be reworked, will target at-risk student populations.

Matching Curriculum with Student Ability: Most students who are new to our institution take the COMPASS assessment. This first level of student evaluation determines student levels for reading, writing and math ability. 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 several program areas during initial class meetings to fine-tune placement of students.

Matching Teaching Style to Student Learning Needs: As an institution, Delta has been a leader in implementing and applying learning communities to support student learning. Learning communities offer students a classroom experience that integrates the curriculum and learning from at least two different courses and assists in skill development and transfer from one course to another. Academic

Counselors and Advisors are aware of the benefits that this educational approach offers and recommend students who have an interest or may benefit from these educational settings.

Matching Curriculum with Student Needs/Interests: Delta offers counseling and advising services. These services can be 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 through each student's personal MyDelta account. Advisements are returned within 2-3 business days via the student's MyDelta Account.

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.

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

Student career exploration is encouraged through a variety of services and courses offered by Career Services (1P15). Delta offers a variety of resources and computerized services to facilitate career exploration. These are updated on a yearly basis and include:

- eDiscover
- Eureka MicroSkills V
- Michigan Occupational Information System (MOIS)
- System of Interactive Guidance and Information – Plus (SIGI – PLUS)
- Vocational Biographies
- Annual Career Pathways event

Additionally, Delta offers a number of college-credit courses which facilitate career exploration. Many courses (ED/SOC 200s) offer components of career exploration, while some courses are specifically designed to facilitate career exploration (ABS 103, 113).

1P8

As an open enrollment institution, Delta is obligated to ensure that students have a means to enter the curriculum of their choice. Students may demonstrate the ability to succeed in a curriculum through a variety of means. For students who have demonstrated the skills to succeed in the curriculum of their choice, access to these programs is direct. Students who test into developmental math or English classes may qualify for additional support services and qualify to enroll into additional developmental classes that will develop student skills.

Demonstrated Student Ability: COMPASS test scores for reading, writing and math skills are used to guide students toward appropriate curriculum (1P5, 1P6) as well as identify developmental education students. Students who are identified as under-prepared are referred to the Bridge Program and/or Disability Services. Students may choose to use PLATO to remediate their basic skills prior to retesting with COMPASS at a fee. Students may also re-test under special conditions and receive further advisement about the college processes and requirements through Disability Services.

Some students may be exempted from taking all or portions of the COMPASS assessment. These exemptions may be based on a variety of circumstances which include qualifying scores from the ACT, having English or math courses transferred to Delta College, or simply being guest students. In some academic areas, students can also be exempted by choosing to take challenge exams, transfer accredited college credit, use military training, apply an International Baccalaureate, 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: Delta's Bridge Program, located in the Counseling/Advising and Career Services Office, offers services on a walk-in basis specifically for underprepared students. The Bridge Program Office is housed in the Counseling Office so there is no stigma to being referred to the Bridge Program. Any student in a developmental class who needs additional support or services can be referred by a faculty member 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 supports such as the Teaching Learning Center, Disability Services, PLATO, etc., follow-up services, student tracking, community referrals, and basic transition support for students who struggle with the culture and change of the college atmosphere.

Delta's 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. Grades and faculty recommendations determine the English developmental education path.

Student performance in Developmental English courses is based on grades/test scores and 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/advisors and the eAdvising process. Near the end of the semester, students are advised again. This documents students' 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 ENG 090, ENG 098, ENG 108W, and ENG 109W.

Course Design to Support Developmental Students: Delta College has developed and launched two learning communities that offer integrated studies. These counseling-enhanced developmental learning communities center on students' career interests and student success strategies. These twelve-credit learning communities address the needs of developmental education students, particularly 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 are aware of and use the many available support services, and get actively involved in the college community. These courses are called Counseling Enhanced Developmental Learning Communities.

As a final step to assist students' transition from a developmental course track to college level courses, Delta offers college-level Composition I (ENG 111A) in a setting that provides additional classroom assistance and instruction.

Tutoring Services: Delta's Teaching/Learning Center (T/LC) is located in Delta's 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 questions, 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.
- Face-to-face and on-line tutoring.

- Coordination of structured learning assistance
- Forum for study groups.
- Writing Center

1P9 Our institution offers a number of opportunities for students to learn about their personal learning styles so that they will be able to study strategically. These opportunities are frequently embedded in courses and services that will reach the students who may be in most need of this information. These opportunities can be found most frequently associated with:

- **ABS (Applied Behavior Studies)** – These optional courses 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.
- **Faculty** who teach developmental classes design instruction and classroom activities to address students’ various learning styles
- **T/LC (Teaching /Learning Center)** helps students to identify their learning styles by offering the VARK or the PEPS and then conferencing with individuals to 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 We recognize that we provide services to a community of diverse learners. Accordingly, we offer a wide variety of services to help address their diverse needs. We identify those needs through the methods described in 3P1. As a result, a number of services have been developed and offered to assist students who self-disclose their needs.

Disability Services: Students with disabilities self-identify and provide the appropriate documentation of their disabilities. Delta anticipates and responds to the needs of students with disabilities through our Department of Disability Services. The 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 on the concept of adjusting, adding to, subtracting from, and repackaging on a case-by-case or disability-by-disability basis. Decisions are made by the Director of Disability Services with input by the General Counsel when needed. Services include voice recognition software, scan and read software, portable FM listening systems, digital tape recorders, talking books, TDD, electronic scooters, note takers, and test takers.

Financial Needs: We assist students with the financial demands of continued education. Our Financial Aid Office provides assistance to students applying for financial aid and helps to connect students to other grants, scholarships and aid. Additionally, we sponsor the Possible Dream program, an endowment which seeks to provide support to at-risk K-12 students to encourage 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.

Tutoring Needs: Our T/LC (Teaching/Learning Center) (1P8, 1P9, 1P15) offers accommodations and adaptive technology to students with disabilities. 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: Information on Bay City and Saginaw bus schedules is linked directly from our website and is also available in the college 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 to the Bay Metro system are available to purchase at the Cashier's Office. The institution's sustainability initiative encourages car-pooling that also addresses the transportation needs of students.

1P11 There are two processes that define, document and communicate effective teaching and learning. The first is the promotion/tenure process which is a rigorous review process applied to those faculty seeking promotion through the ranks of Assistant, Associate and Full Professor or tenure. The second is the faculty evaluation process, Senate 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: The campus standards for effective teaching are set by our promotion and tenure process and reinforced through professional development opportunities that are offered through the college. The promotion and tenure process is available only to full-time faculty. However, adjunct faculty are able to participate in the many professional development sessions available through the college.

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

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 candidate's teaching over the course of one to 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. The criteria for promotion and tenure are stated in Senate policy and available to all faculty through the secure website, DeltaNet.

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 sought. The vote from the candidate's division chair is listed separately from the votes of the other chairs. 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.

Additionally, according to Senate Policy 3.060, faculty who are no longer in the promotion/tenure process 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.

Continued Professional Growth: In addition to the promotion/tenure process, continual growth in teaching excellence is supported through the Faculty Center for Teaching Excellence (FCTE) and the

Center for Organizational Success (COS). The FCTE and COS offer many professional development opportunities that encourage high standards for teaching excellence and better understanding of pedagogical approaches and methods for assessment. Other professional development opportunities that offer similar benefits are regular assessment retreats and Fall Learning Days.

The FCTE also encourages innovation in teaching by reviewing applications for a number of endowed chair positions. The endowed chairs are funded through Delta's Foundation and provide funds for supplies or released 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.

More recently, our institution began to use CCSSE as a means to evaluate student engagement and faculty expectations. These standardized assessments allow us to compare our institution to others across the nation (7P1).

Institutional Culture: We are an active member of the League for Innovation in the Community College. The institution's membership, active involvement and access to the League's publications contribute to maintaining high teaching/learning standards.

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

1P12 We use several processes to deliver courses in an efficient and effective manner that balances student needs with instructional resources.

Room/Class Scheduling: Class offerings are decided upon by the Division Chair and the Discipline Coordinator of each area.

For classes where instructors and students meet face-to-face, block scheduling is used to define when classes may be offered. This process minimizes scheduling conflicts for students and allows for more efficient use of instructors, rooms and other limited resources.

The current room scheduling process also 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.

Distance Education Advisory Board: The eLearning Advisory Board reviews delivery standards for courses that are taught at a distance. Currently, we use an on-line learning management system (LMS) called Educator and are transitioning to Desire2Learn. These systems allow an on-line meeting place for both on-line classes and classes that meet face-to-face.

1P13 A variety of measures ensure that programs and courses are up-to-date and effective. These processes are driven by faculty (1P1, 1P2) and the curriculum review process (1P3, 1P4).

1P14 Courses and programs are reviewed using a variety of measures. The decision to change or discontinue a course or program may be initiated by faculty (1P1, 1P2) or the curriculum review process (1P3, 1P4). Additionally, division chairs monitor courses that are candidates for inactivation.

1P15 Learning support needs are identified by faculty. Because these needs are frequently tied to expenses, they are addressed in the budgeting process.

The Academic Unit's budgeting process typically begins with the faculty in specific discipline areas. The needs identified by the discipline areas are compiled and submitted as part of the budget for each Division. The needs of the various units of the College are considered by Budget Sub-Council and Budget Executive Committee. When members of either Budget Sub-Council or Budget Executive Committee need clarification to set priorities, input is sought. This input can come to the Council of Chairs or other areas of the academic unit as necessary. As a result of this process, we have been able to address learning support needs through a wide variety of methods. Each method has its own system of identifying, monitoring and addressing student and faculty needs.

We have also begun to use the Community College Faculty Satisfaction Survey as a means of determining faculty needs.

LLIC, Testing Center and MMLL: The Library Learning Information Center and the ATC provide a secure environment with flexible hours to serve students and faculty by providing learning resources and coordinating academic out-of-class and make-up testing. Annually, over 30,000 exams are taken by Delta College students at the ATC. Information about services is collected from students, staff, faculty, administration, and members of the community by using website email, suggestion boxes, requests by phone or in-person at the Reference Desk, annual Delta College surveys, requests from faculty for library instruction, focus groups, and various committees including the LLIC Advisory Board.

Audio/Visual: The Audio/Visual Department (A/V) is an academic support unit that provides services and direction 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 and ITAC. "Resource 25" scheduling software data and reports help keep track of technology needs by monitoring requests for rooms with special equipment.

Counseling and Advising: The 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. Reports are run from the Virtual Lobby providing daily statistics of services. During staff meetings, reports are reviewed indicating student wait time and heavy traffic times; schedules are adjusted to meet traffic demands.

eLearning: Through eLearning courses, we can 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 courses, blended courses and supporting face-to-face courses. The eLearning office collects information from various sources, such as questionnaires, surveys, and requests from faculty, staff, administrators, and committees. .

ITAC/IT Governance: Administrators, faculty, and staff may submit requests for instructional-related technology from the Instructional Technology Advisory Committee (ITAC). This committee is charged by the Office of the Vice President of Instruction and Learning Services 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 ITAC requests are made by the Academic Office. As of Fall 2009, the charge of ITAC has been combined with the

charge of another campus committee – Information Technology Governance Committee (IT Governance.) IT Governance is charged with making recommendations on technology-related policies and procedures, establishing hardware/software standards, and reviewing issues and concerns regarding the Office of Information Technology (OIT).

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 HDO surveys are used to collect information on the needs of students, staff, and faculty. Decisions based on the data are made by IT Governance, ITAC, Executive Council, President and the three VPs, and the Budget Cabinet.

Teaching/Learning Center: The Teaching/Learning Center (T/LC) is also discussed in 1P8, 1P9, and 1P10. The T/LC determines needs by surveying faculty, staff, and students on need and interest for workshops, classes, and subjects for tutors to supplement. Faculty, staff, and students can contact the T/LC by phone, email, in-person, or use of a suggestion box. The entire T/LC staff evaluates the input and what the department does on a yearly basis. The consensus is then forwarded to the administration for approval. T/LC works with the faculty and with the LLIC Advisory Board as much as is feasible. Services are maintained, added, or dropped based on the fiscal effectiveness, efficiency of each program, and input from various sources.

1P16 Recognizing that lifelong learning occurs both inside and outside the classroom, we are committed to fostering student growth and development. The Office of Student Engagement offers student groups resources and advising to help maximize their collective goals and pursuits. This office helps to coordinate Service Learning, Internship, and Cooperative Employment opportunities as well as student organizations. Examples of student clubs/organization that blend co-curricular and curricular learning are the Honors Advocacy Council, Leadership Academies, Phi Theta Kappa International Honorary society, Dental Assisting Student Society, Delta Epsilon Xi Business Association, Speech/Debate, etc. Along with these programs, we also coordinate, fund and host events focusing on diversity and inclusion and the expansion of knowledge and appreciation for multicultural populations and needs.

1P17 We use several checks to determine whether students have met our learning and development expectations. The initial check is our assessment process. The assessment process surveys student work at the course, program and institutional level. This process is further described in 1P18.

Later, before a certificate or degree is awarded, an academic audit is performed on the student's transcripts to assure that he or she has met the academic requirements of the degree or certification.

Finally, after students have left the college, data on student performance is collected through a variety of measures including a graduate follow-up survey as a measure of student satisfaction. These measures are used in our program and curricular review processes, which are described in 1P1, 1P2, 1P3 and 1P4.

1P18 Student learning is assessed at three different levels – classroom, program and institutional. To communicate the value of assessment and principles of assessment design, we offer college credit through ED 399 (Using Classroom Assessment Techniques). This college course is open to all full and part-time faculty. Whenever possible, we strive to use embedded assessment techniques to assure a more accurate assessment of student ability.

Program assessment is carried out by the faculty who design and instruct the curriculum specific to that program. Faculty design and implement their own assessment process for monitoring student skills based on their own interests or concerns regarding student skills. The results of the program level

assessment projects are presented to the Academic Assessment Committee (AAC). AAC is composed of representatives of faculty from various divisions, administration and students. AAC provides feedback on assessment design, data analysis and improvement measures.

Many of our programs are able to use external indicators to determine if students have met our learning and developmental expectations. These external indicators include success rates on board exams, employer satisfaction surveys, student success rates at transfer institutions and post-graduate student satisfaction surveys.

General Education assessment reviews student ability with regard to common learning goals for all associate degrees. General Education assessment is supervised by the General Education Curriculum Assessment Committee (GECAC). GECAC is also discussed in 1P1. On an annual basis, GECAC facilitates the review of student work for general education skills. Based on the observations of faculty during the scoring process, student work is analyzed for appropriate skill level. Yearly, academic divisions identify a single course offering as a site for general education assessment. The instructors of this course choose a general education skill to assess using a campus-adopted rubric. Student work is then reviewed within that academic division for the appropriate level of proficiency. The scoring of the student work is typically facilitated by faculty who specialize in teaching that general education skill.

The scoring process facilitates discussion that serves several purposes. The first is to familiarize/re-familiarize faculty with the criteria used to support the general education skill being reviewed. The second is to develop a set of standards for general education skills. The third is to create a discussion between the faculty who teach students the general education skills and the faculty who require the students to apply that skill in a specific context.

1R1

Academic Climate: As a measure of student engagement, we administer the CCSSE (student engagement) and Noel-Levitz (student satisfaction) surveys on alternate years. Noel-Levitz was administered in Winter 2008 and will be administered again in Winter 2010. CCSSE was administered in Winter 2007 and 2009. See results at 1R5 and 1R6.

General Education: Faculty also review student learning at the level of course outcomes, program outcomes (1P4, 1P17), institutional outcomes (1P1 and 1P18) and the effectiveness of our developmental education program.

Developmental Education for Underprepared Students: Our developmental education program monitors several parameters to gauge their effectiveness. They monitor the:

- Percentage of developmental education students.
- Percentage of developmental education students who take development education courses.
- Success rates of students in developmental education courses.
- Success rates of students in subsequent courses

Perkins Core Indicators of Success: These standards are used as a means to monitor the effectiveness of our occupational program relative to State and Federal standards. See Perkins Core Indicators in 6R1.

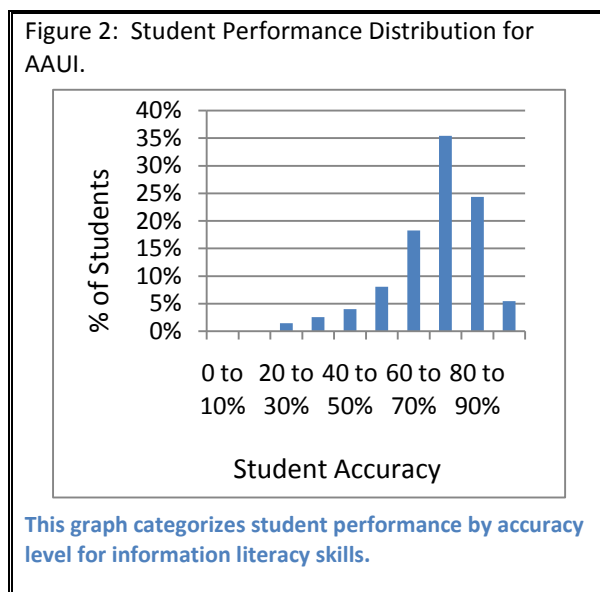
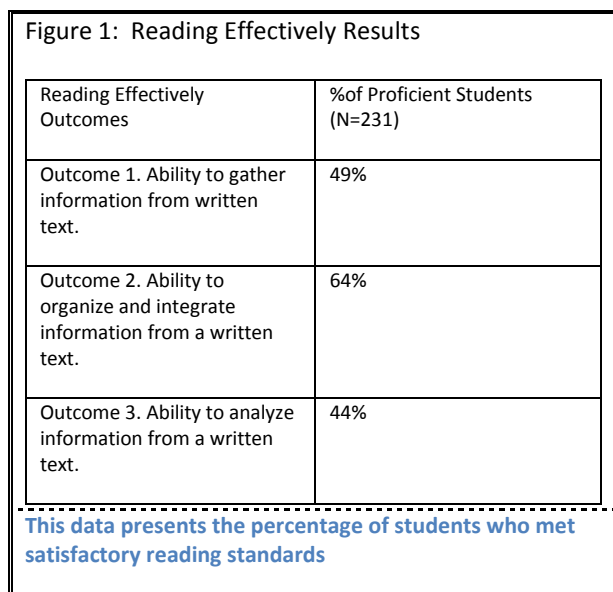
Student Surveys: Student survey information is used as one means to gauge the employability and employment expectations of our students.

1R2

This last year, faculty participated in an institutional assessment of General Education skills. During this assessment process, six divisions assessed a general education skill of their choice. Four divisions chose

“Reading Effectively,” one division chose “Access Analyze and Use Information,” and one chose “Speaking Effectively.” The “Reading Effectively” data is shown here. The “Speaking Effectively” data does not represent a large enough sample size to report here.

Reading Effectively assessment tool examined three different student learning outcomes. The data is presented in Figure 1.

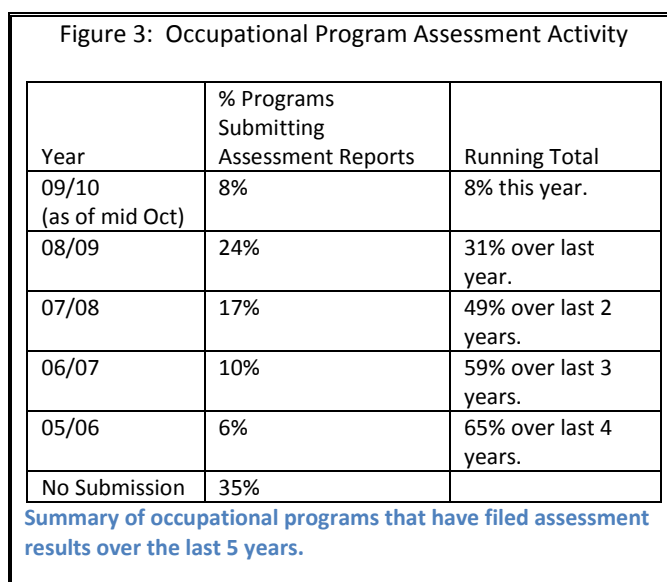


Access Analyze and Utilize Information (AAUI) represents a set of skills related to information literacy. The assessment tool is a modified version of the TRAILS test that was developed at Kent State University to assess high school research skills knowledge (approximately 9th-12th grade level). The distribution of the overall scores for students is shown in Figure 2. This same assessment approach was used in another course with nearly identical results. This data set represents 274 students. If this data is pooled with our previous data, the data set represents 970 students, some of whom may be duplicated. A summary of the AAUI data is presented in Figure 2.

1R3

Currently, we offer 63 different occupational programs. For purposes of assessing how skills transfer from course to course, we also identify collections of courses with building or related curriculum. These course collections are described as non-occupational programs. Either type of program identifies its own set of learning outcomes and objectives and develops its own assessment approach. The results from these studies are reported to the Academic Assessment Committee (1P17.) Figure 3 shows the percentage of occupational programs that have submitted a completed assessment project over each of the last 5 years.

Data of performance results are reported



internally from each program to AAC on a rotating basis with the goal to have data for all programs over a three-year cycle. An in-house database documents the assessment results that are reviewed by program colleagues and the Academic Assessment Committee. The following are the results from the past two academic years:

- 2007/08: 28 programs reported outcomes in the database. Standards were met or exceeded at an 85% success rate on the outcomes reported.
- 2008/09: 23 additional programs reported outcomes in the database. There were 43 standards set within these 23 programs. There are 15 of the 43 standards in the process of being assessed. Eleven standards were determined to be met or exceeded. Seven standards were determined to not be met. Ten standards were determined to be borderline or close.

In addition to this three-year cycle, occupational programs have a five-year cycle of review that is described in questions 1P3 and 1P4.

1R4

A variety of measures are used to determine if exiting students have acquired the knowledge and skills required to succeed. Many of these measures are listed in question 1P4. Other measures also include exiting student surveys and, where available, GPA of students who transfer to four-year institutions. Data is available from indicating percentages of students who continue their education.

The following data represents students who attended Delta from 7/1/2000 to 6/30/2009. The unduplicated headcount for graduates during this period of time was 10,666 students. These students received at least one associate's degree or a certificate. The unduplicated headcount for attendees who did not graduate during this time is 50,285. The graph describing these student populations is shown in Figure 4.

Student Survey Results: The data shown in Figures 5-8 is collected from student surveys to identify student employability upon completing a course of study.

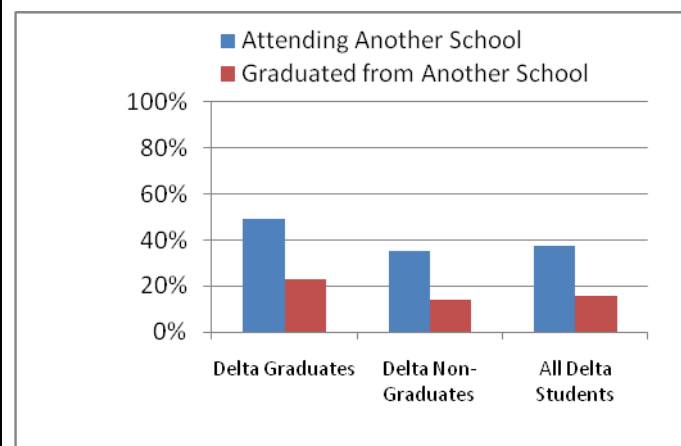
In addition to these graphs, we also look at how quickly students gain employment. A graduate survey indicates that only 8% of our graduating students are unemployed and seeking work six months after graduation.

1R5

Performance results are tracked for three different learning support areas: Student Academic Climate in terms of 1) student engagement 2) student satisfaction and 3) developmental education effectiveness; tutoring services; and distance learning.

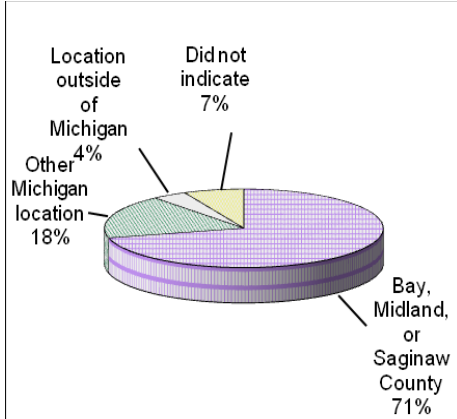
We also look at Perkins Core Indicators. This is discussed further in 1R6.

