



Quality Program Summary

Delta College
September 2012



Delta College

2012 QUALITY PROGRAM SUMMARY

Delta College September 2012

History

Delta College serves the Great Lakes Bay Region by educating, enriching, and empowering a diverse community of learners to achieve their personal, professional, and academic goals. The College enrolls more than 17,000 students annually.

Located midway between the Michigan cities of Saginaw (population 51,500), Bay City (33,700), and Midland (40,800), Delta College offers students 150 transfer degree, career degree, and career certificate programs. The College leads the way in educating for vital fields like health care, technology, and alternative energy. Delta College has a \$385 million impact on the local economy with its operations, and by providing a trained, ready workforce. Sixty-three percent of graduates continue to live in the area; 40 percent of students plan to transfer to earn their bachelor's degree.

An important transformation is underway for our region and for our state. Delta College is positioned to play an increasingly significant role in that transformation, fueled largely by advancing the vision outlined in the 21st Century's Commission report, "Reclaiming the American Dream." Much of this report will provide evidence of how the College is working to *redesign* students' educational experiences, *reinvent* institutional roles, and *reset* the system to meet student and community needs. The College is a primary catalyst with business, industry, and economic development to realign and revitalize the Region's economy and to assure our constituents are educated to be successful in the current and future economy. The Great Lakes Bay Region has redefined its economy and is in recovery.

We strive for excellence. As a charter member of the League for Innovation, the College fosters creativity and encourages innovation. By participating in League activities, the president and League representative share innovative practices with other colleges; ultimately, residents of the Great Lakes Bay Region benefit from improved instruction and services. In 2009 the College was recognized by *The Chronicle of Higher Education* as one of nine "Great Colleges to Work For." Our unique system of shared governance, in which faculty, administrative staff, and support staff are Senate Assembly members, no doubt contributes to solid working relationships. Another unique factor is the College's system of faculty rank/tenure, in place since its early days. Very recently (November 2011) Delta moved to become a tenure-track/tenure institution as one way to ensure an engaged, quality faculty dedicated to student success.

To comprehensively serve the Great Lakes Bay Region's residents and employers, Delta College recognizes the key lies in doing all we can to improve students' college readiness, degree/certificate attainment, gainful employment, and successful transfer. It will involve more than just partnering with key entities. By coordinating systemic initiatives, both internally and externally, we will continue to build on the solid work discussed within as we strive to increase educational attainment and economic growth.

Much of our forward momentum can be attributed to the leadership of our president, Dr. Jean Goodnow, whose presidency started in 2005. Under her leadership the College was accepted as an AQIP institution in 2006 and submitted its first Systems Portfolio in June 2010. Received in September 2010, the Systems Appraisal Feedback Report indicated that while we had many documented strengths, opportunities for improvement also existed. Not surprisingly, those opportunities related to the consistent use of data for informed decision making and empirical results to drive improvement. The Systems Portfolio and the Systems Appraisal Feedback Report can both be accessed at www.delta.edu/aqip.

Delta College is committed to continuous quality improvement and strives to learn from our actions, with an eye on maximizing positive outcomes. We use data, information, knowledge, and understanding to shape our culture. We work, learn, and teach in an environment which supports new ideas and embraces the tenants of continuous improvement: the *plan, do, check, act* cycle referred to within. Collectively, we are dedicated to constantly reviewing, updating, and reevaluating our processes to achieve greater results in serving our students and our community.

Systems Appraisal Feedback Report

As previously mentioned, Delta College submitted its first Systems Appraisal in June 2010 and received its feedback report in September. The Systems Appraisal Team identified a number of strengths as well as opportunities for improvement throughout the nine AQIP categories. Many positive comments were provided on a number of the College's processes and practices; however, the observation was made that "the College now had an opportunity to fully analyze and utilize measurement results to support future improvements."