Figure 4: Delta Students who Attend Other Colleges



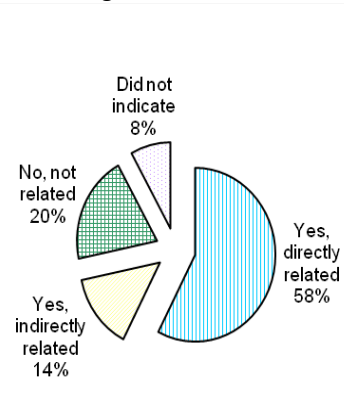
This graph shows the Delta students who attend other colleges before, during or after attending Delta. The graph separates out Delta Graduates from students who did not complete either an Associate's Degree or a Certificate.

Figure 5: All Career Program Graduates Job Location of Employed Graduates



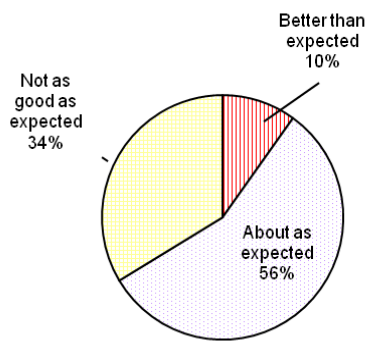
Location of Job in Local Area: Where are you currently employed? (N = 383)

Figure 6: All Career Program Graduates Relationship of Current Job to Degree



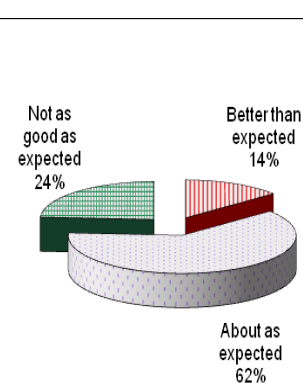
Relationship of Job to Current Degree: Is your current job related to the program in which you received your degree? (N = 383)

Figure 7: All Career Program Graduates Comparison of Pay to Expectations (Percentages based on number of respondents who expressed an opinion)



Income Level Relative to Expected Income Level: How does this pay compare to what you expected as a result of completing your Delta College program? (N = 333)

Figure 8: All Career Program Graduates Current Job Compared to Expected Job (Percentages based on number of respondents who expressed an opinion)



Job Expectations: Overall, how does your current job compare to the kind of job you expected to have as a result of completing your Delta College program? (N = 347)

Student Academic Climate - CCSSE: CCSSE data was collected in Winter 2009. CCSSE examines student engagement in five different categories. The national benchmark in all categories for CCSSE is a score of 50. We meet or exceed this benchmark in all categories. Those categories and Delta’s scores in those categories are shown in Figure 9. A graph is available in 7R1.

Student Academic Climate - Noel-Levitz: Our institution administered the Noel-Levitz survey to 1750 randomly selected students. Delta received 909 returned surveys, a 52% return rate. The data presenting Delta’s rating and its gap relative to student expectations is shown in Figure 10.

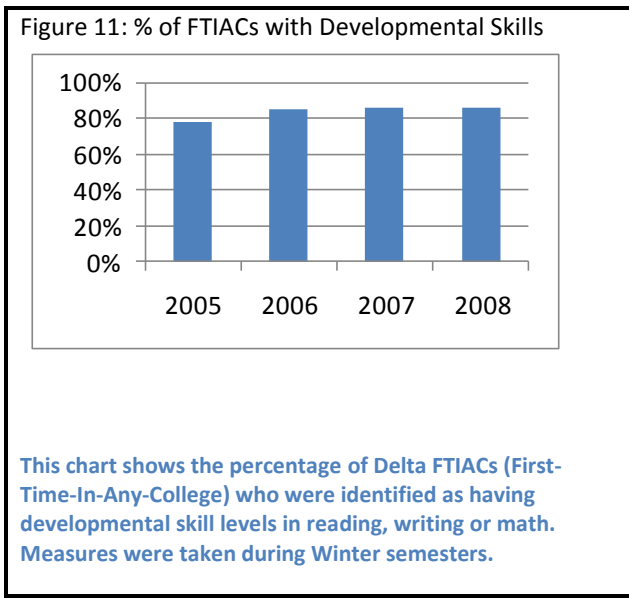
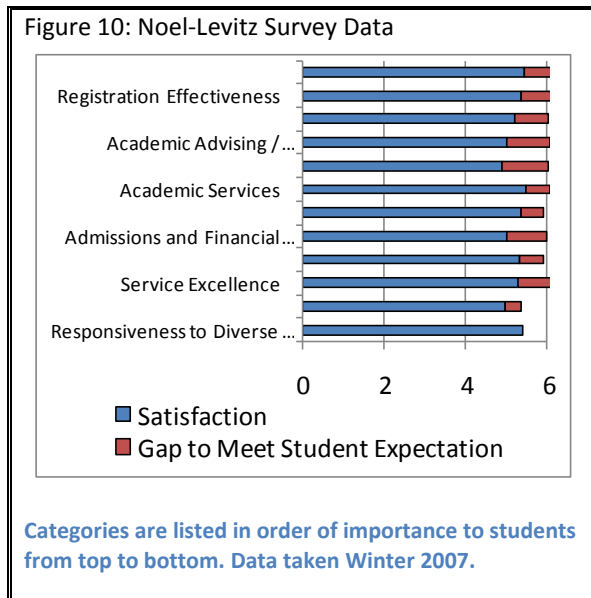
Developmental Education – Percentage of Developmental Education FTIACS: Since Fall 2004, we have tracked the percentage of students whose skill levels are classified as developmental in Reading, Writing or Math. This is shown in Figure 11.

Developmental Education – Percentage of Developmental Education FTIACS in Developmental Classes: Our institution tracks the percentage of students shown in Figure 1R5c that register for developmental courses to improve their skills. This data is shown in Figure 12.

Figure 9: CSSE Benchmark Scores

Category	Delta's Score (2009)
Active & Collaborative Learning	50.2
Student Effort	51.1
Academic Challenge	52.2
Student-Faculty Interaction	53.4
Support for Learners	52.7

Delta meets or exceeds all five benchmarks measured by CCSSE.



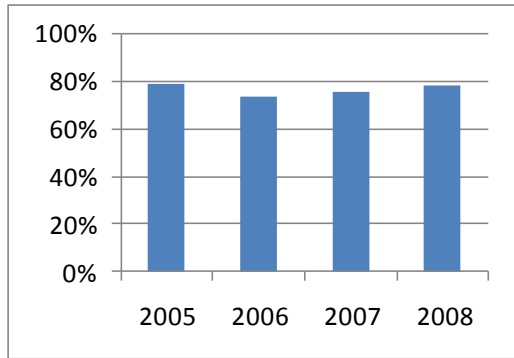
Developmental Education – Success with Developmental Classes: Our institution tracks the success that developmental education students have in completing English and Math Developmental Education Courses. Success is defined as a letter grade of a “C” or better. This data is presented in Figure 13.

Developmental Education – Success in Subsequent Courses: We track the success of FTIACs with developmental skills when they enter into college-level non-developmental courses. This can be compared to FTIACs with developmental skills who do not utilize developmental courses to improve their skills. This data is shown in Figure 14.

Tutoring Services: Our Teaching/Learning Center (T/LC) regularly tracks student usage and the increased learning value that the T/LC offers for students who use their services. Services that the T/LC offers are described in questions 1P8, 1P9, 1P10 and 1P15.

Student success for the T/LC is determined by the students who receive a letter grade of a “C” or better. One of the core tutoring approaches in the T/LC is to coordinate Structured Learning Assistance (SLA) with courses across the campus.

Figure 12: % of Developmental FTIACS in Developmental Classes.



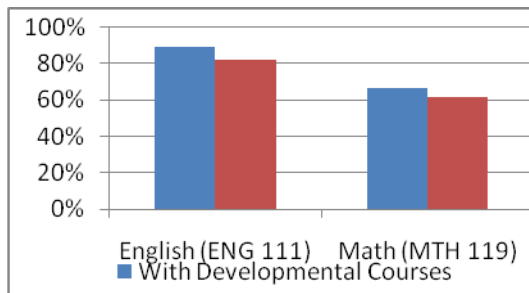
This chart shows the percentage of FTIACS that have developmental level skills that enrolled in developmental courses to improve those skills. Measures taken during Winter semesters.

Figure 13: Student Success Rates in Developmental Courses

Semester	% of Successful Delta Students in Developmental Math Courses	% of Successful Delta Students in Developmental English Courses
NADE Benchmark	68%	74%
Delta’s Benchmark	69%	75%

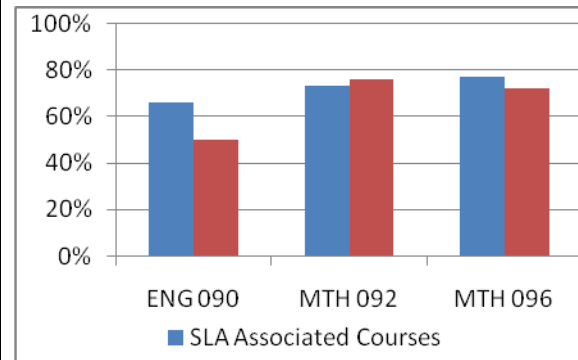
This table shows the success rates of Delta’s developmental students in math and English courses.

Figure 14: Success Rates of Developmental FTIACS in Subsequent Courses



All students included in this graph are FTIACS with developmental skills in Math, English or both. The blue bars represent success rates of students who took developmental courses prior to entering the college-level course. The red bar represents the success rates of students who did not take developmental courses prior to entering the college-level course. Sample Sizes: Math / Dev Ed = 280. Math / No Dev Ed = 201. English / Dev Ed = 332. English No Dev Ed = 568.

Figure 15: Success Rates of Students in SLA Associated Courses vs Non-Associated Courses



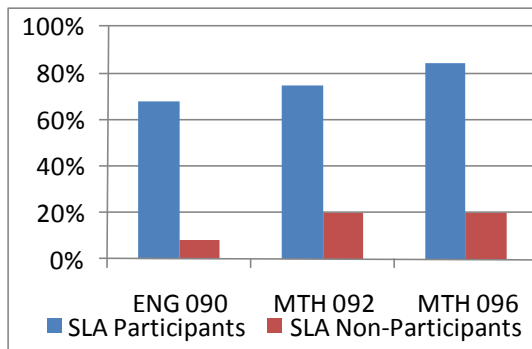
This table presents the percentage of students who earned a letter grade of a “C” or better. SLA-Associated Courses have a higher rate of success than Non-SLA Associated Courses. Student sample sizes: ENG 090 - 2237 students were participants, 6860 were non-participants; MTH 092 – 6860 students were participants, 289 were non-participants; MTH 096 – 1013 were participants, 112 were non-participants.

The data in Figure 15 present the effectiveness of the SLAs for students enrolled in the following developmental courses:

- ENG 090 – Introduction to Academic Writing and Reading
- MTH 092 – Basic Mathematics
- MTH 096 – Pre-Algebra

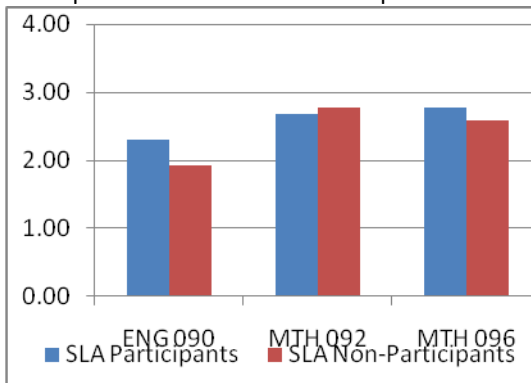
The SLA experience is not required in all the courses that are SLA Associated. Non SLA student participant success rates are compared with the group that elects to participate in the SLA activities. The data for this study are shown in Figures 16 and 17.

Figure 16: Success Rates of SLA Student Participants vs Student Non-Participants



This graph presents the percentage of students who earned a letter of a grade of a "C" or better. Developmental students who participated in SLA activities had much higher rates of success than students who did not participate in SLA activities. Student sample sizes: ENG 090 - 2237 students were participants, 6860 were non participants; MTH 092 – 6860 students were participants, 289 were non-participants; MTH 096 – 1013 were participants, 112 were non-participants.

Figure 17: Average Course Grades of SLA Student Participants vs Student Non-Participants



This graph presents the average grades earned by students who participated in the SLA activities. These are compared to the average earned grades of students in the same course who did not participate in the SLA activities. Student sample sizes: ENG 090 - 2237 students were participants, 6860 were non participants; MTH 092 – 6860 students were participants, 289 were non-participants; MTH 096 – 1013 were participants, 112 were non-participants.

Financial Aid Services:

The following types of data were collected and examined as a means of performance review in the Financial Aid Services area:

- Number of files not processed at major payment deadlines.
- Number of student inquiries that our office receives regarding processing of their FAFSA application.
- Days or weeks we have had FAFSA application prior to completion.

On the basis of this information, Financial Aid Services has changed these processes:

- Shifted responsibility of filling FAFSA forms and other responsibilities from the Advisors to the Support Staff.
- Implemented FAFSA Fridays to assist students filling out their applications.
- Shifted scheduling so that we always have an advisor packaging aid when the office is open.

As a result of these changes, Financial Aid Services has been able to increase the volume of applications that are processed per week. We are currently on track to meet key payment deadlines, and the number of student complaints has decreased.

Distance Learning: Our distance learning enrollment has been increasing consistently over the last ten years. In addition to the traditional face-to-face classroom setting, we offer courses that are taught entirely on-line (INET) and courses that are taught through a blend of face-to-face and on-line formats (CNET). During 2007, CNET enrollments have increased by 26%. In 2008, CNET enrollments increased again by an additional 22%.

As an additional part of tracking the effectiveness of our distance learning offerings, we compare the success rates of these students to the success rates of students in comparable face-to-face classes. Here success is defined as achieving a C or better in a class. Since 2006, our face-to-face classes show an average success rate of 77%. Our CNET courses show an average success rate of 77% also. Our INET courses show a slightly lower success rate of 72%. This differential is comparable to what distance learning offerings experience at other schools. Even so, the college is looking into why this happens and how it could be improved.

1R6

We are able to compare our institution's performance in several areas to national standards and performances at comparable schools.

CCSSE: See CCSSE graph in 7R1. When CCSSE data from other schools is considered, Delta outperforms other groups of institutions in all categories, except in "Active and Collaborative Learning." In this category we are ranked lower than two of four other cohort groups - the other League of Innovation Schools and other schools reporting to North Central.

Developmental Education – Success with Developmental Classes: According to NADE national benchmarks, our student success rate in math and English exceeds national benchmarks. We have set our internal goals to be 1% higher than the NADE benchmarks. These goals have also been met. This data was presented in Figure 13.

Distance Learning: See 1R5.

1I1

Our institution has made three large improvements in the Category of Helping Students Learn.

The first is the availability of historical data showing student success rates based on student reading, writing or math skill levels. This historical data can be used to identify appropriate skill level prerequisites. These reports are available to faculty and all members of the Curriculum Council and Curriculum Sub-Council.

The second is the coordination of our Developmental Education Program. The Developmental Education Program is now coordinated by five members, one faculty from English, two faculty from Math, the Director of our Bridge Program, and one member of Delta's Teaching/Learning center. This team has:

- Created an Early Alert / Retention Program designed to help faculty intervene on a student's behalf to identify high-risk students.
- Developed an academic course for faculty that focuses on the pedagogy of teaching developmental education students.
- Developed a resource web site for faculty.
- Created a MyConnection program to match at-risk students to a college volunteer to enter into a coaching relationship with the student.
- Created a DVD as an instructional aid. This DVD provides a tour of the services offered to our students.
- Developed counseling-enhanced learning communities (ISLC's) for developmental students.

The third is the development of an assessment process for Delta's general education outcomes. Until September of 2008, our institution had not developed the infrastructure for the coordinated assessment of its general education program. This newly developed infrastructure allows for:

- Collection and evaluation of student work.
- Discussion of appropriate standards for general education skills.
- Professional development for faculty regarding assessment of general education skills.
- Potential to correlate student performance in general education assessment with specific educational experiences at Delta College.

112

Our ability as an institution to embrace a culture of evidence has been improving over the past three and one-half years through our strategic planning process, which is designed to work closely after AQIP in terms of determining action projects and key performance indicators. This process was accelerated with the arrival of our new President in July 2005, our 2006 Summit which defined our Mission, Vision, and Values, and the formation of a Strategic Planning Steering Committee which worked with a consultant, John Politi to lead a group of administrators and faculty leaders through a process to develop a detailed 2006-2010 Strategic Plan. That plan was then updated for 2008-2011, and has just been updated again in May 2010. Budget groups now define annual action plans with measurable key performance indicators that are reviewed semi-annually by the Strategic Planning Steering Committee. The College has developed a dashboard which is designed to provide at-a-glance indicators of progress on strategic goals, and which is also designed to allow decision-makers to drill down to the level of detail which allows problem-solving.

The Academic budget group is led by our Vice President for Instruction and Learning Services, who is also a member of the Strategic Planning Steering Committee. Through his leadership, the following outlines of the action plans and key performance indicators for the past two budget cycles are:

2007-08 Academic Action Plans:	2008-09 Academic Action Plans:
<p><u>Plan 1:</u> Increase retention in Developmental Education courses by 1%.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Fall to fall retention • Semester to semester retention • Student engagement 	<p><u>Plan 1:</u> Continued focus on Developmental Education.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Develop a coordinated curriculum for developmental education courses • Pilot a counselor-enhanced developmental education Learning Community in Fall 2009

<p><u>Plan 2:</u> Focus on academic program assessment of student learning outcomes.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • 25% of academic programs have documented Program assessments in the database by June 2009. 	<p><u>Plan 2:</u> Assess General Education learning outcomes.</p> <p>Indicators:</p> <ul style="list-style-type: none"> • Sample classes chosen Fall 2008 • Literacy activity & scoring rubric distributed Winter 2009 • Assessment performed Winter 2009 • Faculty groups trained on norming rubric • Scoring, Fall 2009 • Results published Fall 2009
<p><u>Plan 3:</u> Acquire scheduling software that will assess student scheduling preferences.</p>	

Category 2: Accomplishing Other Distinctive Objectives

2P1

The five distinctive institutional organizational services that provide significant non-instructional services to our external stakeholders have unique methods of operation. Each relies upon advisory groups for relevance, 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 an Executive Director who reports directly to the College President. DCCS has a leadership group that assists the Executive Director in setting a strategic direction. This leadership group is comprised of an Operations Director, Financial Director, Sales and Business Development Director and an Administrative Support Director, who are also responsible for day-to-day operations. DCCS has policies and procedures which are established to meet its client needs, and which therefore differ from the College’s where appropriate.

Foundation - Processes are designed and operated with feedback and input from the Delta College Board of Trustees, the Delta College Foundation Board of Directors, the College President, the College’s Executive Council, and the Foundation staff. Nine community members (three from each of the three counties served by the College) make up the Board of Trustees. The Foundation Board of Directors is made up of community leaders from throughout the Great Lakes Bay Region, and their feedback and input are invaluable when determining the future direction of the Foundation. The College President, the College’s Executive Council and Foundation staff monitor community feedback and do environmental scanning in the development and operation of the Foundation.

Planetarium - The Dean of Learning Centers & Innovative Programs along with the Planetarium staff meet every February to discuss and design program goals for the upcoming year. In designing the K-12 programs, we choose curriculum objectives that mesh with the State of Michigan Grade Level Content Expectations (GLCE). The astronomers design live presentations that maintain those academic standards. Additionally, public programs are offered throughout the year, which are designed to reflect seasonal holidays with emphasis on cultural diversity.

The Faculty Advisory Board, which consists of two members from each division from within the college, meets several times a year to discuss future College academic program needs.

Quality Public Broadcasting - With input from community advisory groups, small focus groups, and informal ascertainment sessions with area public service organizations (Rotary, Kiwanis, AAUW groups, etc.), we develop an understanding of the variety of public broadcasting desired by the general public and significant stakeholders. Each program's season's offerings are screened for appropriate content and adherence to our overall mission and values. This process is demonstrated in the significant time and effort taken in the development of local programs that ensure a diverse programming schedule on our four broadcast channels.

- All on-air local programming is determined by community advisory committees.
- Advisory committees are currently representative of Great Lakes Bay Region's African-American, Hispanic, Senior, and Historical/Humanities communities.
- Programs are reviewed for relevance and educational value by the appropriate advisory board prior to airing.

Sustainability - The Administrative Services are responsible for developing, managing, and promoting non-academic initiatives such as building operations, infrastructure, campus services areas, waste management, and auxiliary functions. The Academic Services are responsible for the assessment of sustainability in current courses, working with faculty to incorporate sustainable aspects in existing curriculum, and the development of new sustainable curriculum. Both areas consider the "triple bottom line" (social, environmental and economic) in decision making.

2P2

These distinctive objectives are all closely aligned with the overall Delta College mission, vision, and values. 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 – The DCCS leadership team reviews the direction and objectives of DCCS for the current year and proposes objectives for the next year. The Executive Director shares these objectives with the President, who provides feedback which the Executive Director takes back to the leadership team.

In developing this plan, we gather information from our clients, Economic Development partners, our Workforce Development Board, instructors and other staff directly providing services to clients, and other community groups as needed.

Once finalized with consultation with the College President, the leadership team then communicates our objectives to the rest of our DCCS organization.

Foundation – The Foundation continually solicits feedback from the Delta College Board of Trustees, the Delta College Foundation Board of Directors, the College President, the College's Executive Council and Foundation staff to determine its objectives. Comments and feedback from the community, through telephone calls, personal contacts, web site visits and other vehicles, is invaluable to the Foundation in determining objectives as well.

Planetarium – During the course of the year the Dean of Learning Centers & Innovative Programs coordinates focus groups with K-12 faculty and administrators to discuss and update program needs. Additionally, the Dean meets with various community groups, such as the Bay City Management Board, Midland Arts Council, the Saginaw Music, Arts and Entertainment Council, and others. A series of questions are asked to ascertain the groups' needs and discussion takes place in determining the themes, community functions, festivals, and events. These needs may include private planetarium

showings which may be geared towards a specific audience or renting the facility to hold community functions. Moreover, 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 patterns objectives for external stakeholders using a rubric that begins with the institution’s mission, vision, values, and guiding principles. Within this framework, the staff assess 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. The President, Vice Presidents, and President’s staff also provide priorities for production, diversity programming, fundraising, public relations and institutional advancement.

Sustainability - In the initial establishment of the sustainability program, the objectives were determined by recommendations submitted by a Sustainability Task Force. The Task Force, appointed by the College President, involved ten people with representation from staff, faculty, and student body. The Task Force was charged by the 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.

2P3

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

Corporate Services - Expectations are communicated in a number of ways:

- The DCCS Executive Director communicates and obtains approval from the College President.
- DCCS leadership team communicates to the rest of the DCCS team.
- DCCS business development team communicates to clients, economic development resources, and potential new clients.

DCCS’s financial results are reviewed monthly by DCCS leadership team and the DCCS Executive Director shares these results with the College President on a quarterly basis.

Foundation – Expectations are communicated in a variety of ways, including personal contacts with the community, communication vehicles (newsletters and online), media contacts and other vehicles. The Foundation also communicates regularly with the Board of Trustees, the Foundation Board of Directors, the College President, the Executive Council, faculty, staff, and students.

Planetarium - A Faculty Advisory Board was formed in December 2008 to communicate information to divisions college-wide. A planetarium newsletter is mailed to any faculty member who teaches at the DCPL. 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 – Expectations are communicated through on-air messaging, newsletters to investors, newspaper articles, college publications, and public speaking.

Sustainability - Recommendations were presented to the College President and the Board of Trustees for approval in the Spring of 2008. Activity involved in carrying out the recommendations is communicated through the standard campus communication vehicles including Delta-L, Delta Daily Difference, staff meetings, signage, website, surveys, presentations, and marketing materials. The expectations are communicated directly to the College President, Deans, Division Chairs and AQIP steering committee and indirectly to Curriculum Subcouncil and Council.

2P4

The College President is the “common thread” between each of the five distinctive services. The president may review their direction with stakeholders (for example, community organizations, the Board of Trustees or the College’s Executive Council). The president meets with representatives of these distinctive services periodically throughout the year to determine their direction, performance and progress. Outside groups (advisory committees, special interest groups and other individuals) may also provide input into day-to-day operations.

Corporate Services - Objectives are reviewed by the Executive Director and College President at least annually by looking at prior year accomplishments, current year projections and any feedback received by stakeholders throughout the year.

Foundation – Objectives are reviewed annually, based on the recommendations of the Board of Trustees, the Foundation Board of Directors, College President, Executive Council, Foundation staff, faculty, staff, and students. The Foundation also looks at previous years’ fundraising efforts and outcomes, performances by other comparable community colleges, and 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. K-12 teacher assessment is conducted, but there are no baseline or benchmark results. An interactive system is used to obtain student feedback during programs. Scouts do an assessment each year. Following the summer camp, children and parents are asked to complete an assessment. The Dean of Learning Centers & Innovative Programs meets with the DCPL staff to review the assessment findings.

Quality Public Broadcasting – Community advisory groups representing a wide and diverse cross section of our viewing demographics and cultures are regularly questioned, and the issues and concerns revealed are used as platforms for program acquisition and creation. These shows, once created or purchased, are previewed and then aired. 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 (international, national, regional, and local) are measured by Nielson Ratings, viewer comments, membership contributions, corporate support, and miscellaneous anecdotal communications.
- The College President annually reviews the overall performance of the broadcast operation and its relationship with the College as a whole. This review is reflected in the semi-annual and annual evaluation of the Station’s General Manager.

Sustainability - To encourage a thorough evaluation of the broad spectrum of sustainability, to consider its implications to the “triple bottom line,” and to provide an annual report of program progress, STARS is used as a benchmarking and measurement system. A Climate Action Plan, as required by the American College & University Presidents’ Climate Commitment (ACUPCC), will also be used as a template for future accountability. Additionally, members of the original Sustainability Task Force are participating in the development of initiatives and processes in both 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 College President and involved stakeholders. Additionally, progress of incorporating sustainability into the curriculum will be reviewed through the curriculum process.

2P5, 6

Needs are determined by reviewing these distinctive services’ objectives and their immediate and future needs with faculty and staff in both a formal and informal manner. Discussions, regular meetings and faculty advisory committees/boards are some of the ways that are used to solicit input from employees.

Corporate Services - For major projects, DCCS reviews desired project outcomes with clients, identifies ways to determine project success, and then determines staffing needs. Many times, existing full or part-time staff possess the skill sets to meet such client needs. If not, DCCS has a process to search and locate talent to meet the needs.

We take opportunities for improvement identified in our client meetings and determine how we can help our staff better serve our clients. Sometimes this involves providing staff with professional development geared toward client needs or improving our processes to support clients.

Finally, DCCS has an employee development process called Performance Expectation Program in which all full-time employees participate. With this program, DCCS aligns individual goals with organizational objectives and identifies areas which require improvement to meet client needs.

Foundation – Campus needs are identified through discussions with administrators and other staff as to the needs on campus. Based on these discussions, if an objective or process must be readjusted, the Foundation Board of Directors would have final authority to take this action. (In some situations, it may be reviewed through the Board of Trustees as well.)

Planetarium – A Faculty Advisory Board was appointed to ascertain faculty needs during division meetings. In addition, continuous feedback from physical sciences and astronomy faculty is obtained. There was involvement from both psychology and biology faculty who developed programs specific to their content area in order to meet course objectives.

Quality Public Broadcasting - We determine the faculty and staff needs through processes described in question 2P4. Volunteers from the faculty and staff often participate in the advisory board process.

- Faculty and staff production needs are met on a priority basis by the broadcast facility.
- Priorities for productions requested by members of the faculty are determined by the Dean of Teaching and Learning.

Sustainability - Each recommendation has been approached as a project whereby it is reviewed to determine the key players, the service area(s) affected, community input, etc. Meetings are organized to

discuss the initiative and determine those needs that are then shared with division representatives to determine how they would be accomplished.

Adjustments in sustainability objectives are agreed upon through communication with the Academic Sustainability Team division representatives, meetings with stakeholders in the administrative/operations areas, and ongoing dialogue with all areas of the college (meetings, email, 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 Each of the following objectives has its own methods to measure, collect and analyze data. A few examples are listed.

Corporate Services - For non-credit instructional delivery, we regularly collect feedback from the program participants about their reactions, perceptions, level of satisfaction and level of skill and knowledge. These results are entered into a data base and a summary is generated and sent to the DCCS Operations Director and other appropriate individuals, who then analyze the things we did well and also those areas we could improve upon.

For large, ongoing projects, we meet with our customers to establish the success criteria for the project, measurement criteria, and meet regularly to discuss progress. Feedback may be specific metrics from satisfaction surveys or operational improvements in our client's business such a 10% decrease in production downtime. It can also be anecdotal evidence from client or participant discussions.

We also analyze our financial performance on a monthly basis. We measure monthly and year to date profit/loss, projected profit/loss for the remainder of the year, and analyze our operational expenses, especially fixed overhead.

We also track the number of clients served, number of classes, unduplicated headcount and contact hours.

Foundation - Financial reports are gathered regularly and analyzed closely by the Finance Office and Foundation staff. The Foundation Board of Directors also provides feedback at its quarterly meetings and throughout the year. Donor communications and comments and feedback are reviewed. In addition, the Foundation regularly collects "thank you" notes from students, to be able to relay that information to donors.

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 The performance results used to examine our distinctive objectives are measured in a variety of ways. The results are reflected by the awards received and the reported improved efficiency of newly trained employees. Success can also be measured by a program's ability to sustain itself. Other considerations are evident by revenues and dollars pledged that is used to determine the net profits and losses in a fiscal year. Additionally, results can be measured by student feedback and the number of community members that are served in a given period of time. Community input, statistical evidence, and stake holder satisfaction is documented to guide future development of courses, programs and goal achievement.

Corporate Services – In general, 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. Occasionally, our combined scores are below 4.0. In such cases, we have discussions with our clients and instructors/facilitators to discuss opportunities for improvement.

For larger scale projects, we have ongoing meetings with our client or hold debriefing meetings at the end of projects. The feedback we receive is generally positive on how well we met the client's expectations. We also discuss areas of concern and incorporate improvements in our future sessions.

We do receive anecdotal feedback from clients on improvements they see in performance on the job as a result of training. Examples include: new employees achieving operational competency in less time; less downtime for equipment breakdowns; and better communication among team members.

For our fiscal year which ended 06/30/09, we had revenues of \$6,321,000 and expenses of \$6,348,000 for a net loss of \$27,000. FY 08/09 was a difficult year for us as we lost some projects due to the tough economic times, and we made difficult reductions in our staffing levels and elsewhere to minimize our loss.

In FY 08/09, we served 51 customers located in 14 states and 10 countries. We delivered 680 classes, served 7,190 duplicated students and generated 103,000 contact hours.

In 2010, for the sixth consecutive year, Delta College Corporate Services was selected to a prestigious list of the nation's top twenty providers of business training solutions. TrainingOutsourcing.com, a web-based knowledge community dedicated to the training industry, considered a total of 275 companies for this year's list with each being evaluated against 22 learning processes and 13 business capability areas. Each company selected demonstrates strength and experience in several areas of learning services, such as content development, training administration, program delivery, and learning technology. The selection is based on a national survey which assesses each organization's use of best practices, especially relating to the application of learning analytics and strategic alignment of training with clients' business goals.

Additionally, we were named by Great Lakes Bay Michigan Works as the Partner of the Year.

Foundation – Results are measured in the amount of dollars contributed and pledged annually. At the end of Fiscal Year 2008/2009, Delta College raised more than \$2.6 million from the private sector (for both the College and Delta College Quality Public Broadcasting). This was a 33 percent increase over Fiscal Year 2007/2008, which saw total dollars contributed at \$1.76 million.

Planetarium – Community connections are counted/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. Every time a new business or organization rents the facility, they are contacted personally and asked about their experience with us.

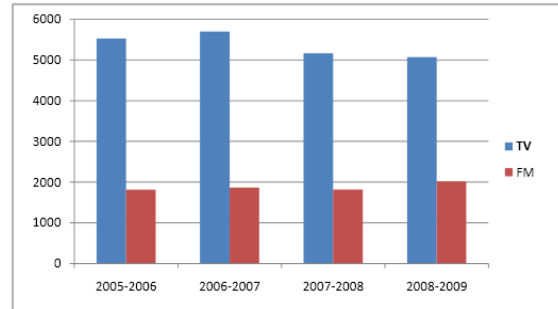
Planetarium Revenue	
Year	Revenue
2008/2009	\$ 98,099.00
2007/2008	\$ 92,159.00
2006/2007	\$ 87,066.00
2005/2006	\$ 75,065.00
2004/2005	\$ 76,732.00

Another example of results is that in 2009 funding was approved for the purchase of new equipment which in turn will be used to support and enhance current and new program offerings in order to further meet faculty and staff needs.

Quality Public Broadcasting - As a result of viewership, the possibility of increase or decrease in community financial contributions is often determined. The key distinctive objective of Delta Broadcasting is to use the vast amount of community input, internal administrative guidance, anecdotal information and statistical evidence to insure positive audience satisfaction, increase viewership and enhance contributed revenue.

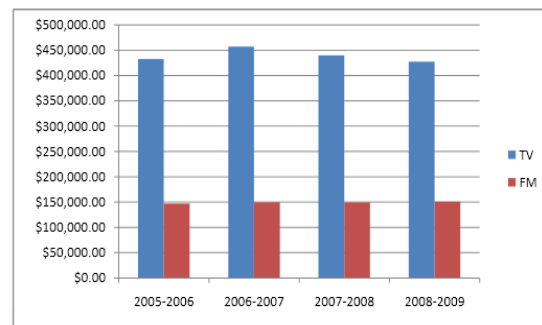
Sustainability – Because this is a new initiative, we measure our effectiveness by establishing the infrastructure to build this initiative. Goals that we have achieved are:

	Membership	
	TV	FM
2005-2006	5526	1813
2006-2007	5697	1865
2007-2008	5166	1819
2008-2009	5069	2019



- STARS was completed and submitted in December 2008 for the fiscal year 2007/08. The report is based on the square mile of main campus including the farmhouse and farmland rentals. Data was submitted for all credits for a total of 110 benchmarks for the FY 2007/08.

	Dollars Raised	
	TV	FM
2005-2006	\$432,407.37	\$147,326.68
2006-2007	\$456,908.44	\$149,890.24
2007-2008	\$439,906.48	\$149,527.20
2008-2009	\$427,594.06	\$150,969.66



- The greenhouse gas inventory, as required by ACUPCC, was a cumulative effort of approximately seven months of data gathering and compilation for fiscal years 1999/00 to 2007/08 - a total of nine years. The completed report was submitted in December 2008. Compared to other ACUPCC reporting institutions, Delta College ranked 4th in the total number of years reported. We also reported in the total number of categories possible, eliminating only the categories for which the College was non-applicable at this time such as Renewable Energy Certificates, Carbon Offset Purchasing, and Sequestration and Carbon Storage.
- A mechanism for identifying and publicly documenting sustainability related courses was developed while work continues toward the development of sustainability courses and programs such as wind energy, building heating & cooling, and the science of alternative energy.
- The Academic Sustainability Team was created to assist faculty in the development of academic programs in sustainability.
- We continued work on sustainability courses and programs: wind energy, building, heating and cooling and science of alternative energy.
- We used CAD/CNC software to illustrate our commitment and innovation in sustainability: Integrate sustainability within the General Education curriculum.
- We created a sustainability certificate/endorsement for student transcripts.
- We continued working with Kettering University and with Tuscola, Bay, and Huron counties.
- Established the Delta Sustainability Team.
- Worked with faculty to consider an academic program in sustainability.

2R3

Our distinguishing objectives are not only unique in our area, but nationally among community colleges. Therefore, we are just beginning to collect data that will allow us to compare our results. The comparisons that we are able to make are listed here.

Corporate Services – It has been difficult for us to compare ourselves to similar groups within the higher education field as most have different definitions of self sufficiency. On an industry-wide basis, we have been recognized for 6 consecutive years as one of the Top 20 Training Outsourcing Organizations by Trainingindustries.com.

Foundation – 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. Delta College ranked 15th in fiscal year 2008/2009.

Quality Public Broadcasting – Based upon current and historical Nielsen rating reports, Delta Broadcasting has consistently exceeded the viewership of other like broadcasters owned and operated by higher educational institutions in the Delta College community district of Saginaw, Midland, Bay City and the Michigan Thumb.

Sustainability – The greenhouse gas inventory, as required by ACUPCC, was a compilation for fiscal years 1999/00 to 2007/08 - a total of nine years. Compared to other ACUPCC reporting institutions, we ranked 4th in the total number of years reported. (Most institutions reported on a single year.)

STARS pilot program: While many institutions chose to report in single categories only, our institution participated fully by submitting for all 110 benchmarks for the STARS pilot program. The pilot program was set up as a method to evaluate the software, participant reporting capability, compilation of data, and future levels of recognition rather than a basis for comparison with other institutions. We recently registered for the formal STARS program to begin in 2010 with results published in Spring 2011. This will provide for a comparative process and levels of award for progress.

2R4

All these services extend our outreach and positive impact in the communities we serve.

Corporate Services – Our performance results help our clients improve their operating performance and competitiveness. We also help individuals retrain for new careers after they have been downsized from previous jobs. Both of these accomplishments help to promote positive feelings and support for Delta College in the community.

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 which in turn help the College in other activities such as millage renewals and fundraising.

Foundation – The Foundation exists to help fill critical financial needs of the institution. Three of its main objectives are to: build relationships with external donors, community supporters and private sector businesses; plan and implement both fundraising and “friend” raising events; and to build the direction of the College’s fundraising efforts to be able to increase the pool of dollars available for student, faculty, project and capital needs, now and into the future.

Planetarium – In the past, Bay County did not support millage votes, but since the Planetarium was built there, Bay County has strongly supported the millage. A major avenue to bring Delta into the community is connecting with K-12 and enhancing partnerships with other community agencies. Furthermore, partnering with the Chamber of Commerce, Bay Arts Council, Bay County Downtown Management Board, and the Double Tree Hotel and Convention Center enhances relationships within the community.

Quality Public Broadcasting – Delta College Quality Public Broadcasting is owned and operated by a two-year community college with very limited general funded dollars available to support this broadcasting 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 Delta Public Broadcasting has managed to maintain its viewership and substantial financial support through private donor commitments.

Sustainability – The performance results offer a measure of progress and a template for setting objectives and determining goals for the forthcoming years in administrative, operational, and academic areas. The 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, mercury reduction program, electric car charging station, service learning classes, and managing our natural resources.

211

In identifying our Distinctive Objectives, there is a common thread in how they have made improvements. Due largely to the economic status in the state of Michigan, each area is trying to do more with less while increasing community engagement. They are also forecasting and trying to prepare for what the future may bring. Additionally, there has been a shift in simplifying and reconsidering processes to determine a more efficient and streamlined method of operational engagement.

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.

Foundation – In terms of scholarship dollars awarded on an annual basis, the Foundation received 500 applications in 2009 and 2008, up from about 300 in 2007 and 200 in 2006. We've streamlined the scholarship award process through the installation of new on-line application software in 2009. The College President and the Executive Council determined a "needs list," identifying areas on which to focus its fundraising efforts. The Foundation Board of Directors also provided input into this process. The "needs list" identified those areas that may require capital campaigns. (Capital campaigns would be determined after a feasibility study has been conducted.) In addition, a consultant has worked with the Foundation Board of Directors to move in a positive direction to seek expanded community funding.

Planetarium – Updated equipment allows for programming in areas other than science. Participating in the strategic planning process and routine staff meetings will allow for more efficient use of resources.

Quality Public Broadcasting – A key objective of Delta Broadcasting 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. Our programming content has increased 400 percent. Our local programming has garnered 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, are 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.

Results from the 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 will begin the transition to an official and standard benchmarking system in 2010. Because of Delta's early participation in the program, we have a head start on well-structured means of gathering and documenting the necessary data.

The AST is developing a mechanism for the assessment of sustainability-related courses and sustainability-focused courses.

212

Our institution's culture has moved in the direction of efficiency. This has been done through the AQIP process and through 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 are facing very difficult 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.

Foundation – The Executive Council, Foundation staff and the 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. The College's culture and infrastructure are just two of many factors reviewed during this determination.

Planetarium – Continuous coordinated assessment and improvement is being used to establish better coordination with the Delta Outreach program, such as marketing, broadcasting, and the fitness center; considering meeting several times a year to better coordinate activities; developing and maintaining our website; and providing more for the home schooled children.

Quality Public Broadcasting – The Delta College Public Broadcasting 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.

Sustainability – The culture and infrastructure of our campus offer many and varied opportunities to incorporate sustainable processes, programs, and activities. The unique structure of the sustainability office blends benefits from administrative/operations area and the academic area. Shared governance and AST allows faculty to play the premier role in the development of the overall plan for sustainability in Delta's academics.

Category 3: Understanding Students' and Other Stakeholders' Needs

3P1

The needs of both academic and non credit learners are identified through the use of various methods including: basic skills placement tests for new academic students; national and institutional student surveys; elected student senators; program advisory committees; contacts with K-12 school districts,

university and business partners. An academic student profile is reviewed every semester, and recently we implemented a College dashboard so we can analyze the attainment of enrollment goals, student target groups, and student demographics. 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.
- Student Surveys: Noel Levitz and CCSSEE (both administered alternating years), and Graduate Surveys (administered annually) assist in determining student needs in curricula and in support services. Each fall semester, student surveys are administered concerning a specific area of the college (recently focused on the Bookstore). Students are also surveyed by other ad hoc and task force groups to determine changing needs (an analysis of scheduling needs of students at our satellite locations was recently completed).
- Advisory Committees: External academic and LifeLong Learning advisory committees meet on a regular basis to review curricula and general education needs and to monitor program trends and employment projections.
- Articulations: Communication with K-12 partners and transfer institutions insure agreements and course content reflect the needs of our educational partners.
- Benchmarking Survey: Corporate Services uses benchmarking surveys conducted annually by the ASTD (American Society of Training and Development) and T&D (Training and Development) to determine the needs of business clients at the national and international levels. Corporate Services Directors analyze the results, focusing on implications for their current client base and potential clients.
- Surveys: Clarus, Environmental Scans (there is an Environmental Scanning Committee)
- Monitoring Trends: Involvement with legislators, the business partners within our community and the requests through the Career Center are among some of the processes we use to monitor trends. Corporate Services uses Chamber events and information to determine the changing business outlook in our areas.
- Research: As part of the Educational Network for Development Dimensions International (DDI), Corporate Services receives DDI's market research on needs in the marketplace, training solutions, and appropriate target markets.
- Monitoring: It is also the routine and regular function of several College groups (primarily Executive Council, Academic Dean's Council) to monitor the results of College research and surveys as well as enrollment data to determine if we should target new groups.

3P2

Relationships with students are built and maintained through regular faculty and staff interactions as well as efforts such as mentoring, events and activities, and shared governance. Recently we added a new administrative position, Associate Dean of Student Engagement, whose major responsibilities are essentially "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 position also develops, evaluates and assesses the outcomes of a comprehensive student retention plan working closely with the Developmental Education Committee, Bridge Director, Advising/Counseling, and other faculty and staff as necessary. Some student initiative 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. Corporate Services participates in many special professional and charity events to build and maintain relationships with business clients.
- **Student Clubs and Organizations:** Delta has 23 registered student clubs and organizations and 5 unregistered ones.
- **Student Newspaper:** Delta College financially sponsors, through our General Fund, the student-run newspaper, *The Collegiate*.
- **Student Employees:** Delta College currently employs about 225 students on campus both fall and winter semesters. Delta also supports these students by providing annual professional development opportunities, and they provide valuable feedback about processes to the departments in which they are employed.

3P3 The changing needs of key stakeholders are analyzed primarily via research projects, surveys, liaison activities, advisory boards, and direct client contact by our Corporate Services Division.

Research and Surveys: Clarus, CCSSE, Noel-Levitz, Graduate Follow-Up, and Environmental Scans are examples. Research results are shared with key campus groups in forums and fall semester Learning Days. The Executive Council analyzed and prioritized the 88 Clarus recommendations for implementation over a multi-year period and an annual assessment is required of key areas. Corporate Services surveys its customers annually and uses Customer Satisfaction Surveys on a daily basis for all their training workshops.

Advisory Boards: Give community businesses and employers the opportunity to evaluate programs and give feedback for improvements or changes.

Liaison Activities: Program feedback from K-12 teachers/schools drives the planning of programs offered at the Planetarium and through the Possible Dream Program.

Memberships: a multitude of community and professional groups provide networking opportunities and partnership possibilities. Corporate Services is particularly active with the Chambers of Commerce in the Great Lakes Bay Region and outside our immediate region is very involved with ASTD, Training Industry.com, and the Educational Partner Network of Development Dimensions International. These professional organizations provide analysis of business learning trends and needs, which Corporate Services analyzes further for their current and potential client base.

Utilization Analysis: Auxiliary Services and the Fitness Center track facility usage, program enrollment, and sales activity to determine staffing needs, hours of operation, and services/program offerings.

3P4 We build and maintain relationships with our key stakeholders by communicating with our community in a variety of ways.

- **Educational Outreach:** Delta College recognizes area high schools as stakeholders and hosts several "quiz bowl" type events for these stakeholders. Events include the Middle School Math Competition, Skills USA, and the Science Olympiad. The Delta College Planetarium also holds programs for area schools and the 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 topical 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:** AIDS Walk, Relay for Life, Habitat for Humanity, service learning projects, economic development/business affairs such as Vision Tri-County, local leadership academies, Kiwanis, Rotary, and Chamber events. At least one Corporate Services Director attends all Chamber of Commerce events in all three in-district counties along with several other community meetings and activities. The Delta College President is expected (by the Board of Trustees) to maintain high visibility and strong relationships with key community groups and legislatures. Corporate Services Directors are expected to maintain strong relationships with community groups and participate in local and regional leadership programs.
- **On Campus Events:** Earth Day Celebrations, Career Pathways, Presidential Speaker Series, V-Week activities, 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:** *Career Focus* magazine, *Corporate Services Newsletter*, *Journeys Newsletter*, and the College web site that includes tabs for each of our key stakeholders within the front page. Several local TV and radio programming initiatives specific to the Great Lakes Bay Region are done monthly (*Soul Issues: The African American Perspective*, *Somos Hispanos*, *Second Act*, *Life at 50+*, *Currently Speaking*, *FM Forum*) as well as specific documentaries. These programs highlight local people and events, deliver current community information and promote a stronger connection of these groups to Delta College.
- **Awareness and Fund Raising Events:** Annual Golf Scramble invites local residents and business people to compete and support our Athletics Program. The Chocolate Affair benefits our Possible Dream program and provides an elegant evening with gourmet tortes and interaction with program participants. Annual pledge drives support our Public Broadcasting stations. These fund-raising events are well attended by Corporate Services staff as they provide opportunities to build relationships with local business leaders.
- **Fitness and Recreational Facilities:** College facilities are made available for use by the community such as the Fitness Center and Planetarium and through special programs offered through Corporate Services and Lifelong Learning.
- **Campus Tours:** Corporate Services invites clients to campus regularly for campus tours, showcase workshops, and meetings. Regional professional organizations (such as the Marketing Task Force for the Great Lakes Bay Region, the Saginaw Valley Manufacturing Association, and Valley Society for Human Resources Management) are also invited to meet on campus.

3P5

Making the determination of whether or not to target new student or stakeholder groups requires the use of many processes: among them are research studies; surveys; and the monitoring of employment, industry, and environmental trends that help identify populations that we could better serve. Once the data is collected, or the environmental scan information verified, curriculum Advisory Groups together with the appropriate Academic Discipline faculty determine whether or not a new program should be proposed. Our Institutional Research Office will also conduct a needs study about the program. Subsequently our Marketing Department will then develop strategies to specific new student or stakeholder groups. The non-credit programs offered via the LifeLong Learning Department use recommendations from their Advisory Board and the Department also has strong linkages to the State MIWorks unit. If new funding sources (via State or Federal sources) become available, strategies are

developed to target the appropriate new student or stakeholder qualified groups. Some of the trends identified have driven the creation of the 50+...Just Like Gold program, the Possible Dream program, Heavy Equipment Operator, Film Fundamentals and the Fast Track Chemical Processing program.

3P6

Students: Students have multiple methods of providing feedback to the college. They include grade appeals, the equity office, Campus Safety Dept. complaints, participation in surveys, tech support, various suggestion boxes and the student newspaper. The institution does not currently have a method to review the concerns brought to these various campus groups; instead, each group independently reviews the concerns that are brought to it.

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 instructor's division chair. If resolution is not reached, the student may then pursue the matter with the Dean of Faculty and the Grade Ombudsman.