The team identified two strategic issues: (1) the consistent lack of data for measurable results and (2) the need for a single voice that addressed the specific portfolio questions. In the two years ensuing since receipt of the feedback, the College has made a concerted effort to use empirical measures, rather than anecdotal reporting of successes, and has subsequently made improvements based on results for the process(es) identified. At this stage of its continuous improvement journey, the College increasingly recognizes the importance of systematic data collection and use for informed decision making. Information contained in the rest of this report should make that clear.

Responses to the Feedback Report

The AQIP Steering Committee and nine category subcommittees, corresponding to the nine AQIP categories, summarized the feedback and shared it with the greater College community. In an online survey, 86 employees responded and ranked the top strengths and opportunities for improvement. The subcommittees, which included over 90 faculty and staff, met to discuss the identified strengths and weaknesses and to determine appropriate next steps. Using the input from the subcommittees and the survey respondents, the Steering Committee categorized the opportunities throughout the nine categories, including processes, results, and improvements, providing one or more of the following recommendations:

- This should not be rated "O" or "OO." It was not answered completely.
- This process has been improved since the portfolio was written and should be updated for the next submission.
- This is a specific procedure issue that requires a change in practice. (Ranked 1-5 with 5 being most urgent for change.)
- This is a strategic issue that requires a change in infrastructure.
- This is a strategic issue that relates to the strategic need to establish a comprehensive and formalized data collection and analysis process that drives process improvement across the College.

Further efforts included ranking the opportunities by degrees of urgency. This information was then used in preparation for the Strategy Forum in May 2011. Specifically, the self-appraisal responses were ranked as "most urgent" by rank according to a five-tiered system, with 5 being the "most urgent."

The next step on our journey of continuous quality improvement was participation in the Strategy Forum in May 2011. Key faculty, administrators, and a Board member returned to campus with a renewed vision of student success that has driven much of our work during the last year. In January 2012, 353 faculty, staff, students, and board members participated in the Student Success Summit. A new mission statement resulted: *Delta College serves the Great Lakes Bay Region by educating, enriching, and empowering our diverse community of learners to achieve their personal, professional, and academic goals.* No matter their position, all members of the College community are encouraged to identify their line of sight to student success.

In the spirit of continuous quality improvement, the College continually assesses the effectiveness of its infrastructure and processes. Although fine work was being done by both the AQIP Steering Committee and the Strategic Planning Committee, the efforts of these two groups frequently overlapped. To reduce redundancy and eliminate duplication, the functions of these two committees were combined into the new Strategic Planning and Institutional Effectiveness Committee. The goal is improved alignment of strategic planning, budgeting, assessment, accreditation, and other initiatives across campus that will result in better use of resources to most effectively meet student needs.

The charge of the new Strategic Planning and Institutional Effectiveness Committee is as follows:

- Provide overall direction for the Delta College Strategic Planning process:
 - Define and recommend a strategic planning framework.
 - Establish the annual strategic planning timeline.
 - With the Executive Council, determine the KPIs that will be used to regularly measure the health of the organization.
 - Utilize PDCA (Plan, Do, Check, Act) cycle for process improvement.
- Provide overall direction for the manner in which other processes such as the budget process, the accreditation process, assessment, initiatives such as Achieving the Dream, and the ongoing relationship with the League for Innovation in the Community College are integrated with the strategic planning process.
- Provide guidance for program/department level strategic/operational plan development.
- With the Human Resources Office and the Center for Organizational Success, define the process for individual level strategic involvement (i.e., goal setting in relation to strategic initiatives).
- Establish plan performance monitoring.
- Provide overall direction for AQIP:
 - Provide draft materials and information, for related sections, to support completion of the College's AQIP Systems Portfolio Update.
 - Appoint Delta Quality Success Teams (as needed) to address criteria outlined in AQIP and other initiatives.
 - Select annual action projects and monitor progress throughout the year.
- Provide recommendations and information through environmental scanning to support strategic planning.
- Provide two-way communication regarding strategic planning and institutional effectiveness to assure that the College community is kept appropriately informed, and to provide information back to the Steering Committee as to the involvement, understandings, and perceptions of the College community.