Community: There is no centralized method for collecting complaints from members of our various communities. However, when a complaint is made the expectation is that the complaint will be given to the appropriate office and every complaint is expected to receive a prompt personal response. Recently we began scheduling focus groups so we could improve communications with our community constituents.

Educational Partners: Our Articulation Office routinely collects feedback from both our higher education partners and occupational faculty of our high schools and regional career centers. Our Admissions Office visits every high school annually to meet with their counselors and other personnel.

Government Entities: We have recently initiated regular lunch meetings with our state legislators, at which mutual concerns and issues are frankly discussed.

3R1

Our institution uses a variety of methods to assist in determining, measuring and defining the satisfaction of our students and other stakeholders. Three of the primary independent tools used include the Clarus Corporation research, the Community College Survey of Student Engagement (CCSSE), and the Noel-Levitz Student Satisfaction Inventory (SSI) survey.

The College contracted with the Clarus Corporation (an independent firm that conducts research only for community colleges) to conduct comprehensive community research projects in 1996 and 1997, and again in 2007. The purpose of each research project was to gain a better understanding of how well the College was meeting the needs and expectations of the community. Specifically, the goals of the 2007 research were:

- Review current marketing/recruitment activities, define current markets and assess which markets the College is not effective in reaching.
- Determine how the high school students, high school superintendents and counselors, community adults, and community employers perceive the College and how those perceptions can be improved and enhanced.
- Determine how to better provide programs, services, marketing activities and materials to enhance enrollment and meet market needs.
- Develop and implement a College-wide integrated marketing plan.

The Community College Survey of Student Engagement (CCSSE) was administered in 2007 and again in 2009. The primary focus of the CCSSE survey was to ask students to report actual behavioral patterns correlating with academic success.

The third major tool used in determining, measuring, and defining the satisfaction of our students and other stakeholders is the Noel-Levitz Student Satisfaction Inventory (SSI) survey. The primary focus of the SSI is to measure student satisfaction with the college experience. The SSI was administered in 2008 and it is intended to be administered from time to time in the future.

In addition to these three major tools, Delta College routinely depends on specific departmental surveys, forums, and questionnaires to round out a clear picture and understanding of the satisfaction of our students and other stakeholders.

Corporate Services consistently administers three different tools when gathering information regarding stakeholder satisfaction. They include: annual client surveys distributed to client base, student evaluations of each training session, and structured project debrief sessions for consulting and project-based services.

Our occupational advisory committees/boards are prime examples of other resources that can be used in gathering information. There are 39 occupational advisory committees/boards comprised of an estimated 812 members, one for each State-approved occupational program. Faculty in the occupational programs, current students, program graduates and professionals throughout the community participate in these committees/boards. Committees 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." The non-credit LifeLong Learning Division also has an occupational-based Advisory Board plus there is also an Advisory Board for the new 50+...Just Like Gold program.

3R2

The administering of two key indicators, the Community College Survey of Student Engagement (CCSSE) and Noel-Levitz Student Satisfaction Inventory (SSI), has placed us in a good position to analyze our performance results for student satisfaction.

CCSSE asks students to report actual behavioral patterns correlating with academic success. CCSSE accomplishes this through the use of capturing information from 11 different categories when measuring satisfaction. Information was gathered and documented as to how satisfied students were with the services they received from College departments. The information allows us to compare Delta's performance scores to other large colleges and to the overall CCSSE cohorts.

In the 2007 CCSSE survey, Delta College part-time student mean scores were equal to or higher in ALL 10 above categories when compared to the Large Colleges or CCSSE cohort institutions; in 7 of the 10 categories, Delta College full-time students' mean scores were equal to or greater than their counterparts' scores. Similar but slightly lower results occurred in the 2009 survey.

The Noel-Levitz Student Satisfaction Information (SSI) survey, as mentioned previously, was the other major key indicator used to gather information related to performance satisfaction. Much like the CCSSE report, the SSI survey concentrated on 12 specific categories: instructional effectiveness, registration effectiveness, concern for the individual, academic advising/counseling, safety and security, academic services, student centeredness, admissions and financial aid, campus climate, services excellence, campus support services, and responsiveness to diverse populations.

Corporate Services: Results for student satisfaction - measured on course evaluations: Evaluations consistently score between 4 and 5 (above average to excellent) on a 5 point scale. Evaluations include 10 questions on course content and design, the instructor, and impact.

3R3

The Noel-Levitz Student Satisfaction Inventory (SSI) received 909 responses (a 52% return rate) from a random sample survey of approximately 1750 students.

The national 2007 CCSSE report 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: The quality of Delta College student relationships with other students, instructors, and administrative personnel and offices compared to the national large colleges' averages reported in both the 2007 and 2009 CCSSE surveys indicates that Delta College students have better quality relationships with all three groups.

Student Relationships with Other Students: 95% of Delta College students surveyed experienced average or above quality relationships compared to only 77% reporting this at other large colleges.

Student Relationships with Instructors: 96% of Delta College students surveyed experienced average or above quality relationships with instructors compared to 83% at other large colleges.

Student Relationships with Administrative Personnel & Offices: 86% of the Delta College students surveyed experienced average or above quality relationships with administrative personnel and other office staff compared to 62% at other large colleges.

3R4

Identifying, tracking, and analyzing performance results of our stakeholder satisfaction requires the collection of information from multiple venues. Reported below are samples collected from the Clarus research, dual enrollment data, Career Pathways special event, LifeLong Learning statistics, millage results, and more. The following is a brief look at some of the data that has been collected which indicate stakeholder satisfaction results.

The Clarus Report: The Clarus Research in both 1997 and 2007 gathered stakeholder satisfaction ratings. Information from it measured the community's perceptions of Delta College and how Delta College is perceived to be meeting the current and future needs of both traditional and nontraditional students as well as prospective adult students in our service region. Survey respondents rated Delta College's performance on a set of characteristics as "Excellent," "Good," "Average," "Fair," or "Poor." Of all 19 categories assessed, Delta College received ratings between "Excellent" and "Very Good" on all categories except "continuing education and career skills for those who already have jobs." In this category, we received a rating of "fair."

We consider the practices of contributing to our foundation, or encouraging enrollment at Delta, to be measures of satisfaction for our community. **Foundation:** While a smaller percentage of respondents indicated they have contributed to the Delta College Foundation, 67 percent of those who have contributed have done so in the last five years. The chart below details more results by geographic area. **Encouraging enrollment:** When asked how likely parents were to encourage their children to attend Delta College, over 70 percent in our district responded "Very Likely" or "Likely".

Residence	Ever Contributed to Foundation	Contributed within Last Five Years	Very Likely to Encourage their Children to Attend	Likely to Encourage their Children to Attend
Out-of District	4%	60%	18%	61%
Saginaw	21%	76%	56%	26%
Midland	19%	61%	47%	30%
Bay	25%	71%	56%	22%

Millage Elections: The residents of Bay, Midland, and Saginaw counties, our largest groups of stakeholders, have supported our last three millage renewals. The most recent 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.

Millage Elections	Bay County	Midland County	Saginaw County	Totals	% Results
	YES/NO Votes	YES/NO Votes	YES/NO Votes	YES/NO Votes	
1996-General Election .5 mill; 8 years; Renewal	29,637 / 16,882	21,111 / 10,758	52,891 / 26,402	103,639 / 54,042	Passed 66 %
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 %

Corporate Services: Performance results for stakeholder satisfaction of Corporate Services clients are clearly stated in the customer service section of their website corpserv.delta.edu (linking to the Customer Survey provided). The survey results indicate that 87% of clients gave them the highest ranking of "Very Satisfied" with the overall quality of service; 13% gave them the second highest ranking available of "Satisfied." Awards have been numerous and significant including:

- Top 20 Companies in Training Outsourcing (past five consecutive years, 2005-2009)
- Great Lakes Bay Region Michigan Works Supplier of the Year 2009
- Delphi Chassis Systems-Supplier of the Year 2008
- International Society for Performance Improvement 2008 Award of Excellence for Outstanding Human Performance Intervention
- CUNA WOW Award for Best Overall Training Curriculum or Event 2008

3R5

Performance results are measured in a variety of ways but include enrollment numbers, revenue generated, satisfaction survey ratings, job placement figures, event attendance, etc. We also have hired Clarus Corporation to do two major studies regarding our relationships with various constituents including local businesses, high school counselors, principals and superintendents, community residents, parents and high school students. The most recent Clarus study (2007) reported improved "familiarity," an increase in the likelihood of future enrollment at Delta, a positive increase in our image and important feedback regarding communication channels preferences. Corporate Services also has targeted specific networking strategies for building relationships with their key stakeholders.

Meeting Business Needs: The Chemical Process Technology program has grown dramatically as local chemical companies declared in 2008 a need to hire 100 people in each of the next five years. With this

announcement, Delta College decided to offer two training options for this program: a regular associate degree program plus a new “Fast Start” 16 -week program. Shown below are the numbers of graduates for the past five years and the number of anticipated traditional graduates and “Fast Start” completers in the academic year 2009-2010. This program has received national recognition as an exemplary program alliance designed to meet the specific workforce needs in a State which has the nation's highest unemployment rate.

Chemical Process Technology Program	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10
Number of regular program/degree graduates	6	3	3	11	14	(36)
Number of “Fast Start” program completers					16	(94)

3R6

Student Needs: An analysis of the Noel-Levitz Satisfaction Scales data for Delta College gathered in Winter 2008 compared to the National Community College Benchmark Project (NCCBP) Aggregate 2008 Data indicates Delta College strengths in 8 of the 12 key areas. It ranks higher than the median in the NCCBP percentiles (Scale: 1 Not satisfied at all to 7 Very Satisfied) but at less than the 75th percentile. This data is graphically presented in 1R5.

The 2007 CCSSE cohort included 310,013 students from 525 community and technical colleges in 48 states, whereas the 2009 cohort was larger with 400,886 students from 663 colleges in 48 states. In both years we sampled over 1,000 students, a representative sampling of the student body. Results included the following:

In both years Delta College scored above the adjusted national mean of 50 in all five national benchmarks.

In both years Delta College scored as a “High Performing” Institution in three of the five national benchmarks as we were in the 80th percentile when compared to all large community colleges (the three areas in 2007 were Student-Faculty Interaction, Academic Challenge, and Active and Collaborative Learning, whereas in 2009 the three areas were Student-Faculty Interaction, Academic Challenge, and Support for Learners).

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.

3I1

Prior to 2007, the most comprehensive research we conducted was to contract with the Clarus Corporation to do a thorough image study and work skills analysis of local employer needs. In 2007 we again hired the Clarus Corporation, but this time the target groups included: prospective students and non-returning students; high school students, parents, counselors and superintendents; adult market community scan; workforce development scan of both employees and employers; and customer service scan. Our new President directed that we embark on a new Strategic Planning Process, which subsequently included a more systematic process for assessing student and other stakeholder needs. We now have twice participated in CCSSE and participated once in the Noel-Levitz Survey of Student Satisfaction. We also have systematically analyzed, prioritized and developed a four-year plan to implement most of the 80+ Clarus recommendations. Recent improvements based on research and data analysis include: new web site design and features; early alert program for student success; tuition incremental payment plan option; new program for 50+ residents; service-learning option for students; 2009 successful application for a Title III federal grant focusing on student success, including two new College positions, the Associate Dean of Student Engagement, and Director of Retention.

We are continuing to improve methods of communicating these research and data analysis results to the general College and public communities. We are also aware that efforts yet need to be made in systematically researching student success after they transfer to another institution, and in developing a comprehensive student retention program leading to goal attainment. Corporate Services 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.

312 The Strategic Planning process encourages department level alignment of goals and processes. The Administrative Professional & Support Staff performance management evaluation system includes goals based on College selected strategic initiatives and action projects, and the development of the College budget reflects the Strategic Plan. Our culture supports inclusiveness and open communications from all employee groups. The most recent example supporting this was the addition of the support staff into the Senate. This inclusion should enhance the improvement of policies, procedures and guidelines that affect students as support staff now will serve on Senate committees. Prior to this vote all major employee groups have had representation on AQIP committees, President's Council, staff performance management committees, College summits and Appreciative Inquiry. (See also 412.)

Category 4: Valuing People

4P1 Our institution uses its values as a starting point for what it looks for in a new or existing employee. When a position becomes available, the description is reviewed and updated by the department so that each particular job description can become better aligned with the vision, mission, core values, and guiding principles of the College (<http://www3.delta.edu/delta/visionmission.html>).

The Human Resources Office reviews the job descriptions for faculty, staff and administrators for consistency prior to posting.

The Academic Services Area uses a "basic job description" template that contains required common competencies for faculty positions. The template was developed by faculty and the Academic Administration. In addition, a "best fit" analysis is used to match applicants to the specific credentials, values, and skills required for the position.

We make job comparisons with like organizations regionally and nationally when appropriate; to make sure our staff is highly credentialed in specific job categories. For most faculty positions, a master's degree is required along with 1-3 years of experience, and for most Administrative/Professional positions, employees are hired in with a bachelor's degree or above (see chart below).

Employee Classification	High School Diploma/GED	Associate's	Bachelor's	Master's	Ph.D/Ed.D.	Professional Degree	Total
AP	10	23	50	51	2	2	138
SS	27	41	16	3			87
FA			10	162	40		212
Total	37	64	76	216	42	2	437

Degree Information gathered in Spring 2009

4P2

We have a long history of using search committees for hiring faculty and staff. Each committee meets with a Human Resources representative to discuss interviewing techniques and recruitment strategies. The committee also uses a “best fit” document to structure the posting and questions so that the committee is able to gain information from candidates that will help determine if Delta would be a good fit for them based on the college’s mission, vision, values, and strategic plans. All candidates are required to complete an on-line application for employment. (<http://www.delta.edu/humres/online.aspx>) Resumes are also reviewed to determine if potential employees meet the requirements of the job. Interview questions are developed by search committees with the guidance of the HR Office. Candidates are asked to provide specific examples that demonstrate that they meet the minimum requirements as well as additional experiences sought for positions. Where appropriate, HR 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 to submit a personal statement/teaching philosophy. Other interviewing techniques that may be administered, as deemed necessary, include: behavioral interviewing questions, open forums, and “off the list” reference checks. The following table summarizes requirements and processes for each employee group.

Employee Group	Process for Assessing Credentials, Skills, and Values
Administrative/Professional Staff and Executive Staff	<ul style="list-style-type: none"> ○ 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 ○ Interviews conducted by supervisor and search committee (as deemed appropriate, department employees may also interview the candidate) ○ Open Forums and Presentations (<i>Executive Staff only</i>) 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)	<ul style="list-style-type: none"> ○ Basic Job Description Template utilized to create position description and posting ○ Employment application, cover letter, resume, transcripts, and other required documents are submitted ○ Search Committees interview candidate and observe and assess teaching demonstration ○ Chair, Dean, VP, and President Interviews ○ VP Recommends candidate to President for hire ○ Reference Checks Conducted ○ Presidential Approval
Faculty (Adjunct)	<ul style="list-style-type: none"> ○ Position posting includes required and preferred qualifications ○ Employment application, cover letter, resume, and transcripts are submitted ○ Department Chairs and Discipline Coordinators interview, assess, and recommend ○ Dean of Teaching and Learning approves
Support Staff Food Services Staff Facilities Management Staff	<ul style="list-style-type: none"> ○ 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 ○ Interviews conducted by supervisor and, where appropriate, search committee ○ Executive of hiring department approves and recommends for hire ○ Reference Checks Conducted

4P3

We use a variety of recruitment processes to ensure we hire and retain diverse, skilled, and knowledgeable employees. The following list includes Delta's core recruitment strategies.

- Posting in local newspapers and specific professional/trade journals and in *The Chronicle of Higher Education*
- Michigan Works! website posting
- Distribution of brochures and promotional videos
- Announcements through our television and radio broadcasting stations
- Electronic postings on our web page
- Employees work as ambassadors, sharing information about vacancies when attending professional association meetings and conferences

Hiring: 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: To retain employees, 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. In addition, we offer a variety of opportunities for employees to engage in work that they are passionate about and which align with their individual strengths. Our unique shared governance process engages employees in the decision-making process at the College. 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

HR and the Center for Organizational Success (COS) have implemented an employee orientation program that engages the new employee by helping him/her establish relationships with other employees, begin to feel part of the Delta Culture, and help to begin to live our values and mission. Components of the Employee Orientation Program include HR benefits and compliance, our culture and history, our systems and processes, and optional mentoring. (For more information on the COS see 4P9.)

New full-time faculty members are required to attend a year-long orientation course called Best Practices in Teaching and Learning (ED 390). It is offered every fall semester. This program provides an opportunity for new faculty to form a cohort where they have social support and resources available to them immediately. It also sets expectations for exemplary teaching and college and community leadership, and provides new faculty with mentors. Through this process, new faculty become engaged quickly and are able to move within the Delta culture with ease.

New adjunct faculty are invited to attend Adjunct Training Academy sessions in fall and winter semesters. Adjuncts are also invited to faculty development opportunities at the college and most 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 full time faculty assigned to each adjunct as a mentor. Mentor programs for all employees provide a one-on-one connection to the institution's history, mission, and values.

4P5 Student enrollment trends, economic climate, and local business needs are regularly monitored to help predict shifts in demand for certain courses and personnel. Senate Policies governing the faculty, administrative/professional, and support staff provide timelines for resignation which allow time for us to plan appropriately. Financial incentives are offered for early announcement of retirement (at least one year in advance) for regular full-time faculty to allow best practices in recruitment. There is not a formal leadership succession planning process in place at the College at this time.

4P6 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 Records and Registration, 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.

The work processes for the Business and Auxiliary Services are being documented and reviewed with the appropriate work groups. The work groups may ask questions for clarification and many times provide suggestions that result in continuous quality improvement of the process, often through elimination or consolidation of steps. The processes are then updated, filed, and reviewed on an annual basis.

By reviewing the processes, staff members are able to inform the rest of 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 Departments such as Human Resources, Equity Office, and General 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 encouraged to report inappropriate behavior and demonstrate, through various means and measures, that they understand their responsibilities in this regard. There is also an Institutional Review Board which was established in accordance with Federal guidelines which require that the rights of human subjects be protected.

Our Code of Ethical Conduct addresses ethical concerns within our campus community and guides employees toward consistently ethical decisions: "Obligations to our students; Obligations to our colleagues; Obligations to our community". Delta has 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.

Our college attorney is readily available to answer questions and give advice. Having an open door policy helps empower employees to check on the legality of certain matters and make the best decisions.

4P8 Employee training needs are identified by division leaders and department managers working in conjunction with the Center for Organizational Success (COS) and the HR office to determine training needs for new and existing employees. Information regarding training needs is obtained through faculty and staff advisory councils and committees; and employee, student and community-wide surveys (CCSSE & Clarus).

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 so that training and development offerings are aligned with the needs of the employee.

Effectively targeted training programs 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

We provide a variety of training and professional development options. 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.

The college administration, in conjunction with the Center for Organizational Success (COS), Human Resources, Faculty/Staff Senate, and a variety of other employee committees, works together to develop and implement a variety of training and development programs. The COS usually 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.

Employee training and development is reinforced through the staff performance evaluation process and the faculty tenure and promotion 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.

The following table highlights some of the most engrained initiatives.

TYPE OF DEVELOPMENT	TOPIC
New Faculty Orientation	○ Year-long ED class focused on teaching/learning (see 4P4)
New Employee Orientation	○ Basic new employee information (benefits, technology, compliance...) ○ There is a focus on college culture, history, professional development, and college systems and processes
Fall Learning Days	○ All Employee Development Initiative ○ Takes place the week prior to classes starting
Renaissance Days	○ A conference implemented in May after winter classes conclude ○ Focus is on personal and professional growth (rejuvenation and renewal) ○ Presentations are mostly led by internal faculty and staff
Team Development	○ A number of work groups, divisions, and departments have their own professional development committees that plan and implement work-group training on a monthly, quarterly, or annual basis
Ongoing Workshops	○ The Center for Organizational Success works in conjunction with employee groups, work groups, Human Resources, College Leadership, and The Faculty Center for Teaching Excellence to develop and implement specific workshops throughout the year.
Grass Roots Initiatives (Self-directed learning and action projects)	○ The Center for Organizational Success and the Faculty Center for Teaching Excellence set aside resources each year to support faculty and staff developmental initiatives. ○ These include: book circles, brown-bag lunch topics, open workshops, and mentoring groups. ○ The Special Projects committee provides resources each year to applicants who would like to implement an innovative idea that directly relates to student learning. The dollar amount awarded to any individual is usually under \$1,000.
Endowed Teaching Chairs and Sabbatical Leaves and Grants (see 1P11 & 4P11)	○ There are four endowed chairs that employees apply for and which are funded annually. They average from \$1,000 - \$5,000 per project. ○ Sabbatical Leaves and Grants provide the opportunity for faculty to work on a project with full release time for a semester (or half time for a year) or receive “reassigned classroom time” for a specific initiative. Approximately 1-2 sabbaticals and 5-6 grants are given per year.
Health, Wellness, & Safety	○ Reduced cost of a Health Center membership ○ Wellness Lunch Hours (workout time during the work day) ○ Weight Watchers group on campus

	<ul style="list-style-type: none"> ○ Wellness classes and on-going campus wellness programs ○ Woman's Self Defense classes ○ Campus Police on site ○ Harassment Training & Hostile Intruder training ○ Safety Ambassadors training ○ On-line Safety training modules
Education Classes (taught and developed for faculty by faculty)	<ul style="list-style-type: none"> ○ Writing Across the Curriculum ○ Learning Communities ○ Service Learning ○ Educating for Global Participation ○ Academic Assessment
Leadership & Supervision	<ul style="list-style-type: none"> ○ All Delta College Division Chairs have the opportunity to participate in an external Chair Academy or Leadership program ○ Leadership Experience Training (for mid-level managers) ○ Leading and Learning Together (a 3 part program for Support Staff and Administrative/Professional staff to deepen the understanding of the leadership role that can be applied regardless of one's position) ○ Opportunities for faculty/staff to serve in a rotating manner in a wide-variety of leadership roles (Director of Faculty Center, Faculty Senate Chair, College Senators, Senator Committee Chairs, Faculty Department Chairs, and Employee Group Committee Chairs)
Technology Training	<ul style="list-style-type: none"> ○ COS Instructional Technology Support Team creates programs and services ○ In-house training sessions and courses are offered through the COS
Employee Engagement	<ul style="list-style-type: none"> ○ Great Teachers Seminars, bi-annually ○ Great College Seminars, bi-annually ○ Faculty/Staff Enrichment circles ○ Learning Community Classes (to take and teach)
Diversity	<ul style="list-style-type: none"> ○ Diversity Task Force ○ Safe Space Program ○ Prism Alliance ○ Senate Human Relations Committee ○ Interfaith Alliance ○ Ongoing presentations and discussion groups

4P10

There are different evaluation systems for faculty and for administrative/professional and support staff.

The faculty evaluation system is designed 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, written by Senate members and approved by the Board of Trustees, takes the place of the more familiar collective bargaining agreements present in most public higher education settings.

The current faculty evaluation policy was passed by the Senate and the Board of Trustees in April of 2009. The policy aligns with objectives for instructional and non-instructional programs and services by focusing on teaching effectiveness and service to the college and community. The new policy language does this more explicitly by relating the language more specifically to the promotion and tenure criteria and to a faculty "job description" that was 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) and on service to the college and community (at the Professor level, on leadership in these areas). The faculty "job description" contains very specific language describing teaching effectiveness and service to the college and community. These in turn relate directly to the Strategic Focus Areas of Student Success and Community Focus.

The evaluation system for A/P and Support staff is part of a comprehensive Performance Management System developed following focus group input from A/P and Support staff, 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 as well as competencies. The traditional performance elements are "the basics" necessary for the College to function effectively. The competencies describe less concrete, but critical behaviors, thought patterns, traits and knowledge that provide targets of excellence for everyone. The performance management system requires each person, working with supervisors, to identify annual goals and professional development plans that align with departmental and college goals. These then become part of the evaluation process as well.

The collective bargaining agreements for facilities and food service staff do not currently contain an evaluation component, although the staff in those areas are very strongly focused on the essential mission of the college -- student success -- and they see their work as providing an environment to help students succeed.

4P11

Delta College has equitable and well-established compensation, reward, and recognition programs for all employees.

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 comparables. 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	Interest Based Bargaining – Faculty and Administration	
Support Staff	Designed by Human Resources and Business and Finance Office	

The College rewards employees for promoting student success, providing leadership to the college and/or community, and continuing one's own professional development. The following chart describes the types of programs offered. These rewards are designed to encourage employees to take initiatives that align with the College's mission, vision, and strategic priorities.

Employee Category	Type of Reward	Description
All Employees	Annual Employee Service Award	Presented to employees for years of service to the institution.
Support Staff	Support Staff Excellence Award	Recognizes a member of the Support Staff who exemplifies professionalism, service and dedication.
Support Staff	Faculty Executive Committee Distinguished Service Award	Recognizes a Support Staff member who, through his/her work, has provided outstanding service.
Must include a minimum of one Administrative/Professional Staff member	ECAPS Outstanding Teamwork Award	Recognizes exemplary teamwork in service to our institution.
Administrative/Professional Staff	ECAPS Outstanding A/P Service Award	Recognizes an exemplary Administrative/ Professional Staff member who has offered outstanding service to our institution.
Administrative/Professional Staff	ECAPS Willie E. Thompson Exemplary Career Service Award	Presented to the individual that best exemplifies Mr. Thompson's legacy of strong advocacy of education, innovation, and diversity.

<i>Employee Category</i>	<i>Type of Reward</i>	<i>Description</i>
Any present or former Delta employee(s) or Board of Trustees member(s) may be nominated for this award	The Don Laughner Award for Creative Change and the League for Innovation Award	Honors individuals and groups responsible for creative change at Delta.
Delta College Faculty and Staff	Ormond E. Barstow and Ludo K. Frevel Award for Scholarly Achievement	Recognizes contributions to the broad scholarly community.
Delta College Faculty	Rollin M. Gerstacker Faculty Award for Innovative Use of Technology in Teaching	Recognizes faculty members who demonstrate exceptionally creative or innovative use of technology in teaching.
Nominees may or may not be Delta employees and need not be AAUP members	AAUP Service Award and AAUP Governance Award	Given for leadership or exceptional involvement in the shared governance.
Adjunct Faculty	Lynn Heatley Award For Distinguished Service	Annually recognizes adjunct faculty who have provided outstanding service.
Full-time Faculty	Bergstein Award for Teaching Excellence	Award for Teaching Excellence
All Delta College faculty who have taught full-time for the College for at least three years.	Donald and Betty Carlyon Endowed Teaching Chair	Encourages faculty to pursue a professional activity/project and related follow-up which may include the development of new academic modules, infusion activities or service learning opportunities
Full-time faculty members, or adjunct faculty members or staff members (if in collaborative partnership with a full-time faculty member)	SunGard Higher Education Endowed Teaching Chair	This Chair supports and rewards innovations that foster excellence in student learning, and have a direct impact on student learning.
All Delta College full-time faculty, adjunct faculty, or full-time and regular part-time staff whose work directly impacts student learning	Robert DeVinney Endowed Teaching Chair	Proposals focus on the innovative use or study of technology in the classroom or other learning environment.

4P12

In 2007, we conducted a Staff Opinion Survey. This report provided the College with employee assessments of strengths and areas for improvement. In addition, our institution uses the college Senate, external consultants, focus groups, external surveys/reports, all-college summits, employee interviews (entrance and exit), evaluations, and internal committees to work on issues related to motivation of faculty and staff.

4P13

We regularly review and encourage communication about activities that may have risks of personal harm and may increase exposure to liability for the College. Periodic announcements about policy and processes are communicated via Delta-L and the Delta Daily Difference. Risk management training, as it relates to regulatory agency programs such as Hazard Communications and Bloodborne Pathogens, is delivered via 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.

The College offers 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).

The College Crisis Management Plan, Crisis Communication Plan and Behavioral Intervention Review Board includes procedures to protect students, staff, and employees.

Employee satisfaction with workplace health and safety is measured in periodic employee surveys. Successful risk management can also be evaluated through reduced injury report filing and worker's compensation claims.

4R1 We have just begun to collect systematic college-wide data in this area. In 2007, the college hired a consultant, John Politi, to conduct a Staff Opinion Survey. We are planning to administer the survey again.

The 2007 Staff Opinion Survey was administered to part-time and full-time faculty and staff. Overall, 392 of 1208 employees responded to the survey. Of that number, 290 (of 513) were full-time faculty and staff, yielding a full-time response rate of 56.3%. Respondents were asked to rank items from 1 to 5 (a lower score is indicative of higher satisfaction).

Employee Overall Satisfaction with Delta College	
Statement	Percentage*
Employees satisfied with Delta	81.8%
Employees satisfied with their job	84.2%
Employees view working at Delta a positive part of their life	84.1%
Employees are proud to work at Delta	93.1%
Employees see advancement opportunities	56.1%
Employees plan to continue working at the College	89.3%
Employees are confident in the ability of leaders, managers, supervisors	66.0%
*Percentage of employees scoring a statement a "1" or "2" indicating that they strongly agree or agree with the statement. 1 – Strongly Agree, 2 – Agree, 3 – Neutral, 4 – Disagree, 5 – Strongly Disagree	

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 Employee retention rates are consistently high at our institution. The majority of the time, turnover is a result of retirements.

	Measure	2008	2007	2006	2005	2004
Overall	Average Filled FTE	462	426	439	438	428
	Separations	13	6	9	8	6
	Retirements	11	21	9	20	15
	Turnover	5.19%	6.34%	4.10%	6.39%	4.91%

Data indicate 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.

For 2009-10, 53% of faculty received an increase above 2%, while the average increase was 4.19%; the highest increase received was 19% due to promotion, steps and additional degree earned; the lowest increase received was 2% (representing those who have not been promoted, are finished with the steps, and did not earn an additional degree).

4R3

The College's Performance Management and Compensation System acknowledges administrative/professional and support staff who go "above and beyond" in their job 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:

- 5 – Mentor level performance
- 4 – Consistently exceeding expectations
- 3 – Solid performance, regularly meets high expectations
- 2 – Does not meet expectations, needs improvement - Performance Improvement Plan (PIP) required
- 1 – Very serious performance concerns - PIP required

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

Below is a chart which outlines how ratings were assigned to employees on the 2008-2009 year end appraisal. 6.5% of all ratings given were 5s, 39% were 4s, 54% were 3s and less than 1% were 2s or 1s.

Employee Year End Appraisal Ratings Assigned Summary

	<u>Number of times rating was given</u>				
Performance Factor	5	4	3	2	1
Application of Knowledge	30	110	130	0	0
Effectiveness of Communication	12	84	172	1	1
Responsibility and Dependability	23	142	102	3	0
Quality and Productivity	19	125	124	2	0
Problem Solving	15	85	169	1	0
Flexibility/Adaptability	16	121	132	1	0
Professional Development	12	84	174	0	0
Supervision	2	27	60	0	0
Budget Management	4	19	36	0	0
Total	133	797	1099	8	1
	(6.5%)	(39%)	(54%)	(.4%)	(.05%)

Our rigorous promotion and tenure process is an indicator of productivity and effectiveness of our faculty. As indicated in the Senate Handbook, “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.”

The Senate Handbook indicates that “the purpose of tenure is to protect academic freedom and protect against capricious dismissal.” To achieve tenure, 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 for tenure, he/she meets with his/her respective Division Chair to decide if he/she is ready to begin the formal process. In some cases, it may be determined that the faculty member is not quite ready to begin the process because he/she may not be in a position to demonstrate achievement of the criteria. If this occurs, faculty members may wait a year to attempt promotion and/or tenure to allow time for further development. However, if tenure is not achieved within policy time parameters, the faculty member will not be reappointed.

Promotion and Tenure Success Rates					
Year	Rank	No. of Candidates	Approved	Not Approved	Approval Rate
2009/10	Assistant	11	11	0	100%
	Associate	9	9	0	100%
	Full	3	2	1	67%
	Tenure	14	13	1	93%
	TOTAL	37	35	2	95%
2008/09	Assistant	20	20	0	100%
	Associate	8	8	0	100%
	Full	2	2	0	100%
	Tenure	6	5	1	83%
	TOTAL	36	35	1	97%
Note: If a candidate was seeking promotion and tenure in the same year they were counted twice; once in each category.					

All full-time faculty and staff have the benefit of a professional development allowance and Delta College tuition reimbursement. 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 2008-09
Administrative/Professional	\$500.00	64/133 (48.12%)
Faculty	\$920.00	196/212 (92.45%)
Support Staff	\$275.00	38/89 (42.70%)

In 2008-09, 281 faculty and staff (part-time and full-time) took Delta College courses and received tuition reimbursement.

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 2007, 59 faculty and staff have received sabbatical grant dollars to help fund professional development.

4R4

When the Staff Opinion Survey was administered by consultant John Politi in 2007, the results were benchmarked against those of a comparable Michigan community college. The following provides a comparison of aggregate scores in the major areas (a lower score is indicative of higher satisfaction; bold indicates a better result – see scale 4R1).

Major Area	Delta	Other MI CC
Core Values	2.14	2.12
Strategy and Leadership	2.38	2.42
Quality Initiatives	2.53	2.45
Customer/Constituent Focus	2.30	2.01
Readiness for Change	2.28	2.37
Teamwork and Cooperation	2.15	2.09
Empowerment and Trust	2.33	2.30
Employee Commitment	1.84	1.80
Operating Effectiveness	2.60	2.82
Supervisor's Skills	2.21	2.27
Performance Management	2.17	2.10
Training & Development Opportunities	2.06	1.97
Rewards and Benefits	2.51	N/A*
Availability of Resources	2.32	2.33
Working Conditions	1.87	1.91
Overall Satisfaction	1.86	1.82

*The other Michigan Community College elected not to include statements pertaining to rewards and benefits.

We are among nine two-year institutions receiving Honor Roll recognition in results of the 2009 "Great Colleges to Work For" survey announced in a special supplement of *The Chronicle of Higher Education*. Delta was also recognized in the following categories:

- Professional/Career Development Programs
- Faculty/Administrative Relations and Collaborative Governance

4I1

Since 2004, we have made significant strides in Valuing People. In 2006 and 2008 Delta held all-college summits where employees (and representatives from the student and community population) came together and provided input about our vision, mission and values (2006) and our sustainability initiative (2008). We plan to continue holding summits every 2-3 years so that employee input can be solicited, honored, and applied.

We created the Center for Organizational Success (COS) in 2005. From this office where training and development initiatives are coordinated, many new professional development programs have been

implemented recently, including the Leading and Learning Together program, Leadership Experience for Mid-level Managers (in direct response to the results of the 2007 Staff Opinion Survey), The Great College Seminar, and individual departmental in-services. From 2007-2009, 738 members of the faculty and staff participated in training and development sessions through the COS. In addition, the COS won the NCSPD Institutional Merit Award which recognizes excellence in the delivery and impact of staff, program, and organizational development programs.

The President appointed a Rewards and Recognition Task Force in the fall of 2008. As part of the task force's charge, a survey was administered to faculty and staff. Based on the results, the College has made several improvements to its rewards and recognition programs including changes to the service awards program and improved processes for notifying the local media when employees are recognized (both internally and externally).

4I2 There are a variety of committees and boards that set improvement goals and assess results. For example, the Center for Organizational Success has an employee advisory board where program assessments are reviewed, employee needs are discussed, and goals are developed. However, these types of discussions need to be more explicit in terms of setting targets for improvement and creating lasting processes.

Our culture of shared governance continues to foster employee participation in the decision-making process. 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. On May 12, 2009, the Board of Trustees approved the inclusion of the Support Staff in the Senate. As referenced in the Constitution of the Senate, the 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/or 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.

Category 5: Leading and Communicating

5P1 In March 2006, we held a summit involving over 450 people including members of our Board of Trustees, community, faculty, staff and students in the drafting of our new Mission, Vision and Values. This draft was reviewed by a special planning team and the college-wide community electronically through our listserv, and then reviewed and adopted by the Executive Council, Delta College Senate and the Board of Trustees. In March 2008 a second summit involving several hundred people was held and a commitment to sustainability was added to the College's Guiding Principles using much the same process outlined above.

5P2 Once the Mission, Vision and Values were defined, we used five focus groups to further develop the Strategic Plan to meet our mission and move the college in the direction of its vision. Included in the Strategic Plan are four Strategic Focus Areas that are updated periodically with Board approval. Within each focus area are strategic initiatives and action plans that were initially developed at an all-day strategic planning retreat that involved representatives of all areas of the College. These strategic

initiatives and action plans were then reviewed and focused into strategic priorities by the College Executive Council. This has evolved into an annual process in which each of the budget group leaders submits approximately three Budget Group level action plans for their area/department which they see as meriting College-level action. Once adopted by the Strategic Planning Steering Committee, these action plans are monitored by mid-year and end-of-year assessment reports. These initiatives are incorporated into the department level within each of the six budget areas. These action plans are in close alignment with the College's mission, vision and values because they consist of action plans that support the college Strategic Plan and carry out their group/department/unit mission-related requirements. Departmental action plans also include other action plans specific to the department, which are also reviewed and aligned with the College's strategic plan every fiscal year by the budget group leader. <http://www.delta.edu/businessservices/finance/budgetsfinancial.aspx>

5P3

The President and Executive level leaders of the College discuss feedback from external stakeholders in Executive Council, and discuss results of environmental scanning, to identify needs and expectations of current and potential students and key stakeholder groups. Feedback is continually being sought from employees, students and community members that allow us to meet their needs and expectations. The Clarus Corporation has been commissioned three times to gather data from multiple stakeholders, internal and external, as to our effectiveness. The Community College Survey of Student Engagement (CCSSE) has also been used twice and the Noel Levitz SIS once, to gather information on how to best meet the needs of students and key stakeholders. The recommendations from these reports are shared with departments who then align with our strategic plan, prioritize them and develop action plans appropriately. Recent information gathered led to 89 specific recommendations from survey participants that included local residents and community business owners, Tri-County school superintendents, guidance counselors and high school students, recent graduates and our faculty and staff who met in focus groups.

5P4

The President initiated a more focused Strategic Planning Process following her arrival in 2005 which is currently led by two groups:

- the Strategic Planning Steering Committee is co-chaired by the President and Director of Planning and is charged with overall leadership of the process;
- the Environmental Scan Team is co-chaired by the Director of Institutional Research and a faculty member. It identifies critical information about factors likely to affect the College within the next three to five years.

The President also receives recommendations from Executive Council, the Budget Cabinet and the Leadership Team comprised of the three College Vice-Presidents. She also forms *ad hoc* committees and task forces to provide information and recommendations as needed.

The Office of Institutional Research 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/or disciplines. In 2007, Institutional Research began conducting the Community College Survey of Student Engagement (CCSSE). The Noel-Levitz Student Satisfaction Survey was conducted the following year. These two outside instruments will be implemented in alternating years. (See 3R1, 3R2, and 3R3.)

The Director of Business Partnerships, and Resource Development maintains contacts with businesses at the local and state levels for regional economic development, and seeks grants for College initiatives.

Contacts with legislators at the state and federal level are maintained by the Executive Director of Communications Technology.

The President and other administrators are active in state and national organizations to identify trends, legislative initiatives, and new opportunities.

Occupational representatives of business and industry serve on instructional advisory committees to discuss and recommend the direction of academic programs.

5P5

The Board of Trustees is the final legal authority for the college and major decisions must be approved by the Board. They receive input from the President, the Executive Council, the President's Leadership Team, the Budget Cabinet and the Senate. The President and the Executive Council receive input from various sources, including the Senate, its standing committees such as FEC, SEB, SSEC, and ECAPS, and ad hoc committees. The process for procedure development, review and revision is described in the Procedures Manual. (See <https://deltanet.delta.edu/myintranet/senate/procedure-manual/reviewcomment.asp>)

The President and Executive Staff use environmental scanning and surveys from Institutional Research to determine the needs of the College and the community, and in some instances, have made use of college-wide summits to have the broadest input from the members of the College and community.

Additionally, councils, sub-councils, and teams work collaboratively to communicate and to make recommendations and decisions at various levels across Delta College. These include:

- Curriculum Sub-Council – meets weekly
- Council of Chairs – meets weekly
- Joint Leadership – meets weekly
- QTV managers - meet weekly
- Deans' Council – meets bi-weekly
- VPs with President – meets bi-weekly
- VPILs with Deans – meets bi-weekly
- Budget Cabinet - meets bi-weekly
- SES Managers - meet bi-weekly
- VPILS/Chairs Meeting – meets monthly
- Curriculum Council – meets monthly
- Instructional Effectiveness Council – meets monthly
- President's Executive Council - meets monthly
- President's Forum – meets monthly
- HR managers - meet monthly
- HR director and department leaders - meet monthly
- SES Division - meets monthly
- Special Events Coordination Team - meets monthly
- Business and Auxiliary Services managers - meet monthly
- Investment Committee - meets quarterly
- Strategic Planning Steering Committee - as needed
- Senate – meets monthly
- Faculty Executive Committee – meets monthly
- Environmental Scanning Committee – as needed
- Senate Executive Committee – meets monthly
- Executive Committee for Administrative/Professional Staff – meets monthly
- Support Staff Executive Committee – meets monthly

Our efforts take a variety of forms appropriate to the situation encountered. In some instances, an initial exploration or recommendation is made by the faculty or staff, subject to the endorsement of the

President and the governing board. In still others, substantive contributions can be made when student leaders are involved in the process. Important areas of action involve, at one time or another, the initiating capacity and decision-making participation by all of the institutional components. Differences in the weight of each contribution, from one point to the next, are determined by the relative responsibility of each component for the particular matter at hand.

5P6

We use data and the results of data from sources including:

- Strategic plan key performance indicators
- In-house surveys of our employees, graduates and transfer students
- Third-party surveys such as Clarus, CCSSE and Noel-Levitz
- Program reviews
- Datatel 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 department of Institutional Research creates and maintains electronic dashboards. Our representative to the League for Innovation gathers comparative information and data from other League members.

Reports, such as the following, are generated and distributed to the decision-making unit as appropriate.

- Action project updates
- Financial reports
- Clarus Report -Used by Executive Council in strategic planning
- IPEDS-Report of student enrollment, graduation rates and demographics
- Graduate follow-up information
- Schedule analyzer report
- General Education Skill Level Prerequisite/Student Success Report
- Financial and account data on Datatel 24/7

The Office of Institutional Research prepares ad hoc reports at the request of employees and employee groups. For example, the Superintendents' Report, which highlights the characteristics of incoming students from various school districts, is used by the President in meetings with local school districts. The office is moving toward development of standard reports that will be generated on a regular basis.

Information from various sources within the college is used to formulate strategic plans, revise programs and services, develop new initiatives, respond to the community and address areas of concern.

Examples of opportunities for leadership groups to meet to identify ways to improve decision processes are the Senate Executive Board (SEB) annual retreat and a joint meeting of SEB, FEC and SSEC with Dr. Kent Farnsworth as part of Fall Learning Days in Fall 2009.

5P7 Effective communication takes place regularly in a number of forms. The primary methods of communication, purpose, target group, and frequency are outlined in the chart below.

Frequency	Target Group	Purpose	Method/Person/People
Daily	All Employees	Electronic Daily College Announcements/Events/Mission/Vision/Values	"Delta Daily Difference"
Weekly	Committee Members/College Employees/Community When Needed	Strategic Initiative, AQIP, Current Issues, Departmental Issues to College Wide Issues	Committee Meetings/Standing Meetings
Bi-Weekly	Students/Employees/Stakeholders	Announcements	Student Bulletin
Bi-Weekly	Students/Employees	Current Issues, College Wide Student Issues	The Collegiate Student Newspaper
Monthly	Students/Employees/Stakeholders	Announcements	"Outhouse Outlook"
10/Year	Faculty And Staff	Shared Governance	Senate Assembly
3-6 /Year	All Employees	Current Issues	President's Fireside Chat
2/Year	All Employees	Update On College Issues/Affairs	State Of The College Address
1-4/Year	Internal/External Stakeholders	Program Review & Development	Occupational Program, Instructional and Lifelong Learning Advisory Boards
Annually	All Employees/ Faculty Target	Professional Development	Fall Learning Days
Annually	Staff	Professional Development	AP Day And Support Staff Fall Conference
Annually	All Employees	Employee Recognition	Employee Recognition Awards Banquet
Annually	Internal/External Stakeholders	Open Communication	Strategic Planning and Budget Book
As Needed	All Employees	Discuss Current/New Issues	College Summit
Anytime	Anyone	Any Pertinent Issue	Person To Person
Anytime - Daily, Weekly	Alumni/General Public/Students/Community	General Information	Alumni-Media-Broadcasting-Radio-Newspaper
As Needed	Students/Employees/Stakeholders	Announcements	Sandwich Boards

5P8 There are three primary avenues that leadership uses to communicate our mission, vision, and values, insuring that we focus on the characteristics of high performance organizations.

Our President and Executive Staff lead the development of shared values in various public forums such as college summits, Board of Trustees meetings, State of the College addresses, strategic planning, the budget planning process, and shared governance at our Senate.

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.

Marketing and Publications and the 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 Leadership abilities are encouraged, developed, and strengthened among faculty, staff, and administrators in a variety of ways. Our Senate is unique in that it includes faculty, administrative/professional (A/P) staff and support staff. The purpose of this internal governance structure is to initiate, recommend, and facilitate College governance matters by involving faculty, staff, and students. In existence since the College's inception, it provides opportunity for faculty, A/P staff and support staff to be involved in shared governance of the institution. The Senate presidency is rotated proportionately among faculty, A/P 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 standing committees are in place; and ad hoc committees are formed as necessary. The result is a structure that provides ample opportunity for involvement, leadership, and communication.

Leadership abilities are strongly encouraged among faculty. As one moves through the ranks of promotion, leadership is increasingly essential. It is important at the Associate rank and required for promotion to Full Professor. Many faculty demonstrate leadership through shared governance, but leadership is increasingly demonstrated in other ways. The idea of servant leadership has gained wide acceptance. Many faculty also choose to accept administrative, release-time projects that enable them to develop in ways other than teaching. Some become division chairs and are thus afforded the opportunity to attend the Chair Academy, a year-long practicum focused on leadership development. Some go on to become deans which requires extensive involvement in and leadership of various councils and committees. Of note, the immediate past-Vice President of Instruction and Learning Services (VPILS) was a former faculty member, division chair, and dean.

Our VPILS has also designed and implemented the Center for Organizational Success. Conceptualized as a way to strengthen Delta's "Culture of Learning," it provides professional and organizational development resources for all of our employees (4P9). We have always encouraged risk taking and innovation. The paradigm shift from a teaching-centered to a learning-centered institution started in the mid 1990s. One tangible result was the transition from "Fall Conference" (three days of keynote addresses, workshops, and events primarily for faculty development) to "Learning Days" (three days of programs and events for all employee groups of a Learning College). As each new academic year gets underway, "Learning Days" provides an important avenue for faculty, A/P staff, and support staff to share leading and learning together.

See 4P9 for description of additional methods of how leadership best practices, knowledge, and skills are shared.

5P10 Our mission, vision, and values transcend time as they are adopted by a nine member Board of Trustees whose six-year terms are staggered to provide stability in leadership. At most, only one-third or three of the nine members' terms expire every six years. At the Executive level, leadership development opportunities are provided and encouraged, although no formal leadership succession plan has been adopted.

5R1 We have used the Staff Opinion Survey once, in Fall 2007. The survey was developed and recommended by an outside consultant, based on Baldrige criteria, and modified to address educational institutions. Our president asked the director of our Center for Organizational Success (COS) to review current survey

instruments, contact other institutions to learn what instruments were being used, and report back with a comparative analysis. This survey was considered to be a good starting point and less costly than the Personal Assessment of the College Environment (PACE) that has been used by other AQIP institutions. The survey had previously been used by one of our peer institutions, Grand Rapids Community College, which was applying for the Michigan Quality Award. We modified the survey to include more questions about diversity at our institution. In addition, respondents were asked to rate the importance of each issue.

The survey was administered to all full-time and part-time employees. Of the 1,208 surveys distributed, 403 (33%) were started or completed. The results were shared with our Executive Council. An executive summary was written and our president shared the results with employees during a series of “fireside chats” in early 2008. The outside consultant compared the survey results with those of Grand Rapids Community College and found them to be remarkably similar. We are considering using this instrument on a biannual basis to gather feedback, make adjustments as indicated, and review the results.

We collect information from students regarding our leadership and communication process through CCSSE. Sixty-eight percent of Delta College students who participated in the 2009 CCSSE indicated in the positive that administrative personnel and offices were helpful, considerate, and flexible. This compares to 60.9% at other large colleges and 64.5% of the 2009 CCSSE cohort.