The group will meet on a biweekly basis, as needed. Membership and terms reflect the College's unique shared governance structure:

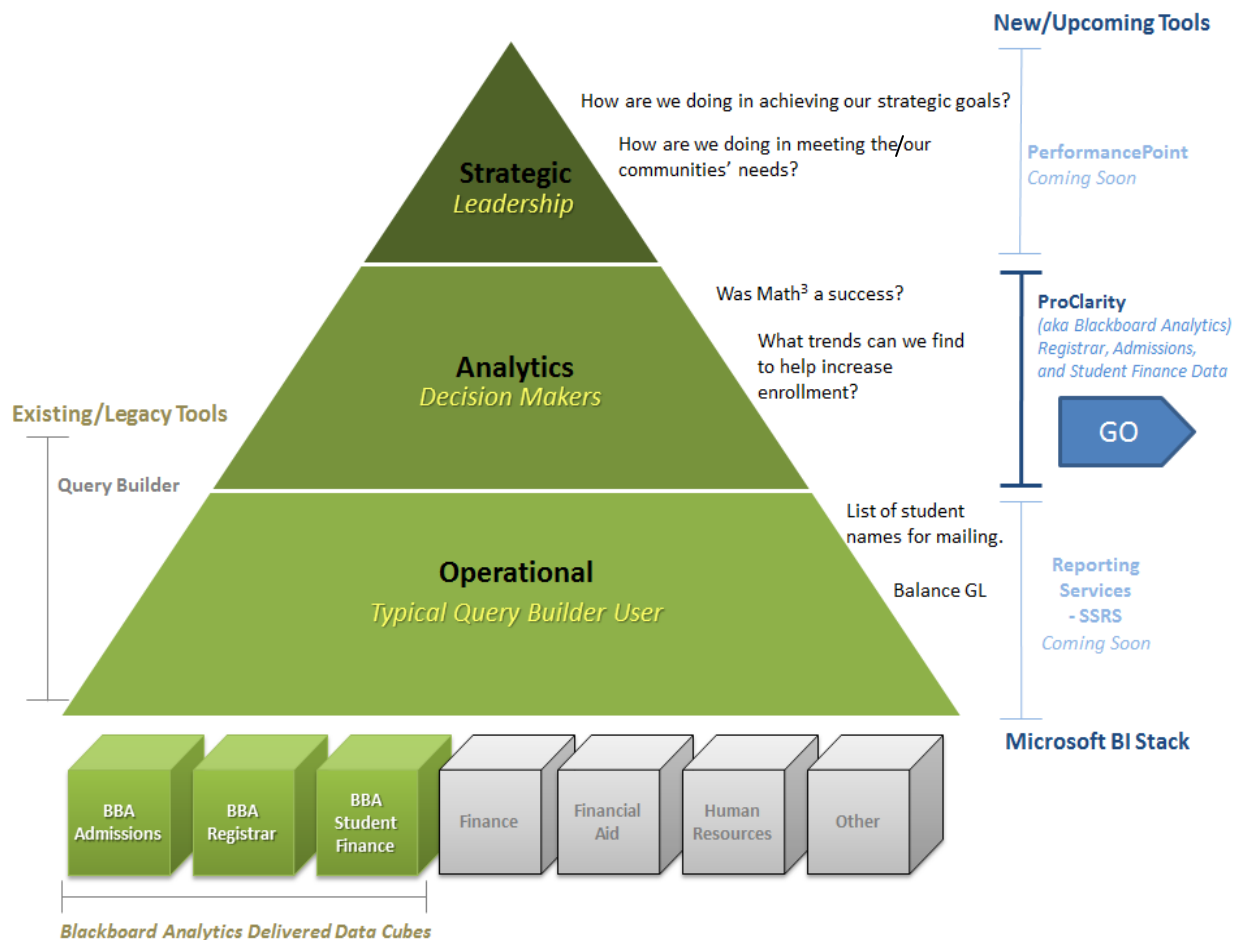
- The President and the Director of Strategic Planning co-chair the committee.
- All three vice presidents are members with additional responsibilities:
 - The Vice President of Business and Finance serves as the budget lead.
 - The Vice President of Student and Educational Services oversees the dashboard/scorecard technology.
 - The Vice President of Instruction and Learning Services is the AQIP liaison.
- The Institutional Research Director is also a member and serves as the environmental scanning lead.
- The Administrative Assistant to the Vice President of Instruction and Learning Services (AQIP liaison) is a member.
- The Dean of Teaching and Learning is a member.
- Faculty comprise 25% to 33% of the committee depending on job status of the Senate President:
 - The Chair (or designee) of the Faculty Executive Committee serves a one-year term.
 - The Chair of the Council of Chairs serves a three-year term. (Division chairs are faculty.)
 - A faculty member appointed by the president serves a two-year term.
- The Senate President (may be Faculty, Administrative/Professional Staff, or Support Staff) serves a one-year term.
- The Chair (or designee) of the Executive Committee of Administrative/Professional Staff serves a one-year term.
- Chair (or designee) of the Support Staff Executive Committee serves a one-year term.

With the new infrastructure in place as of February 2012, the committee developed the College's 2012-2015 Strategic Plan. It includes 4 Strategic Focus Areas (Student Focus, Community Focus, Sustainability, and People Focus), 8 strategic initiatives, and 13 action plans that the College will aggressively pursue in the upcoming years. Although it can be said that the College has not really done strategic planning in the past, focused conversations about the value of doing so are increasingly taking place with enhanced understanding of its value in this era of

increased accountability and resource constraints. The College’s new mission, vision, and values as well as its strategic plan may be found at www.delta.edu/aqip.

Since one of the main findings of the feedback report was the lack of a systemic college-wide system for use in decision making, the College has taken several steps to respond appropriately. Delta College continues to move toward systematic data collection and analysis, not only to respond to requests for accountability but also to render data-informed decisions for college-initiatives. An institutional-level dashboard is increasingly used by the College community to monitor the health of the institution. Information is readily available on the portal, one level below the College’s homepage, for evidenced-based decision making. Such data includes New Applicants, Market Penetration, Enrolled Credit Hours, Enrolled Unduplicated Headcount, Student Success, Student Persistence, Degree Completion, and Occupational Placement Rates. External reports on Returning Student Applications, Application by Program, Student Application Summary, Student Enrollment Profile, Enrollment by First Active Major, and Student Enrollment by Semester are also easily accessible.

Working with the Office of Information Technology (OIT), the College is implementing a system-wide, three-level plan to make data available and deliver appropriate tools to faculty and staff to use the data to make decisions. The institution decided to switch to SQL-based data tables for use with DATATEL to make it easier for users who need operational data to access and create/run reports. This is the bottom level of the pyramid shown below. It is an ongoing project that will use the SQL Services Reporting System for generating lists and reports using tools such as ReportBuilder. Additionally, the College contracted with Blackboard Analytics to develop data cubes from the DATATEL data for analysis and trending using the ProClarity database tool. Finally, the institution will replace the current dashboard system with a PerformancePoint dashboard. These activities will allow the entire College access to data, tools, and reports in order to better make decisions. Typical questions for each of the three levels appear in black along the right side of the pyramid below.



Another example demonstrating the College's use of data-based feedback to make informed decisions involves data the DECOOR team (Developmental Education Coordination) has compiled for NADE certification (National Association of Developmental Education). In order to have Delta College's developmental education program certified by NADE, DECOOR has accumulated statistics on placement, success, non-success, withdrawal, retention, persistence, and other data, such as the creation of comparison cohorts of non-developmental students used to prove the efficacy of developmental courses.