In efforts to revamp our marketing and public relations function, Institutional Advancement has used focus groups of a cross-section of students to identify improvement needs for the College web site.

5R2

Two levels were included in the Staff Opinion Survey. Five-point scales were used to assess levels of satisfaction and the importance of those issues. Qualifiers for levels of satisfaction included strongly agree, agree, neutral, disagree, and strongly disagree as well as no opinion; qualifiers for importance included critically important, very important, important, somewhat important, not important as well as no opinion.

Evidence of results can be cited from two sources: John Politi’s report and an Executive Summary compiled by Leslie Myles-Sanders, our college attorney and planning coordinator.

Delta faculty and staff were surveyed in late October 2007. The goal was to set a baseline of information for People Focus, one of the five Strategic Focus Areas in the College’s 2006-2010 Strategic Plan, as well as to find out what employees felt was working well, and what areas needed to be improved. According to the Executive Summary,

The survey results were overwhelmingly positive. Ninety-three percent said they were proud to work at Delta. With a score of 1 being highest on a 5-point scale, there was high satisfaction in staff [employee] commitment (1.84), overall satisfaction (1.86) and working conditions (1.87); above average satisfaction in training and development opportunities (2.06), core values (2.14), teamwork and cooperation (2.17), performance management (2.17) and skills of supervisors (2.21); average satisfaction in readiness for change (2.28), customer/constituent focus (2.30), availability of resources (2.33) and strategy and leadership (2.38). There was below average satisfaction in three areas: rewards and benefits (2.51), quality initiatives (2.53) and operating effectiveness (2.60). No areas scored in the low satisfaction level.

According to John Politi, outside consultant:

The Staff Opinion Survey and associated focus groups indicated good levels of satisfaction with senior leadership, although there are some concerns with the leadership skills of middle managers. Similarly, satisfaction with top down and bottom up communication is good, while satisfaction with horizontal communication has declined of late. No other results of leading and communicating processes and systems are available.

Several key opportunities were identified. One relates to the relative absence of performance data. Key Performance Indicators are not regularly reviewed, making data-driven decisions difficult. Another key opportunity relates to leadership opportunities for middle-level managers. A third opportunity pertains to a formal approach for succession planning. At this point, we lack a streamlined process for quickly replacing a senior leader should such a loss occur.

Our web site has been redesigned in response to student feedback from the focus groups held by Institutional Advancement.

The President and the Board of Trustees Chair identified the need for a review of the Board's By-Laws due to the length of time since the last review and concerns that had been raised by a newly elected Board member. A three-person sub-committee was appointed by the Board Chair to review the By-Laws and make recommendations for change. There was a change in Board Chair who then reappointed the committee with one change in its membership. This group reviewed the By-Laws of most of the Michigan community college Boards of Trustees and those of some of the League for Innovation colleges, as well as laws affecting Michigan community colleges. All meetings of this committee were posted and open to the public. Our Senate President assured that the Senate Assembly was informed as to the process and was aware of proposed changes. Feedback was solicited by the committee. In October, 2009, the Board of Trustees adopted the revision of the By-Laws as proposed by the sub-committee.

5R3

We have compared the results of the staff opinion survey to the one other institution, Grand Rapids Community College (GRCC), which has also used the instrument. Our staff opinion survey consisted of 102 statements and respondents were asked to rate how they agreed with the statements on a scale from 1 (strongly agree) to 5 (strongly disagree). A lower response indicated more agreement. The responses to each statement were averaged and compared to the average responses from GRCC. For purposes of this Category we focused on results from 30 of the statements that we considered related to leading and communicating. Averaged responses showed more agreement from our employees than from GRCC employees. On the five-point scale, the average responses to 27 of the 30 statements differed by less than 0.2 points, and on 17 of the 30 statements, the average responses differed by 0.1 points or less. But overall, our results were very similar to those of GRCC.

Additionally, as a participant in the ModernThink Higher Education Insight Survey in Winter 2009, we received comparative feedback on our effectiveness in areas relating to Leading and Communicating. This survey instrument measures the extent to which employees are involved and engaged. Based on 307 respondents to 600 surveys sent to faculty, administrators and professional staff at our organization (51% return rate), the following chart indicates the percentage of respondents who were satisfied with each of the categories listed.

	Delta College	Best in Size >10,000	Carnegie: Assoc
Participation in College Governance	76%	70%	67%
Supervisor/Department Chair Relationship	78%	77%	77%
Confidence in Senior Leadership	68%	70%	68%
Internal Communications	76%	67%	66%

The entire survey findings resulted in our being recognized as one of the Best Community Colleges to Work For 2009 by the *Chronicle of Higher Education*.

511

As of May, 2009, the Senate Assembly and Senate have been expanded to include an additional employee group, Support Staff. This currently adds eighty-seven more voices to our Shared Governance process and the input and decision making process regarding College Senate policies and procedures. This action addresses a concern revealed through the Staff Opinion Survey and Focus Groups.

In response to identified weaknesses in horizontal communication, President's Forum under the direction of President Goodnow formed a Communication Strategies Team. Improvements resulting from recommendations from this team include: clarification of purpose and use of the Delta-L, launching of the Daily Difference, and increase in use of Senate Assembly as a forum for College-wide information updates.

512

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, and the following committees composed of elected representatives: Faculty Executive Committee (FEC), Executive Committee of Administrative/Professional Staff (ECAPS), Support Staff Executive Committee (SSEC), and Senate Executive Board (SEB). These committees provide the structure for communication regarding issues and proposed changes and the processes to be used to address them. The 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

6P1

Support services needs of students are very often identified through informal feedback from direct interactions with students, and formal feedback through annual surveys, comment cards and special surveys. New processes such as the Virtual Lobby in Counseling and Advising provide specific data on the type of services students are seeking, and can track trends such as the number of students identified as unemployed or underemployed. Also, enrollment statistics, faculty input, suggestion boxes and intake procedures in Disability Services are valuable sources of information.

Data obtained from annual national surveys conducted through Noel Levitz and CCSSE provide benchmark information to compare with other colleges and universities, and also provide data to identify trends from Delta's previous survey results. These surveys also provide an indication of the relative importance of various support services available to the student.

Datatel software queries are used to collect statistical information on students and stakeholder groups to 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 service needs.

Internal and external events including college nights, career fairs, and high school financial aid nights provide opportunities for 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/expectations of our programs and graduates.

6P2

Auxiliary departments, including Bookstore, Foodservice, Printing, and Fitness & Recreation Center 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. Printing Services sends customer satisfaction surveys with completed work orders. The Fitness and Recreation Center (FRC) has an advisory committee comprised of FRC members to offer input on policies and procedures, facility operating guidelines and suggestions for programming and services.

In addition to staff surveys, Facilities Management relies on a written Project Approval Process to identify needs as well as a very comprehensive process for development of a Facility Master Plan and a Landscape Master Plan, as well as major project renovations, like the Allied Health Building. Other important sources are annual inspections, preventative maintenance programs, and environmental and building construction compliance processes. Public Safety relies heavily on daily activity logs, dispatch logs, environmental scanning and direct feedback to officers.

Finance collects needs data through annual student satisfaction surveys; service requests via walk-in visitors, phone, and mail; as well as the comprehensive Strategic Planning process and the annual Budgeting Process conducted through Budget Cabinet. Business Services obtains feedback through conducting annual performance reviews with preferred vendors.

6P3

Delta College's Crisis Management Team conducted an evaluation of various risk, safety and security matters and developed an Emergency Response Manual and Quick Reference Guide, which was communicated via an electronic awareness program, published on both internal and external websites, and distributed hardcopy. A Crisis Response Team has been assigned and trained as well as safety ambassadors. Signage, flyers and brochures are circulated and training is conducted using nationally recognized programs. The Delta College Crisis Communication Plan is a blueprint documenting the protocol for informing students, the public, and the media of potential threats. Staff periodically participate in hostile intruder simulations and emergency alarm drills. For safety and security purposes, two-way radios are used daily for safety-related communication between Facilities Management, Public Safety and in the evening, the executive night administrator. Phones with direct access to Public Safety are installed in every classroom and classroom doors all lock from the inside.

To assist faculty, staff, and administration in promoting a safe environment and appropriately addressing student behavior which may be disruptive, intimidating or threatening to others, a Behavioral Intervention Review Board Handbook was created, providing a formal process for greater communication, collaboration and coordination of concerns regarding such 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.

Facilities Management administers our Right to Know Program. MSDS sheets on all hazardous materials on campus are maintained and updated. Food Services 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 to Facilities Management, Public Safety and Food Services staff.

6P4

Departments routinely review the feedback received from stakeholders to incorporate changes into their processes, planning, and programming. Many departments have adjusted the level of staffing and hours of service to best suit schedules of students and parents for various service needs including Admissions, Registration, Financial Aid, Cashier/Student Finance, the LLIC, Student Engagement Activities, Bookstore, Food Services, Fitness & Recreation Center, Athletics and Club Sport game times. Office hours and staffing are expanded during peak periods. Daily tracking of service usage and requests for dollars and event scheduling are evaluated for changes. Information and data flow is better managed by the use of 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.

Information Technology tracks every help request by assigning a help ticket and once resolved and closed, a satisfaction survey is sent electronically to garner feedback on the service and process. Results are tracked and reported monthly.

In Facilities Management, work orders are written and tracked daily, and energy management systems, lighting controls and fire alarm controls are monitored. The Bookstore, Food Services, and Fitness & Recreation Center implemented a Secret Shopper Program; and each "shop" is recorded, scored, and reviewed. Concerns are addressed immediately with corrective action taken if necessary.

Customer Service	4.43
Products/Services	4.68
Operations	4.34
Facilities	4.55

The overall Auxiliary Secret Shopper scores for 2008-09 on a scale of 1-5 (1= very unsatisfactory, 5= Excellent) are shown in the chart here.

6P5

Delta operates with a decentralized approach to budgeting and financial expenditures. Cost Center Managers have authority to spend and move budgeted dollars within and between cost centers during the year to meet departmental needs. 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 success statistics in grade achievement and course completion are monitored. 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 and Noel Levitz results are shared at division meetings, staff meetings, and board meetings. Suggestions and questions are encouraged 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 tools such as the Council for Assessment Standards assessment process and the MyConnection Program, which requires college-wide collaboration for individual student success.

Auxiliary Services designs a marketing calendar that is planned annually, and outcomes of every activity are reported monthly. Auxiliary units complete trend analysis of college surveys, quarterly Secret Shopper reports, and a comprehensive Strategic Planning annual report which includes KPI results for each initiative, the status of all action plans, progress reporting on each 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 with a winner chosen each month.

Delta College participates in the national Continuous Quality Improvement Network and the President has created and funded an Innovation Incubator to support new innovations.

6R1

We have an Office of Institutional Research that uses Datatel as an Enterprise Resource Planning System. A data warehouse and institutional dashboard is currently in final stages of development and implementation. Delta participates in multiple required and voluntary national reporting tools.

Specific data collected and analyzed 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/program requirements for Perkins programs. Feedback from staff, students and community is also collected (through staff meetings, surveys, and virtual lobby data) and analyzed.

The Admissions Office tracks applications by student characteristics such as gender, ethnicity, age, program code, COMPASS testing, ACT/SAT scores. The Admissions Office computes yield ratios and analyzes 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/adds and deregistration for non-payment are all completed each semester and appropriate action or process change is determined. An annual graduate follow-up survey is conducted and information collected is reviewed, shared and discussed. ISIRS are tracked for numbers and trends, as are statistics on financial aid and loan applications received, processed and awarded.

E-learning collects a ten year history of course enrollment trends and student success rates for all INET and CNET courses. The LLIC routinely surveys student satisfaction with various services and tracks student use of the facility.

Finance 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 comparing various financial data for all Michigan Community Colleges is analyzed annually. Annual reports of cost center budget vs. actual spending are evaluated for overspending and under spending and the results, along with the results of self supporting program operations, are reported to Budget Cabinet and Executive Council.

Finance 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 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

In E-learning, 100% of Learning Management System "Help Desk" support requests are answered. INET enrollment has an average growth rate of 21% per year over the last five years. INET course pass/success rate has averaged 71% over the last three years.

Counseling and Advising 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.

We established a goal to increase dual enrollment headcount by 10%. Through improved customer service and communications to students, parents, and high school counselors, dual enrollment increased 38% in FY08-09. Early dual enrollment shows an increase from 68 students in Winter 2009 to 124 students in Winter 2010.

Financial Aid and Finance implemented an electronic funds transfer process for Stafford Loans. Student loan volume increased from \$6.3 million for 2,265 students in 2007-08 to over \$9 million for 2,556 students in 2008-09. Stafford Loan disbursements in 2009 were made electronically and students did not have to wait in line to pick up checks for these loans. This process change allowed many dollars to be distributed without added staff. Student loan default rates have increased from 3.3% to 7.8% from 2005 to 2007, but in comparison are below other nearby community colleges' rates of 9.3% and 9.6%.

6R3

Use 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. Food Services has increased new menu offerings and selections to provide healthier options and cost conscious "dollar menu" items. Contribution margins of menu items and sales are closely tracked and monitored.

Finance annually and routinely receives unqualified and clean audit opinions from independent and all external auditors with no questioned costs and minimal management recommendations for improvements.

The 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.

The Facilities Management work order database indicates that 98% of urgent needs are taken care of the same day. The other 2% are items that either take longer to repair or need parts that are not in inventory. 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. The chart at 6R5 shows that over the past three years Delta has reduced costs while the state average has increased.

6R4

Often, the information is used to implement immediate change, such as adding more course sections where needed to meet current demand and deleting sections where the need is not strong so those resources can be used to more effectively meet needs and course demand.

Information has been used in Financial Aid to create innovative ways to help students complete the FAFSA application, help the department process applications faster, determine when additional staff is needed, and where additional training is needed in packaging aid. Counseling and Advising used virtual lobby information to decrease student wait time for services. Data provided the justification for additional funding for student activities, clubs and organizations and led to a reorganization and development of the Office of Student Engagement to better serve students.

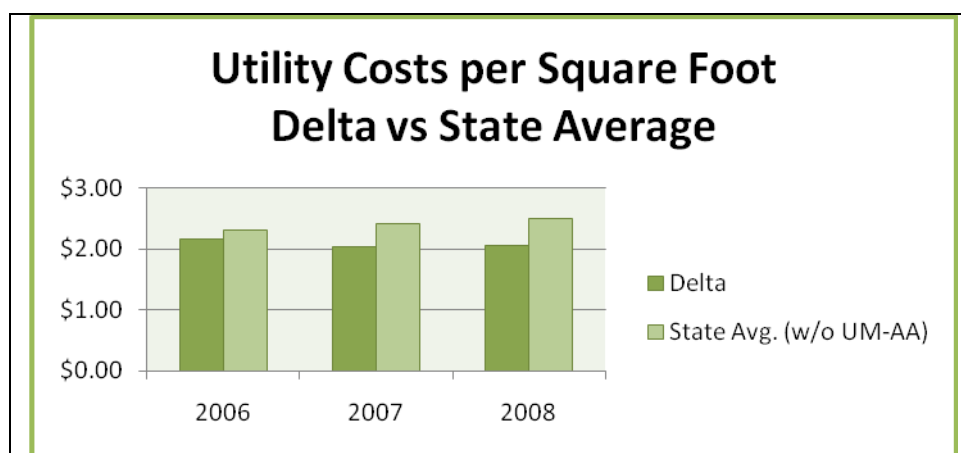
Finance and Budget Cabinet use a multitude of comparative tuition and fee data to evaluate and discuss the philosophical basis for the tuition and fee structure, the behavioral and student success related modifications desired, and the economic impact on various students and the institution in order to develop the annual tuition and fee recommendation to the President and Board of Trustees. MCCBOA surveys are used to evaluate various financial practices and potential areas for process improvements. Student satisfaction surveys are reviewed to identify areas of improvement in services, communication and staff training. Cost center budget accountability results are used to evaluate cost variances to identify opportunities for savings or additional funding needs. Annual HCL financial ratios are reviewed to assess financial strength.

6R5

Delta's Finance Office is proud to have been awarded the Government Finance Officers Association Distinguished Budget Award every year for the past 16 years. It is the only college in Michigan to achieve the award, and one of only 14 colleges and universities in the country to achieve the award in 2009. 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.

In comparing State of Michigan ACS Data, Delta's Physical Plant costs per square foot are among the lowest in the State, at \$4.33/square foot while the State average is \$5.82 and

the average of the other colleges in our ACS classification category is \$7.38. In addition, ACS Data indicates that Delta operates with the third lowest percentage of administrative expenditures in the State, with a total of only 9.8% of expenditures. The state average is 11.7% and the average of the other colleges in our ACS classification category is 12.0%.



Most recent CCSSE data from 2007 and 2009 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.

Results for the Teaching/Learning Center show success rates for the first two levels of developmental English and Math are significantly higher than any other developmental program in the country. A 50% success rate is considered excellent in most other institutions, whereas Delta regularly achieves success rates of 65-80%. Further information on tutoring services and the Teaching/Learning Center (T/LC) can be found at 1P8, 1P9, 1P10, 1P15 and 1R5.

6I1

Many recent improvements have already been highlighted in responses to the results questions. In addition, Athletics identified and implemented recent process improvements by adding an athletic

trainer to the department resulting in less injury of student athletes, and by adding a requirement for athletes to participate in LLIC tutoring services to increase their GPA's and graduation results.

A college dashboard was recently developed to provide quick, at-a-glance progress toward goal attainment for our institutional KPI's. Further information and a visual view of the dashboard can be found at 7P1.

Recent Auxiliary improvements also include implementation of membership software and the creation of a second cardio room to meet demand in the Fitness & Recreation Center. The Bookstore recently implemented a Point of Sale (POS) system for improved processing of student financial aid and sponsor-funded bookstore purchases and sales and inventory management and tracking.

A web based tuition payment plan was implemented to assist students in fall 2008. Process improvements in the Foundation resulted in increased applications for student scholarships, from only 200 applications in 2006 to approximately 500 in 2008. Based on results of the Clarus study, a new College web site was developed and launched in 2008 incorporating multiple process improvement features. An online daily time reporting system with full integration to payroll processing and online payroll advice reporting for employees was implemented in 2008.

A strategic goal to increase public and private sector grant funding lead by the Offices of Resource Development and Institutional Advancement has resulted in increased grant funding. These offices work jointly to identify, prioritize and pursue public and private sector funding from a variety of sources ranging from State Motorcycle Training grants to competitive grants such as Federal Title III. The number of grants approved of those written has increased from 83% to 89% over the past year and the dollar amount approved of those requested has increased from 69% to 74% (see adjacent table).

Public and Private Grant Funding Activity		
	FY 2008	FY 2009
Number Submitted	41	37
Number Pending of those Submitted	0	2
Number Approved	34	33
Success Percent	83%	89%
Amount Requested	\$7,117,221	\$7,199,523
Amount Approved	\$4,878,160	\$5,353,631
Percentage Funding Received	69%	74%

Although many departmental areas of the college have developed systematic process improvement processes including systematic reporting of results, we recognize that this is not the case comprehensively across all areas of the college.

612

The college 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

7P1

During the 2005-2006 academic year, our institution, under the guidance of our president, embarked on a quality journey with a new planning process and application to join AQIP. At the same time, we sent a team to attend the HLC Assessment Academy, while continuing to flesh out our internal assessment program. These new initiatives along with required external reporting became the drivers to help determine what measures we would look at in the future.

We have multiple tiers of measures, some which are shared internally by departments or divisions for the smooth operation of their functions, and others that are shared institutionally. A number of our institutional measures have been derived from Core Indicators of Effectiveness for Community Colleges. During her State of the College message during the Fall 2009 Learning Days, our president unveiled the first version of the Delta College Strategic Dashboard to the College faculty and staff (further discussed in 7R1).

In 2006, we contracted with Clarus Corporation to undertake an in-depth study of our institution and the community. That study generated a number of items which led to operational-level measures. We have also started participating in (alternating years) the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Survey. In-house survey instruments, such as the semester surveys, are used by many non-instructional areas to gather data. These instruments are driving data to be used for comparative purposes and to drive program improvement as appropriate.



7P2

We select the data and measure our needs to effectively manage processes and plan for our future. The selection of individual and measures is driven by sound managerial practice, external requirements for reporting, and support of our mission via the planning process ([See Category 8](#)).

The KPI measures we currently use are based on documents established with the introduction of a new strategic planning process that came into being beginning in 2005. This process drew information from a 2006 Summit using appreciative inquiry to help shape our new mission, vision and values statements.

We use a variety of environmental scanning processes to help identify external trends and activities that assist in directing the planning process and establishing possible future improvements.

The current sets of academic institutional measures have been developed from the book *Core Indicators of Effectiveness for Community Colleges* (CIE), AQIP action projects, and our graduation requirements.

These institutional level measures include, but are not limited to:

In selecting academic institutional measures we have emphasized measures for which we are already collecting the

Measure	Type/Source
Degrees Conferred	CIE
Retention Rates	CIE
Developmental Student Course Success Rates	AQIP/Planning Action Project
Success in Subsequent Math Classes	AQIP/Planning Action Project and CIE
Passage Rate of Political Science Required Courses	Graduation Requirement

data as part of our ongoing operations. As the Strategic Planning Steering Committee and Executive Council select future measures, appropriate offices such as Institutional Research, Finance, Academic Affairs, Student Affairs, etc. will devise collection mechanisms for data that is not readily available.

These measures are communicated and distributed institutionally as part of our newly established dashboard (further discussion in 7R1).

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. Of these measures, the top three are: 1) operating from a positive fiscal position to avoid drawing from the fund balance; 2) maintaining a board approved fund balance level; and 3) operating with a positive cash flow throughout the year.

The planning process itself has undergone improvements based upon feedback from our constituents. Our Employee Evaluation system has also been improved by tying the professional development of employees to our institution and departmental action plans.

7P3

Our institution has both academic and administrative advisory groups who work with our IT vendor, SunGard Higher Education Services. These groups work to help develop the IT strategic plan and technology needs of our institution. They also act to disseminate information from the Office of Information Technology (OIT) to the rest of the institution through departmental meetings. We have a DATATEL users group which discusses software changes and updates to the system, and works out possible problems with the DATATEL system and how it meets our needs.

We use DATATEL Colleague as our main data collection and storage system for operational data. Non-operational data and reports are stored on a shared hard drive system. Within the shared drive system, access to various 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.

Departmental performance information has not been made available on a campus-wide web server. Some of this information is available to appropriate managers online through the shared L-Drive (a shared network storage area).

7P4

All of our financial information is available through the annual budget and financial reports. This is made available to the general public through public Board of Trustees meetings and then available through our public web site.

The analysis of the data, compared to statewide peer data, is conducted by the Finance Office as a part of their annual reporting and budget planning cycle. The past few years have seen an increased linkage between our strategic plan and budget planning.

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

7P5

The determination of measures and comparable data at the institutional level is currently being driven by external systems. As the dashboard is being developed we are trying to determine possible comparable data outside of our institution. Our current version of the dashboard develops internal measures to assist in heightened student success and sound management of our resources. We have chosen some of our measures from *Core Indicators of Effectiveness for Community Colleges* in the hope that comparable data may be obtainable.

Historically, with the exception of the financial area, our system of using comparative data was more anecdotal than quantitative. Comparisons of our institution to others were made and reported after presentations or attendance at state and national meetings and conferences. Quite often these qualitative measures told us that we were doing a good job.

We have been working to develop a series of quantitative measures that can be used with participation in the Community College Benchmarking Project (CCBP), the Community College Survey of Student Engagement (CCSSE), the Noel-Levitz Student Satisfaction Survey, and other national benchmarking data through the participation in available "Green" initiatives.

We are also looking for sources already in existence such as the Michigan ACS reporting system and IPEDS to develop useful measures for comparison.

7P6

Much of the departmental data used at our institution is in support of the assessment efforts and program accreditation. As a part of our institutional dashboard, areas such as student success, developmental English and Mathematics, Political Science, and Lifelong Wellness are being analyzed and shared.

Many of the support areas, especially the Auxiliary Service areas, 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. The student services area (SES), and Centers have used the Noel-Levitz student satisfaction survey to generate ideas for program and service improvements.

7P7

We work with our contractor, Sungard Higher Education, through five main committees and a contract administrator. The contract administrator works to insure that information concerning the system and security is shared and disseminated to the institution. (See Figure 18).

OIT is responsible for maintaining the security of our computing systems, networks and email. Working with our VP for Student Services our Contract Administrator, the committees select appropriate system add-ons, review products, test patches, and make recommendations for improvements and enhancements.