Using all of this data in concert with national studies, such as ACT studies for placement data, DECOOR has been able to implement effective programs that directly contribute to higher student retention and success. One such program that is tremendously effective in helping developmental students has been the Advance Project. Based on college data from DECOOR and from ACT, Delta College has allowed students to retest the COMPASS placement if they are just below the cut-off score for college-level courses. Over seventy percent of students who retest are able to avoid placement into a developmental course. Because DECOOR's data-based program allows for tracking, we know these students have a higher success and retention rate when they are compared to developmental students. Moreover, Delta College has also implemented fast-track programs for math, such as Math Booster and Math Cubed, all based on college data and national data. The Advance Project and fast-track math are only two instances of data-based programs, but overall, the data compiled by DECOOR has informed not only the developmental program at Delta, but it has also contributed to data-based changes in many other aspects of the College, including learning communities, placement practices, admissions, counseling, classroom pedagogy, and assessment of student learning.

Improvements to the Assessment Database can be offered as a third example of the College's response for consistent use of data for improved decision making. The Assessment Database offers a secure, centralized location for all assessments related to student learning. It was first introduced in 2006. Prior to that, assessments were kept in Word documents saved in many different locations. In January of 2011, the database was redesigned with a much more user-friendly interface. Existing assessments were converted to the new system with no loss of data. User input forms were enhanced and simplified, and email notifications were improved. Programs and outcomes in the Assessment Database are now integrated with our Curriculum Database.

As part of the Aspen application (May 2012), attempts were made to extract assessment results from the Assessment Database. Because this information had been stored in narrative format, reports were difficult to run. Planned improvements include tables to capture assessment benchmarks and fields to identify Met and Not Met results, thus making it easier to run reports.

In addition to the three responses to the Systems Feedback Report noted above, the College has also purchased "Burning Glass Labor-Insight," a database designed to increase access to evidence from the current workplace information. This warehouse provides real-time labor market intelligence, which will be used to accomplish the following: (1) Update current occupational program curricula, (2) make decisions on starting and eliminating programs, and (3) advise students in making Program of Study decisions. One last example may be cited as an example of how the College has responded to the opportunity associated with increased use of data for sound decision making. In July, the College brought in an outside consultant, Carol Thomas with Campus Works Assessment, to further identify areas for improvement. The consultant interviewed various members of the College community over a two-day period and returned a few weeks later for a follow-up visit. Preliminary information has been provided, and a final report is expected during the fall.

Desire to become a Malcolm Baldrige National Quality Award winner also drives the College's quest for significant, sustainable improvement throughout the institution. John Politi, a consultant with the Avalon Group, conducted a Baldrige-based organizational assessment of Delta College on February 28 through March 1, 2012. His report summarized the assessment results and provided scoring estimates and Key Strength and Key Opportunity comments relative to standards established by the Baldrige National Performance Excellence Program. Additionally, it provided commentary on Delta's readiness for application for the Michigan Quality Leadership Award (MQLA).

The key objective of the application is to achieve site visit status. Seven categories are assessed to determine readiness: (1) Leadership, (2) Strategic Planning, (3) Customer Focus, (4) Measurement, Analysis, and Knowledge Management, (5) Workforce Focus, (6) Operations Focus, and (7) Results. Politi's assessment determined that

Delta was “Ready” in the following categories: Leadership, Customer Focus, Workforce Focus, and Results and “Ready, with implementation of planned improvements” in Strategic Planning. Not surprisingly, his report indicates “Improvement Needed” in Measurement, Analysis, and Knowledge Management and in Operations Focus. Specifically, Politi recommends a more comprehensive measurement system that uses data to drive decisions and increased use of the Plan, Do, Study(Check), Act cycle to accomplish improvement and innovation initiatives. His recommendations are similar to the opportunities for improvement outlined in the Systems Appraisal Feedback Report and are taken very seriously by the College.

Action Projects

Since 2007, Delta College has registered 14 action projects with AQIP. Our retired and current action projects may be viewed at www.delta.edu/aqip. A brief review should be enlightening as it helps to further illuminate our quality improvement journey.