OIT is responsible for implementing DATATEL updates and security patches, as well as maintaining a test environment to assure these items work correctly before they are moved into production. The DATATEL

Users Group forms the main contact points for those staff and faculty who test patches (etc.), prior to their implementation on the system.

Figure 18 – Sungard Higher Education System Security

Committee	Make Up	Purpose
Academic Advisory	Faculty and academic administrators and staff	To discuss Academic and Institutional computing issues
Administrative Advisory	Administrative and Support Staff	To discuss Administrative and Institutional computing issues
Planning Committee	Combined from the previous two listed	To assist in planning future improvements and needs for the College
DATATEL Users group	College-wide	Discuss updates and problems with the DATATEL system
President’s Advisory Committee	College President and the three Vice Presidents	Final arbiter on security and use of data

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

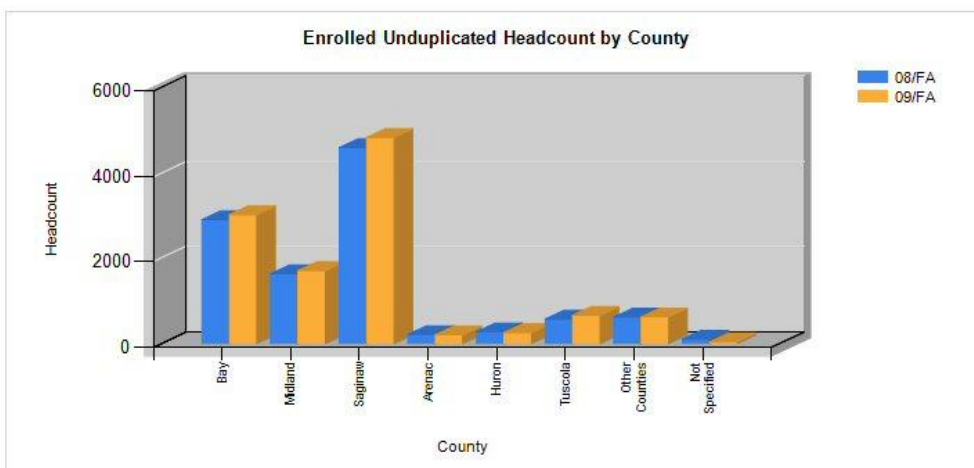
7R1

During the Fall 2009 Learning Days, the President presented the new dashboard for review and comment. The system is set up to provide feedback from the faculty and staff, and suggested changes have already been implemented. The dashboard analyses institutional level KPIs. There is also drill-down capability to allow managers and others to see possible problem spots if the dashboard is giving warning signs. (See below).

Enrolled Unduplicated Headcount Report

Report is executed at 9/28/2009 10:27:31 AM

[Report Info](#)



Currently the dashboard has been limited to academic measures, with future plans to include other areas as KPIs are developed.

After participating twice in CCSSE, we note that we are above the national Benchmark in all categories. This data is being analyzed to determine categories where we can make improvements.

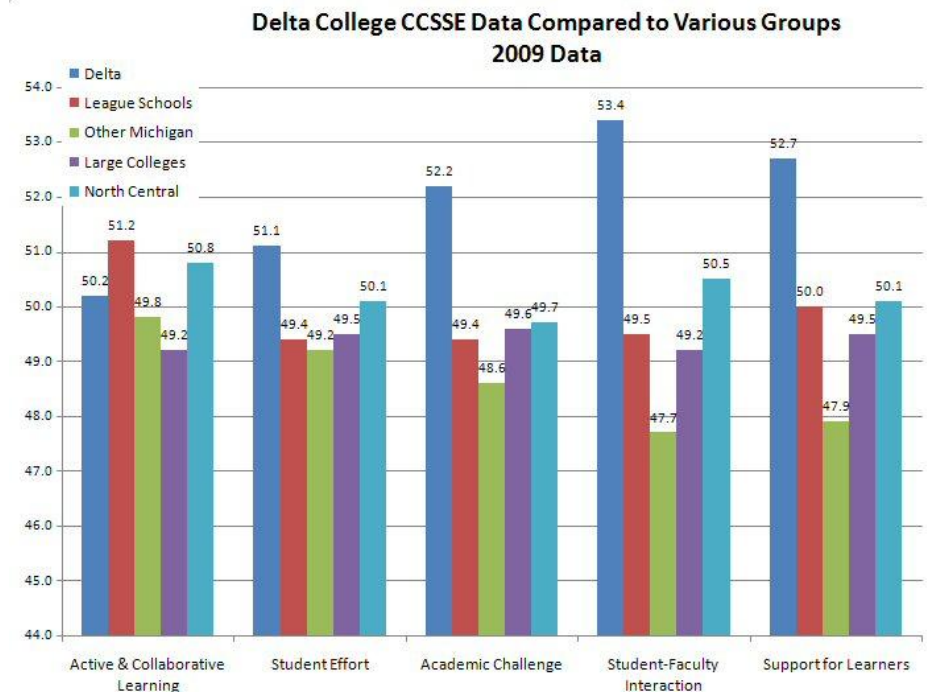
7R2

We have not measured the effectiveness of the system and the delivery method yet, as it has just been implemented. We are planning to track web page hits as one future measure to see how often the data is being used.

We are also looking at using NCCBP, CCSSE and other data to generate comparable KPIs where data collection methods are similar and data exists.

7R3

Indirect measures of effectiveness compared to outside groups can be seen through the CCSSE results where we stand at or above the national Benchmark in both years surveyed with a comparison of various peer groupings.



The president also receives an IPEDS peer report each year which compares us to a select group of Community Colleges in Michigan. Comparison of graduation rates to other Michigan colleges using IPEDS data shows that for similarly sized colleges, our graduation rate is in line with state peers. Success rates in developmental courses are compared to NADE national values, with our success rate being higher than those national benchmarks.

We also participate in some of the national collegiate level sustainability initiatives. This will allow us to develop comparable data measures, enabling us to chart our progress in these areas.

As an example of comparisons at the departmental level, our printing office recently did an analysis of its operation compared to national standards as well as internal measures. From this they are developing a scorecard to monitor items they are working on improving.

7I1

We are becoming more transparent in allowing internal and external constituencies access to our data, where appropriate. Groups are being formed to address needed improvement as a result of the data.

Recent improvements in this category include refinements and drill downs added to the dashboard. This allows departmental chairs, deans and others to help pinpoint where possible problems may exist. The processes being put in place to provide the data for the dashboard are providing comprehensive common definitions for terms and explanations of different types of data and how the data might be used.

Academically, both for instruction and support services, we have begun to use the CCSSE and Noel-Levitz Student Satisfaction surveys to generate data. This gives us data we can use for improvement, and gives us the ability to compare ourselves to a variety of external peers.

Individual departments, such as printing mentioned in the results section, are helping to pave the way for how external comparative data may be used along with internal data to set targets for improvement and plans to reach those targets. Institutionally, the sustainability initiative will be looking at national comparative data.

712 Our revamped planning process will provide quality initiatives. Where we have lagged behind in some individual departments, the dashboard and other recent initiatives are a step toward this effort.

Our Academic Assessment Committee has taken a quality advisory approach. As departments and disciplines present their assessment work, they are advised on how it might be improved and provided feedback on using the data for changes. All of the academic assessment information is entered into a database to help with sharing analysis and feedback.

Our AQIP projects, which are derived from the strategic planning process, are constantly being presented at institutional meetings. Through a newsletter distributed campus-wide, the action projects and activity of the AQIP teams are communicated. The planning process, as described in Section 8, is helping to instill the quality process ideas across campus.

Category 8: Planning Continuous Improvement

8P1 Our institution has implemented a four-phased Strategic Planning Process (SPP): Development, Deployment, Assessment, and Redeployment. This reflects the classic Plan, Do, Study, Act (PDSA) cycle. The Development phase has been flow-charted 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), Priority Action Plans (PAPs) and Key Performance Indicators (KPIs); and coordination of the plan prior to approval. The Strategic Planning Steering Committee (SPSC) executes the planning process. It is responsible for assuring that SFAs, SIs, PAPs and KPIs are developed and all aspects of the plan are coordinated with all appropriate groups. The SPSC has defined the College-wide Strategic Planning Process as a Mobius strip to emphasize its continuing nature, with specific action steps identified monthly. The College's planning activities are strategically aligned and reported in the Strategic Plan and Budget Book. (<http://www.delta.edu/files/Finance%20Office/Budget%2009-10%20Strategic%20Plan.pdf>). Our Executive Council receives ongoing reports for each annual Priority Action Plan as part of the deployment and assessment process.

The SPSC initiated a detailed planning and assessment process for each of the six budget groups. Each group is required to: assess and report on its action plans at six-month intervals; recommend up to three priority action plans for inclusion in the planning and budgeting process; identify internal processes to effectively implement strategic planning initiatives; and define and monitor measurable outcomes (KPIs).

During 2007-08, the SPSC and Executive Council refocused on four SFAs under which it defined seven SIs and fourteen Priority Action Plans for 2008-11. 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 new Delta College Strategic and Operational Planning Process.

In March, 2009, seven college faculty and staff were trained and received certification as Michigan Quality Council Examiners to further align strategic planning, budgeting and AQIP processes.

8P2,3 Our institution revised its mission, vision and values statements in 2006 through an Appreciative Inquiry Summit that included a large segment of Delta faculty and staff as well as some students and community members in a group of almost 450 people. The new vision statement: "Delta College is our communities' first choice to learn, work, and grow" reflects high performance aspirations and forms the basis for the strategic plan, which is designed to move the organization toward realization of its vision.

Our SPP includes a review of the mission and vision as a prelude to development of its strategies, which are formulated to execute the mission, move us toward realization of our vision and to improve overall performance. The strategies are aligned with the mission and vision and initially reached out five years into the future. Our institution's Strategic Initiatives (SIs) were initially created within the context of five Strategic Focus Areas (SFAs): Student Success, Program and Service Excellence, People Focus, Community Relationships, and Financial Stability. In the 2008-11 Strategic Plan, the initiatives were revised to: Student Success, Community Focus, Resource Efficiency and Sustainability, and People Focus. The initial SPP created teams for each SFA to draft the 2006 Strategic Plan. The SIs were viewed as broad, longer-term thrusts, while the Action Plans were typically more detailed steps to successfully accomplish the SIs. The SPP includes a number of activities and data sources designed to help the SPSC understand the key factors that impact the development of the SIs. The first is an ongoing environmental scanning process that produces quarterly reports for the SPSC to analyze. An Environmental Scanning Team has been formed to execute this process and gathers data relative to external factors that impact the College. The second is an internal assessment based on AQIP requirements that is designed to identify Delta's internal strengths and opportunities for improvement. These internal assessments were conducted in December, 2005 and December, 2007.

In addition, data from various customer and stakeholder surveys and the faculty and staff opinion surveys are analyzed. In 2007, these included a major community analysis conducted by the Clarus Corporation which found that we made major improvements in our community presence and image since a similar study conducted in 1997. This report produced numerous recommendations for continuous improvement that are being followed up by Action Plans defined and executed beginning in 2007-08. We also participated in the national CCSSE student assessment and the Noel Levitz Student Satisfaction Inventory. We have also joined the national benchmarking project coordinated by Johnson County Community College. In Fall 2007, a Staff Opinion Survey was conducted which led to the development of leadership training for middle managers. These data inputs form the basis for identifying strategic challenges and advantages, which are used to make changes to the strategic initiatives and action plans and to develop new ones. Brainstorming and consensus-building are used to facilitate this process.

Input from environmental scanning, the Clarus Study, CCSSE, the Noel Levitz Student Satisfaction Inventory, a March 2008 Summit on sustainability, experience with AQIP Action Projects, experience with strategic planning within budget groups, learning from CQIN colleagues and Baldrige Award winning colleagues at Richland College in Texas, and participation and learning from the HLC Assessment Academy all contributed to this work.

8P4

All organizational planning efforts have been aligned vertically and horizontally. The Deployment phase of the SPP has been revised and serves to disseminate the Strategic Plan horizontally to all Budget Groups so that supporting plans can be developed and alignment assured. The 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 Budget Group leader 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 the College's annual budgeting process.

An action planning template is provided to each Budget Group leader to facilitate this process and includes timelines, descriptions of the action plans, who is responsible, budget impact, and progress report guidelines. The template is aligned with the AQIP Action Plan reporting format to support integration of strategic planning, budget planning, and AQIP reporting. Some budget group leaders have executed this process by using the template at each level, and others have executed it more informally through one-on-one conversations with managers at all levels to discuss how departmental and individual employee goals align with the College's mission, vision, values and strategic plan. Data for many of the College's action plans are disseminated campus-wide through dashboards.

8P5

Objectives and measures are selected and identified during planning. Performance targets are developed through national comparison data, such as the national benchmarking project coordinated by Johnson County Community College, CCSSE, the Noel Levitz SSI and the National Student Clearinghouse, and through longitudinal data on specific Delta College programs and activities. A Delta College Strategic Dashboard reflecting key performance targets has been constructed and is being expanded.

8P6

The strategic planning process links to current resources and future needs through environmental scanning, integration of all institutional planning activities, Executive Council discussion and 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. For more information see the strategic plan in the budget book. (<http://www.delta.edu/files/Finance%20Office/Budget%2009-10%20Strategic%20Plan.pdf>)

8P7

The primary risk assessment applies to future availability of financial resources, which is addressed through the integrated planning and budgeting process. A three-year budget model is built annually based on a series of assumptions (including revenue and expenditures), each of 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/are not available, projects can be initiated or deferred. The College has 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.

8P8

Since beginning this enhanced strategic planning process we have established the Center for Organizational Success (COS) and added self-directed Professional Development Allowances (PDA) for A/P staff in addition to the previously existing Faculty Center for Teaching Effectiveness (FCTE) and

Professional Development Allowances for faculty and support staff. These efforts have been successful: the COS has received an award from the North American Council for Staff, Program, and Organizational Development (NCSPOD) and in 2009, Delta College was identified as a Great College to Work For based on employee responses to a national survey.

8R1

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.

During the Fall 2009 semester, an evaluation of the College's planning processes and systems was initiated. Data collection included interviews with key College personnel and information obtained through questions on the annual faculty/staff survey:

1. How aware are you of the planning process?
2. Do you participate in the planning process? If yes, how?
3. Is the planning process effective in helping to steer the college?

Baseline data is currently being analyzed.

In addition, research into best practices in planning in higher education and non-higher education organizations will be conducted. This data will be analyzed and recommendations forwarded to the Strategic Planning Steering Committee for action. A draft of the strategic planning questions for the Michigan Quality Council application will be completed and rated by an internal Michigan Quality Council Examiner(s). In Section 2-Strategic Planning, evaluation is based on:

- Section 2.1-Strategy Development; maximum 40 points.
- Section 2.2-Strategy Deployment; maximum 45 points.

The Fall 2009 data collection and evaluation will establish the baseline for performance results. Data will be gathered annually to compare to the baseline.

8R2

The College conducts a three-year strategic planning and budgeting process that forecasts multi-year goals and funding. The College has aligned its resources and external funding requests to the strategic plan and annual budgets. External grants require evidence of a strong correlation of strategic planning to the action plan proposed in the grant application. As a result of good strategic planning, the College has received Title III grant funding (and other grant applications are pending):

Title III: \$1.5 million from October 1, 2009-September 30, 2014. Average score on strategic planning increased from 15 in 2006 to 24.7 in 2008 (25 point maximum).

Annually, the College identifies departmental action plans, key performance indicators, required resources and timelines. The Strategic Planning Steering Committee approves these plans for implementation and helps to identify annual AQIP projects. Performance results are reported mid-year (December) and end-of-year (July) to the Strategic Planning Steering Committee. Mid-year results are used to recommend adjustments to achieve performance results and to identify additional activities in the upcoming planning and budgeting cycle. Year-end results are similarly used. The results of these projects are available college wide in our secure intranet.

- 8R3** Our institution has multi-year action plans that show baseline measures and performance to date, and identify upcoming targets/performance goals. KPIs continue to be refined to make action plans more measurable. These action plans and targets are reflected in our three-year strategic plan and one-year operational goals.
- 8R4** We are one of four community colleges to receive the Government Finance Officers Association Distinguished Budget Presentation Award for several years. This award is based on a budget document that meets program criteria as a policy document, operations guide, financial plan, and communication device. In addition, we have been favorably compared to other community colleges and universities receiving USDOE Title III funding (specific results are in 8R2). Additional external comparisons will be obtained following the College's submission to the Michigan Quality Council in Spring 2010.
- 8R5** The refinement of processes is tied to changes with the budgeting process. Improvements have been made based on best practices observed through NACUBO and SCUP. The College has received external grant funding that is directly related to the improvement of the strategic planning and budgeting process. Additional comparative data was compiled during the Fall 2009 semester and through the Michigan Quality Council award application process (Spring 2010).
- 8I1** All planning and budgeting functions have been systematically aligned (both horizontally and vertically) 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 evidenced 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. The Clarus study conducted in 2007 provided the College with over 80 opportunities for improvement and these have been acted upon. The Fall 2009 faculty/staff survey will determine the institutionalization of the College's strategic planning efforts and this will be externally evaluated by the Michigan Quality Council in 2010.
- 8I2** The Strategic Planning Steering Committee consists of key stakeholders in all budget groups and employee groups at all levels within the College. It reviews key processes and makes revisions to these processes as appropriate. AQIP action projects and assessment projects (Assessment Academy) 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

- 9P1** We have a comprehensive, multi-level and evidence-based approach to create, prioritize and build beneficial relationships with organizations that provide students to Delta College. Employees at all levels of the college are engaged in these processes.

Upon arrival in 2005, the president set a goal of visiting all the area high school superintendents to discuss opportunities and challenges facing students throughout the Great Lakes Bay Region (GLBR). As opportunities arise and school districts have changed their leadership, the president makes it a point to keep open communication with all of the districts we serve. The president also chairs the GLBR Quality

of Life Committee, and we meet regularly with the Business/Educational partnerships in Bay, Midland and Saginaw Counties.

The Vice President of Student and Educational Services visited with all area high school principals soon after his arrival at Delta in 2007, returning from time to time, and the Vice President of Instruction and Learning Services has often joined him. These meetings were designed to explore new opportunities in which the college and schools could collaborate to help assure that all students seeking post-secondary education know that opportunities exist for them after high school, and to facilitate their transition through such steps as dual enrollment and early placement testing. Meetings continue as needed.

The Admissions office works with all area high school 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 about the role we play in the region. Communication is maintained through an annual Counselor update session to share what is new at Delta, an electronic newsletter, tech prep meetings and regular school visits by admission counselors. This year-round approach to informing, educating, and testing students that are looking to continue their education past their high school career provides continuous two-way communication between the schools and the college.

Our Strategic Partnerships office works with Career and Technical Education coordinators from over 40 high schools and career centers to establish and maintain roughly 175 articulation agreements. Communication is maintained through email, telephone calls, school visits and the annual Liaison update hosted at Delta.

Academic divisions have many outreach programs to help strengthen the partnership with area schools. Through collaboration with area high school counselors, juniors and seniors have the opportunity to register for dual-enrollment classes before the beginning of open registration to help meet their demanding schedules. We also collaborate with K-12 partners by hosting middle school and high school academic competitions, athletic competitions, and summer camps.

We offer the Possible Dream program for at-risk students in grades 6-12, with the goal of encouraging them 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. The program involves students in:

- State capitol and Michigan Historical Museum
- Hartley Nature Center overnight environmental camps
- Appledore cruise on the Saginaw River and Bay
- Career workshops
- Winter health and fitness programs
- Henry Ford Museum and Greenfield Village
- Detroit Science Center and Detroit Institute of Arts
- “Fantastics” classes (AutoCad, Babysitting, Basketball, College Bound, Drawing, Master Student, Painting, Sign Language, Soccer, and more)

Over the years, over 1600 students have enrolled in the Possible Dream. Also, we have established working relationships with parents who home school their children, through providing access to the campus, particularly the Fitness and Recreation Center, for group activities.

In 2007 we retained the Clarus Corporation to conduct an in-depth assessment of our image, customer service and market penetration in the area high school, adult, and workforce market segments. This assessment followed a similar study from a decade earlier, and although it found marked improvements it also specified 89 detailed recommendations for action. Our Executive Council has followed up on each recommendation, setting a new base for continuous quality improvement.

9P2

For older adults we have established our “50+ Just Like Gold” program and work closely with senior service organizations in Midland, Bay and Saginaw counties. This program provides workshops, educational opportunities, and outreach to provide life-long-learning to residents in the district who are over fifty years old.

The president and executive team are members of several community boards including the GLBR Alliance, Saginaw Future, Bay Future and Midland Tomorrow. The executive team has mapped out pertinent events/meetings in the GLBR and has developed a system to determine which events to attend. This maximizes our outreach with organizations who depend on the training and graduates that we provide. Corporate Services provides training for companies across the United States and in turn informs the academic areas of the College about any new workforce developments desired by employees.

We believe in and use advisory boards as a tool to continually evaluate the timeliness and appropriateness of our offerings and services. Each of the occupational programs, life-long-learning, and service areas of the college have established advisory boards made up of employers, practitioners, and area leaders. Through regularly scheduled meetings, these groups provide recommendations, are informed of new offerings from the college, review outcomes of individual programs, and review 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 graduates.

The Delta College Foundation builds relationships with organizations that often rely on a steady stream of Delta College graduates. These organizations often wish to financially aid students in a related program. The Foundation works to find eligible students to receive this aid and maintains close communication with donors regarding how the money was spent.

The Office of Strategic Partnerships staff attends occupational Advisory Committee meetings hosted by the College in order 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.

Delta College is the Regional Host for the Michigan Small Business & Technology Development Center, serving entrepreneurs and small businesses over seven counties in the Great Lakes Bay Region. Annually, the Center serves over 500 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 75 non-credit training programs annually.

Active participation with the Michigan Association of Collegiate Registrars and Admissions Officers (MACRAO) organization helps to establish and build relationships with other educational institutions. Ferris State University, Northwood 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. Various 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.

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 strategic planning. As an example of the kind of creation and building of relationships on which we focus, we have regular meetings with an expanding group of entities that are focused on green energy including Dow Chemical, Dow Corning, Hemlock Semiconductor, Dow Kokam, and Global Watt. The group shares with us information on hiring plans and the technical competencies those new employees will require, and with student permission we regularly report back to them on student progress and specific competency achievements as measured by standardized tests. With these open communication channels, we learn quickly of any dissatisfaction, concerns, or needs for quick action in particular subject areas and are able to flex to meet them. Our annual Report to the Community provides a more broad-based approach to accountability to the Great Lakes Bay Region.

Close communication with employers and community-based organizations in the region has multiplied their effectiveness and ours. For example, we have received Achieving the Dream and Michigan Community Action Network grants through collaboration with community partners. Collaboration helped our regional Michigan Works! receive a \$2.5 million grant, administered by offices staffed through our Corporate Services division and providing opportunities for more than 1,000 Delta students. Collaboration with regional Chambers of Commerce, economic development organizations and legislators helps put together incentives for employers to locate here in the Great Lakes Bay Region, which in turn provides more opportunities for our students. The President's Executive Council routinely does environmental scanning to keep abreast of what is going on within the district, state, and nation. From these discussions, individual council members work with their respective departments to seek out and maximize relationships. The Executive Council regularly reports back ongoing efforts relating to strategic partnerships to the appropriate departments. Because of the process of dissemination, prioritization is not necessary at the Executive Council level but may happen at the department level.

The Clarus report referenced in 9P1 also provided very detailed and specific information to aid in prioritization.

9P3

We regularly provide faculty, staff, and students access to professional organizations and conferences for professional development. During these activities, organizations which provide a variety of services for students present workshops, participate in vendor shows, and offer literature relating to their services. A variety of avenues for evaluating these services exists to discuss and decide which are appropriate for our students. Examples of these avenues include: the Instructional Technology Advisory Committee, division/department meetings, and the President's Executive Council. We provide our own bookstore, food services and other such services that are sometimes contracted out to suppliers by other colleges and universities. We coordinate with area transportation services on behalf of students who rely on public transportation. We contract with Sungard Higher Education to provide information technology services to the College and our students. Sungard has offices on our campus, we 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 very clearly defined measurements and

feedback as specified in our contract. Feedback from users, including students, is regularly used in Sungard's performance assessment.

9P4

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 which reviews 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.

Examples of relationships include Michigan Works! and Thumb Works! organizations which provide the MI-SBTDC program with in-kind contributions of space and materials. These collaborative arrangements have been ongoing for six years. Biz Resource Centers in four offices allow visibility and awareness of the entrepreneurial services and programs. This approach to partnerships is systematic and focuses on the areas of mutual concern.

Many of the relationships that exist between the MI-SBTDC and 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 the Delta College Library materials and services.

9P5

We are a member of the League for Innovation in the Community College, 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 serves on the board of the League for Innovation and MCCA and is a previous board member of AACC and on the Executive Committee of CQIN. She is a member of the Bay Area Chamber of Commerce Business and Educational Partnership, on the Board of Directors of Midland Tomorrow, the MidMichigan Health Corporate Board, the Tri-County Economics Club, the Saginaw Valley Torch Club, and an Honorary Member of the Saginaw Bay Symphony Orchestra Board of Directors. She also serves on the Legacy Center for Student Success Board, the Saginaw Future Inc. Board, and the Great Lakes Bay Region Alliance 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 community.

Our Foundation creates and builds relationships with the community through publication and distribution of the *Journeys* newsletter twice a year to 43,000 constituents. Once a month it also airs *Dateline Delta*, a television program that reports what is happening at our college on our Public Broadcasting Station, from September through May. We are able to use our public radio and television to communicate with our constituents.

Our office of strategic partnerships 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 undertakes constant environmental scanning within our region to make sure our occupational education offerings meet the needs of our business partners.

We sponsor many community outreach activities for local school students of all ages, such as summer academic camps, wellness camps, technical trades competitions, science competitions, math competitions and others on our main campus and at our centers in the three counties we serve.

9P6 We routinely survey, collaborate, and gain information from constituencies in various ways:

- Advisory Committees' recommendations (for occupational programs)
- Graduate surveys (from IR, during promotion mailings, etc.)
- Internal assessment results with departmental program reviews
- 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.
- Student success after hiring by local employers (based on employer feedback)
- Periodic community surveys for environmental scanning purposes
- Use of the National Clearing House for data sharing
- Annual student, faculty, and staff surveys
- Participation in national surveys such as Noel Levitz and CCSSE

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 We have a shared governance structure which assures maximum communication and input from all areas of the college regarding major policy decisions. Membership on major initiative committees and advisory boards include representation from most employee groups and our informal hierarchy of communication, electronic and face-to-face, allows for excellent interaction across the campus.

Various methods of communication are described below:

- Regular discussion of "Living our Values" at Senate Meetings, Executive Council Meetings, President's Forum Meetings
- President's Council Meetings - The membership of the President's Forum includes the directors/managers of major College departments, and the leadership from faculty, administrative/professionals, support staff, maintenance and food service. Its function is to react to proposals and ideas for College activity and to communicate to members of the Forum the concerns and perspectives of other College employees. The Forum meets monthly.
- 'Daily Difference' is a daily pop up which 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.
- President's Fireside Chats/Java with Jean –to communicate with staff regarding concerns, questions, rumors, new initiatives, etc.
- Diverse membership in college committees
- COS Activities that benefit all employees
- Shared governance structure
- History of "growing our own" so our leaders have experience in many areas of the college
- Alignment of strategic planning between the eight academic divisions, the six budget groups and the overall college plan
- Constant communication (through Council of Chairs, Dean's Council, VIPLS Council, Executive Council, Faculty Forum, ECAPS, Senate, etc).
- Electronic updates via campus listservs

- Joint Leadership Council and personal relationships between supervisors in Academics and Student Services areas so that communication occurs daily regarding college initiatives
- College sponsored social events (e.g. golf league, bowling league, patio dinner, Hispanic Week activities, etc.)
- *Delta Collegiate* (student-run newspaper)

Communication Technology consists of the Department of Audio Visual, Electronic Learning, Telephony and Public Broadcasting. Our staff members, regardless of their individual level of responsibility, are, whenever possible, included in information flow and input. In addition, Communication Technology encourages a reasonable degree of social interaction during the course of actual business activities, such as pledge drives, direct mailings, in-services, and remote TV productions.

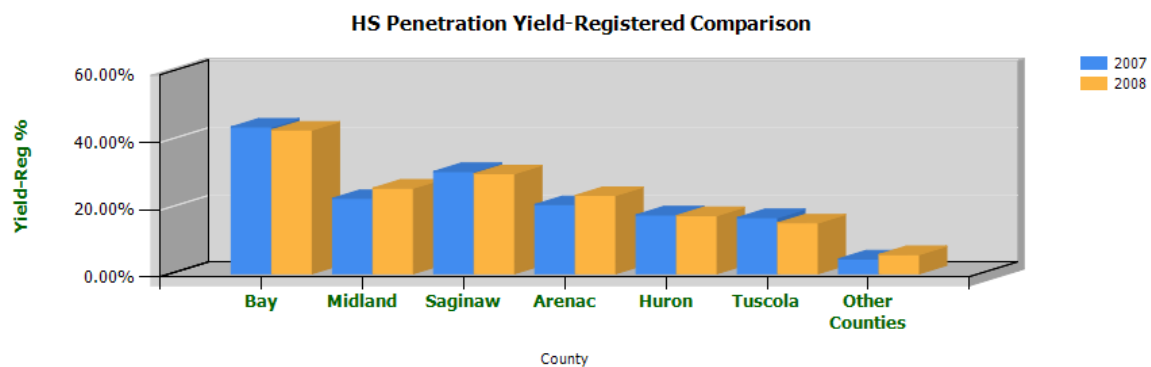
9R1,2

Our responses to the Category 9 context and process questions identify groupings or types of our collaborative relationships. Each of these relationships are developed and maintained because they help us advance our mission, realize our vision and operate according to our values. The specific processes and benefits (results) of these relationships are frequently described in other categories and may manifest as achievements and opportunities rather than numerical data. A discussion of these relationship groupings follows:

Community Relations - Individual Constituents:

Delta maintains a relationship with individual community members through two publications - *Journeys* and *Career Focus*, through 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 – roughly 43,000 households. Our television and radio program is available through broadcast as well as cable.

One measure of the effectiveness of these outreach practices is our ability to penetrate the educational market. This is measured as a percentage of the high school graduates in the local counties who choose to attend Delta. The following graph summarizes our market penetration.



Community Relations – Community Organization and Employers

Delta is a presence in community organizations which are integral in 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 with organizations such as the Chamber of Commerce and Rotary have allowed us to take a role in community initiatives such as My Solar Advantage (Solar Cell Supply Chain),

Aspire (Solar solutions research and development through Dow Corning), Hemlock Semiconductor, and the Dow Power House Solar Shingle. Our role in these initiatives has been as the preferred training provider of employees and prospective employees. Collectively these initiatives have provided around 5000 jobs over the last 10 years.

An example of our ability to be agile and responsive to community needs is that these relationships allow us to discuss hiring needs for local employers within a two-year window, on a quarterly basis. When it is clear that our ability to produce qualified employees will not meet employer needs, we are able to implement Fast Start Programs to temporarily increase the rate of training of qualified personnel.

One example of this process in action is the Chemical Processing Technology Program.

Community Relations – Service Learning Opportunities

In the service learning experiences of our students, emphasis is put on meeting community needs and learning through structured reflection activities, where both the student and community can learn together. Delta College and the United Way Community Volunteer Centers of Bay, Midland, and Saginaw Counties work as partners to assist students in our Service Learning Program. Students apply the knowledge and skills in a particular course toward meeting a true 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 office provides information and referral services to all students interested in committing their time.

Student Service Learning Participation Rates		
	2008-2009	2007-2008
Student participation Academic Service Learning	3,382	3,145
Student participation Other forms of Service Learning	439	248
Total Participation In any Community Service	3,821	3,393
Students with 20 hours or more Per semester	652	171
Students supported by One or more CNCS Programs	11	0
Total service hours by Delta Students	95,525	64,416
Faculty Participation	80	75
Courses Taught	125	112

Consortiums of Educational Institutions

Our membership in these groups of institutions serves as an opportunity for our institution to learn from the best practices of other institutions as well as share our own successes. Examples of consortiums that fit this category well are: The League for Innovation in Community Colleges, Continuous Quality Improvement (CQIN) and the American Community College Trustees Association (ACCT). Our performance results for these types of relationships are more anecdotal in nature in that we are able to identify initiatives and changes that we have implemented to improve our effectiveness. Examples of these initiatives include our Developmental Education program and the assessment of our General Education program. Both of these are discussed in greater detail throughout Category 1.

Our involvement in the Great Lakes Bay Region's Quality of Life Committee has allowed us to present a stronger voice to lobby for resources and change in state educational policies. As a result of Delta's

involvement, Delta and area high schools have engaged in an educational summit and developed a set of recommendations on developing partnerships between local school systems to share resources such as administration and staff, as well as a set of recommendations to the state regarding needs for our local education systems.

Involvement in other consortiums such as the Michigan Community College Association and American Association of Community Colleges has resulted in leveraging over \$130,000 for development of a number of programs including a new wind turbine program and enhancement of our developmental education program.

Feeder and Destination Institutions

Partnerships with feeder schools are measured by the Office of Strategic Partnerships. We consider the Tech Prep Agreements, Transfer Agreements, and Articulation Agreements that we have with specific high schools as key indicators of our continued success in providing a more seamless transition between institutions. The Office of Strategic Partnerships generates reports on these agreements. Internally, we track the success rates of students who transfer in credits. We track their success within the discipline of course work that transferred in as well as the student's overall GPA while at Delta. We also provide a report to the feeding institution that includes the number of students who applied for transfer credit, the number of students who received transfer credit, the amount of credit and the financial savings to the student.

Partnerships with transfer institutions typically include articulations of individual programs, but can also include 2+2 and 3+1 agreements. Tracking students to transfer institutions is not as easily done. Where we are able to establish agreements with transfer institutions, we report that our students enjoy a similar level of success to the students who are native to that institution.

Year	GPA of Delta Transfer Students	GPA of Native Students
'06/'07	3.06	3.00
'07/'08	2.94	3.02

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:

- 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.

Internal Relations:

We have an extensive system to support relationship building within our institution. These are described in detail in Categories 4 and 5.

9R3

We compare performance in many areas with other colleges across the nation although external partnerships are not an area of comparison that has been formally made. As a member of the League for

Innovation, we routinely collaborate with other League schools in programs and services offered to constituents. These partnerships with other colleges do not provide formal comparisons, but allow us to keep apprised of new ways to meet the needs of the greater community.

Internal comparisons are likewise difficult to measure nationally. Recently, Delta College was recognized as one of the “Best Community Colleges to Work For” by the *Chronicle of Higher Education*. The finding was largely based on the shared governance model utilized at Delta as well as the overall support we offer to all faculty, staff and administration. This recognition was based on enrollment size, best practices and policies, compensation, benefits, and work environment. Specific acknowledgement for Delta was noted in the areas of Faculty-Administration Relations, Collaborative Governance, Professional/Career Development Programs, Job Satisfaction, Connection to Institution and Pride, Internal Communications, and Tuition Reimbursement.

In some cases we are able to compare the success rates of our transfer students to the success rates of transfer students from other schools. The follow data shows that our students perform comparably well.

Year	GPA of Delta Transfer Students	GPA of Transfer Students from Other Colleges
'06/'07	3.06	2.87
'07/'08	2.94	3.03

911

A variety of improvements have been made regarding collaborative relationships.

- **Community Relations – Individual Constituents**

Delta is in the process of recreating its cyber-image by redesigning its web site. Improvements include improved user interfaces, minimal log-ins, purging redundant and possibly out-of-date information, as well as stream-lining content organization.

- **Supplies and Services Vendors**

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.
- Implementation of Vendor Tuesday as a means of reducing the barriers to engage new vendors.
- Feedback system for Accounts Payable to assure that our vendors are not adversely affected by inaccuracies that may occur during our payment process.
- Use of co-operatives to assist in lowering costs with bidding.
- Reverse Trade Fair sponsored through MPPOA (Michigan Public Purchasing Officers Association). Vendors come to the institution to gain an idea of what it takes to do business from the purchasing department viewpoint.
- Vendor Database – assures that we work from a comprehensive list for bidding.
- Auxiliary (Bookstore, Food, Recreation Center) – reps regularly communicate.
- Networking at NAEP.

- **Internal Relationships**

- During the spring of 2009, our faculty and administrative professionals voted to include the support staff as full members in our Senate. This governing body initiates, reviews and recommends updates to policies to the President and Board of Trustees, and now has representation from over 90% of full-time employees.
- The college has also renewed its effort to offer access to its constituents by making improvements in offerings at its three centers located in Midland, Saginaw, and Bay City. Expanded services including advising, counseling, and cultural activities bringing the college culture to more students who utilize the centers for convenience or necessity. Curricular offerings also have been and continue to be enhanced, offering a logical progression for students to follow.
- We have also strengthened internal collaboration through the strategic planning and AQIP processes. Integrating AQIP into the strategic planning process has provided opportunity for over 80 additional employees to be engaged in assessment and planning. Cross functional teams were developed to evaluate each category and in turn work with individuals and departments throughout the college collecting data.
- The strategic planning process enabled participation by some 450 employees, students and community members in college-wide Summits in 2006 and 2008. These approaches have and will continue to show all employees the important role they play in making the college successful and ultimately helping students achieve.

912

A strength of our culture is the informal relationships that exist among all levels of the organizational structure. The shared governance system and the ability of faculty, staff, students, and community members to intermingle at many levels allows for a continuous stream of quality improvement suggestions to percolate up from the ground level and across areas. These suggestions often create potential initiatives that are developed by different areas of the college and eventually are presented at the Executive Council level. If the initiatives fit into the strategic plan of the college and support our Mission and Vision statements, then they are prioritized, funding sources are identified, and the initiatives are acted upon.

Currently, we are pursuing initiatives in four strategic priority areas: 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) Resource Efficiency and Sustainability: Using all resources in an efficient and sustainable way, and 4) People Focus: Respecting and growing our people personally, professionally and organizationally. The Strategic Planning Steering Committee, working with the leadership of each major budget area, has created college-wide Strategic Initiatives with accompanying Action Plans. The Strategic Initiatives are:

1. Promoting success for all students, in the classroom and life. – Create a student success model to help students learn and meet their goals; enhance assessment of student learning to improve student success within programs.
2. Understanding and responding to our communities' needs. – Identify and understand our communities' needs and perceptions; respond entrepreneurially with a value-added approach; create a culture that embraces diversity, fosters respect for members of every group, and expands global awareness.
3. Using all resources in an efficient and sustainable way. – Implement a comprehensive institutional effectiveness program; proactively increase the efficiency of resource use to

financially support the achievement of our mission; develop a comprehensive plan to achieve climate neutrality.

4. Respecting and growing our people personally, professionally, and organizationally. – Create an organizational learning culture in which employees understand and use the disciplines of commitment to continuous learning, shared vision, team learning, understanding and changing assumptions to fit new realities and systems thinking.

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.

AQIP SYSTEMS PORTFOLIO
GLOSSARY

A/P	Administrative/Professional
AAC	Academic Assessment Committee
ABS	Applied Behavior Studies
ACUPCC	American College & University President's Climate Commitment
AST	Academic Sustainability Team
ATC	Academic Testing Center
CNC	Computer Numerical Control
CNET	Courses taught in a blend of face-to-face and on-line format
COMPASS	Computer-Adaptive Placement Assessment and Support System
COS	Center for Organizational Success
DCCS	Delta College Corporate Services
DCPL	Delta College Planetarium
Delta-L	Delta College listserv of all college faculty/staff/retirees
DeltaNet	Delta College's Intranet
ECAPS	Executive Committee for Administrative Professional Staff
ETC	Education and Training Connection
FCTE	Faculty Center for Teaching Excellence
FEC	Faculty Executive Committee
FRC	Fitness and Recreation Center
FTIAC	First Time in Any College
GECAC	General Education Curriculum Assessment Committee
INET	Courses taught entirely on-line
IPEDS	Integrated Postsecondary Education Data System
IR Office	Institutional Research Office
ISLC	Instructional Service Learning Community
IT Governance	Information Technology Governance
ITAC	Instructional Technology Advisory Committee
LLIC	Library and Learning Information Center
LMS	Learning Management System
OIT	Office of Information Technology
PDA	Professional Development Allowance
PLATO	Programmed Logic for Automated Teaching Operations
PROE	Program Review of Occupational Education
Q-TV	(Delta College) Quality Public Broadcasting
SEB	Senate Executive Board
SES Division	Student and Educational Services Division
SI	Strategic Initiative
SLA	Structured Learning Assistance
SPP	Strategic Planning Process
SPSC	Strategic Planning Steering Committee
SSEC	Support Staff Executive Board
STARS	Sustainability Tracking & Assessment Rating System
T/LC	Teaching Learning Center
VPILS	Vice President Instruction/Learning Services

**Index to the location of evidence
relating to the Commission's
Criteria for Accreditation
found in Delta College's
Systems Portfolio**

Criterion One – Mission and Integrity. The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.

- Delta College's vision, mission and values statement creates the overall learning environment for the college (Overview – Intro, 5P8)
- The College's mission, vision and value statements are publicly available on the [College Website](#), and appear in documents such as the printed and [online catalog](#).
- The institutional strategic goals are derived from the mission and drive the planning process. (8P2, 8P3, 8P4)

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- Delta College's mission statement explicitly states: "Delta College is a responsive, dynamic community college. We educate, inspire, challenge, **and support a diverse community of learners** to achieve academic, professional, and personal excellence." (Overview – Intro, C6-a)
- The first of the College's values states: "**Diversity:** We actively promote, advocate, respect and value differences. We foster a welcoming environment of openness and appreciation for all." (Overview – Intro, 5I1)
- The College's vision expresses its understanding of the multi-faceted role it plays in the community: "Delta College is our communities' first choice to learn, work, and grow." (Overview – Intro, C2, 5P2)
- Through Delta College's PBS television and Radio stations, locally and nationally produced diversity programs are offered. (3P4)

Core Component 1c. Understanding of and support for the mission pervade the organization.

- Strategic Planning is driven by the college's mission; budget and planning priorities support the college's strategic goals which are mission driven. (8P1, 8P2, 8P3, 8P4, 5P2)
- The curriculum process is faculty driven with campus-wide participation to assure adherence to the academic standards derived from the college's mission. (1P3, 1P5)

Core component 1d. The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The college has a unique form of shared governance that includes participation from all full time faculty, administrative/professional and support staff constituents. (Overview – C5, 3I2, 5P7, 5I2)
- The college supports leadership training for employees both internally and externally. (1P16, 3P4, 4P9, 5P9)

Core component 1e. The organization upholds and protects its integrity.

- The college abides by local, state and federal laws and regulations. (4P4, 4P7, C5)
- Policies and procedures are in place to cover complaints and grievances from both internal and external constituencies. (3P6)

Criterion Two – Preparing for the Future. The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The planning process takes into account external conditions and circumstances the college faces. (8P1)
- Delta college uses a wide variety of community input, including advisory boards, to assure alignment with the future needs of the community. (Overview – C9, 4I2, 5P4, 5P7, 6P2)
- A broad based college-community effort used an appreciative inquiry approach to rewrite the College’s mission, vision and values in 2007. (Overview – C6a, 5P1, 7P2, 8P2, 8P3)

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- Delta College’s budgeting process is inclusive of all areas of the college. (1P15)
- The faculty, administrative/professional and support staff employee groups at the College have personal professional development monies and educational opportunities. (4P3,4P8,4P9)
- The Center for Organizational Success and the Faculty Center for Teaching Excellence support innovation and teaching excellence for faculty and staff. (1P11, 4P9, 8P8)

Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- Delta provides data and measures that are being presented on a dashboard available college-wide. (3P1, 5P6, 6R1, 7P1, 7P2, 8P4)
- Academic assessment is handled by departments with general education and program assessment monitored by institutional-wide committee. (Overview – C1b, 1P4, 1P18, 3P3, 3I1, 4P3, 4P9, 7I2)

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.

- The College has tied the budgeting and planning activities together to align them with the mission, vision and values of the college. (5P2, 8P2, 8P3)
- The planning process is linked to student learning, with Student Success the first strategic focus area mentioned. (6P1-6P2, 8P2,3)
- Delta College’s planning process is inclusive. (8P1, 8P4)

Criterion Three – Student Learning and Effective Teaching. The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- Common program and course level learning outcomes are clearly stated in college documents and reviewed by faculty and the Curriculum committee. (1P1, 1P2, 1P5, 1P6, 1R1)

- All course requirements, with applicable prerequisites, are stated in the college catalog. (1P5,1P6)
- All program level and institutional level assessment takes a data-driven approach to measure and improve student learning. (1P18, 3P3, 3I1, 4P3, 4P9, 7I2)

Core component 3b. The organization values and supports effective teaching.

- The mission statement focuses on teaching and learning. (Overview – intro)
- A core component of the Center for Organizational Success is the Faculty Center for Teaching Excellence, supporting innovation and teaching excellence. (1P11, 8P8)
- The college has a number of faculty teaching awards, and all full-time faculty have a professional development allowance. (4P4, 4P8, 4P9, 4P10, 4P11)

Core component 3c. The organization creates effective learning environments.

- The college uses staff and faculty evaluations to assure all employees are accountable for their actions and maintain a positive learning environment for all. (4P11)
- Alternative delivery modes, such as online, as used to meet the diverse needs of our students. (1P12)
- New student Orientation is required and can be accomplished via online or face-to-face. (1P7)

Core component 3d. The organization's learning resources support student learning and effective teaching.

- Delta College has the Library Learning Information Center that includes academic testing, tutoring and other student support services. (1P8, 1P15, 6P4, 6I1)
- A host of student support systems are offered by the College. (1P10, 1P7)
- Investment in technology across all applicable programs is supported. (C-6b, 1P7, 1P15)

Criterion Four: Acquisition, Discovery, and Application of Knowledge, The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- The College's Board of Trustees has adopted the mission, vision, values and strategic goals of the college. (Overview – Intro, 5P2)
- At Delta College all full-time faculty, administrative/professional and support staff employees have a professional development allowance. (4P4, 4P8, 4P9, 4P10, 4P11)

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The college general education outcomes define the learning goals for any associate degree offered by Delta College and offer guidelines for other forms of certification. (1P1)
- The college offers a tuition waiver plan for employees and tuition discounts for constituent groups the college serves. (1P10,4R3)

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.

- Academic assessment, advisory committees, graduate follow-up studies and conversations with articulation partners assure that Delta College's curricula are useful. (1P2, 1P3, 1P4, 1P17, 3R2, 3P2)

- Triple Bottom Line sustainability is being integrated into academic programs and all of Delta's actions. (Intro – C2), 2P1, 2P2, 2P4, 2I2, 4P13, 5P1)

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The College's initiatives in global understanding and service learning help promote responsibility and social responsibility among students, faculty and staff. (1P16,2P1,3P2,4P13,5P1)
- Delta College's policies and procedures are derived from the mission, vision and values via the shared governance system at the institution. (Intro, 3P2, 4P3,4I2,5P8,9P7)

Criterion Five: Engagement and Service. As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The College uses an environmental scanning process to keep it abreast of local, state and national trends. (8P1, 8P3, 3P1, 5P5, 6P2, 7P2)
- Delta College provides extensive outreach through a number of programs and its Public TV and Radio Stations (C2,C3, Category 2, 3P4-3P6, 9P2)

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The College operates a television station, a radio station and a planetarium with programming geared to the general public. (Category 2)
- Delta College Corporate Services offers a wide variety of training packages locally and nationally (Category 2)
- The College offers a variety of events and speakers, the majority of which are open to the general public as well as the immediate faculty and staff. (3P4)

Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- Delta College has established relationships with k-12 School districts, regional and national organization as well as other institutions of higher education. (C9, 9P1-9P2, 9P4)
- The College participates in statewide articulation system for liberal arts education and numerous agreements with individual higher education institutions in the state. (9P2,9R1-2)
- The College is a leader in a number of community organizations and collaborative partnerships. (9P5,9R1-2)

Core Component 5d. Internal and external constituencies value the services the organization provides.

- Community comprehensive research studies conducted by the CLARUS corporation for Delta College show strong community support and market penetration by the college. (3R4)
- Nielson ratings continue strong for Delta College's Q-TV. (2R3, 2I2)
- College services and processes are reviewed by students and faculty staff via internal and external surveys. (3P1,4R1,5P3,5P4,6P1,7R1)
- Employer surveys are used by academic areas and Corporate Services to assess effectiveness of teaching and training. (1R1, 1R3, 4P13)