An overview. Five of the 14 projects have been in Category 1 – Helping Students Learn: (1) From CCSSE to Action Plans (July 2007 to December 2010, retired), (2) Creation and Piloting of a Scorecard for Occupational Programs (September 2010 to July 2011, retired), (3) Expansion of Early College Opportunities (July 2009 to June 2010, retired), (4) Assessing Our Developmental Education Program (September 2008 to June 2009, retired.) A related project entitled Evaluate and Expand Assessment of Our Developmental Education Program was followed for the 2009/2010 academic year. The College’s current project in Category 1 is Increase Online Student Success; it started in July 2011 and is still open.

One of the 14 projects was in Category 3 – Understanding Students’ and Other Stakeholders’ Needs: Measure Community Perceptions of Delta College (April 2007 to August 2008, retired).

Three of the 14 projects have been in Category 4 – Valuing People: (1) Implement an Effective Employee Professional Development Planning Process (May 2007 to December 2008, retired), (2) Professional Development Program: Leading and Learning Together (September 2008 to June 2009, retired), and (3) Valuing Employee Feedback: Closing the Communication Loop (September 2011 to June 2013, current).

Two of the 14 action projects have been in Category 5 – Leading and Communicating: (1) Coordinate Our Developmental Education Program (May 2007 to May 2008, retired) and (2) Institutional Process for Restructuring (September 2010 to July 2011, retired).

Two of the 14 action projects were in Category 8 – Planning Continuous Improvement: (1) Move toward Social, Environmental, and Economic Sustainability by Developing a Comprehensive Plan (July 2008 to January 2009, retired) and (2) Climate Action Plan for Achieving Campus Climate Neutrality (September 2009 to January 2010, retired.)

Systemic data. The fourteenth project, Balanced Scorecard, supports the improvement efforts underway throughout the nine AQIP categories. Opened in October 2011, it is one of the College’s three current projects and is further evidence of the institution’s response to use data to drive decision making. As John Politi, the Baldrige consultant referred to earlier, observed:

The Balanced Scorecard AQIP Action Project has been initiated to develop a stronger measurement system for application across the College. Building on some work already done in Occupational Programs, and using the Kaplan and Norton designed approach, the project has the potential for providing Delta a significantly improved method to track performance, to understand progress in achieving the objectives of the strategic plan, and to align the measurement system up and down the organization.

People focus. Delta College recognizes that its employees are vitally essential to its success. As noted above, three of our 14 AQIP Action Projects have been from Category 4 – Valuing People. The current action project, Valuing Employee Feedback: Closing the Feedback Loop, is designed to demonstrate that the College not only listens to employee feedback, but also responds to opportunities for improvement as suggested by employees.

In October 2011, the Personal Assessment of the College Environment (PACE) survey was administered to 1094 employees; 605 (55.3%) completed and returned the instrument for analysis. The purpose of the survey was to gather employee perceptions regarding the College climate and to provide data to assist in promoting more open, constructive communication among faculty, staff, and administrators. Researchers at the National Initiative for Leadership and Institutional Effectiveness (NILIE) and representatives of Delta College worked together to administer a survey that would reveal the opinions of employees throughout the College.

In the PACE Model, the driver is leadership. As such, it motivates climate factors including institutional structure, supervisory relationships, teamwork, and student focus. The intended outcome is student success and institutional effectiveness. NILIE has synthesized from the literature four leadership or organizational systems: Coercive, Competitive, Consultative, and Collaborative. The Collaborative system is the ideal; few institutions have yet to achieve a fully Collaborative environment.

The overall results from the PACE survey indicate that Delta has a healthy campus climate; that is, a high Consultative system. This positive feedback has been shared with the College community through presentations to the Board of Trustees and to employees via Support Staff Executive Council, Faculty Forum, Administrative/Professionals Forum, Executive Council, PRISM Alliance, and the Human Relations Committee. The project is still in progress and has been extended through June 2013.

Student focus. Another avenue for highlighting the institution's improvement journey may be cited from the work in Developmental Education. One of the initial three AQIP Action Projects, Coordinating the Developmental Education Program, was designed to ensure that key players work together to develop a successful program to help developmental students learn and to improve retention. Retired in 2008, it was replaced by Assessing Developmental Education. The newly coordinated Developmental Education Team determined that assessment training by NADE (the National Association for Developmental Education) was the next important step.

These action projects were significant in that they encouraged the systematic use of data to examine student outcome measures including success, persistence, and retention. (This initiative was mentioned earlier as an example of the College's response to the need for more systematic use of data to inform decision making.) The College is now in the final stages of obtaining the prestigious NADE certification. A further example of the continued focus on student success is the third current AQIP Project: Increase Online Student Success.

At Delta College, assessment of student learning has been a grass roots effort that began in the mid 1990s. Focus was on assessment at the course level for both Career Academic programs and General Education. The College's last site visit in 2003 identified seven issues; some of the same concerns were also identified in the 2010 Systems Appraisal Feedback Report. Although it has been a decade-long journey, the College has made substantial improvement in its assessment of student learning, as explained in the following section.

Assessment of Student Learning

Delta College recognizes the value and importance of consistent data collection and analysis for informed decision making. Such recognition has meant a major cultural shift in the ways in which the College responds to requests for accountability associated with student success. Two significant undertakings may be cited as evidence of the institutional response to the need for consistent, program-level assessment of student learning: (1) two of our AQIP Action Projects and (2) participation in the Assessment Academy.

As previously mentioned, two of our now retired Action Projects, Coordinating the Developmental Education Program and Assessing Developmental Education, provided the impetus to systematically use data associated with success, persistence, and retention to drive improvement in student resources, course offerings and sequencing, and curriculum redesign. Soon after its acceptance as an AQIP institution, the College joined the Higher Learning Commission Assessment Academy in 2006.

Starting in 2007, work began on three Academy projects. One of those projects focused on college services and the effect on student success. Not surprisingly, and aligned with the AQIP projects mentioned above, one was aimed at

the development of a comprehensive, integrated program to assess student learning in developmental reading, writing, and math. The third project was designed to respond to the 2003 site visit challenge to move assessment to the program level: Assessment of Occupational Programs through the Integration of Internal Learning Assessment and External Accreditation Assessment. The project called for the integration of direct and indirect measures, both internal and external, to assess student learning. The use of multiple measures was encouraged; doing so supports the concept of triangulation to ensure a high degree of reliability. Using more than one measure is further evidence of our commitment to using evidence for continued improvement of student learning, and for making the information meaningful to faculty.

The College has advanced in assessment of student learning a great deal as a result of our participation in the Academy, which began in earnest in 2007. Occupational programs are now accomplishing continuous improvement through developing or reviewing program outcomes, preparing curriculum maps to map program courses to program outcomes, and preparing comprehensive 3-4 year assessment plans; developing or identifying collection tools; and collecting, analyzing and using data to make improvements to student learning through changes to curriculum, materials, pedagogy, and faculty awareness.

Assessment is an ongoing process. Results of the *plan, do, check, act* cycle are documented annually in the Assessment (ACCESS) Database for Career Academic programs and course sets. Given that course and program assessment is widespread across the College, it may be said that 100% of students are included in various forms of assessment. In addition, data is collected and analyzed for specific populations including Development Education, transfer, and degree-seeking students. This information is available on the College's dashboard. Thorough documentation tools for these steps have been developed including forms, templates, and improvements to the existing Assessment Database. Process, scope, and communication diagrams, as well as a timeline checklist, have been created to enhance communication, understanding, and monitoring of progress for faculty, staff, and other stakeholders.

The documentation tools, which began in the Business and Information Technology Division, are now being used by all certificate and degree programs in the College; and similar forms are being developed for the General Education divisions to map to General Education outcomes and develop plans for assessment. To provide validity and reliability for evaluation of program assessment reports, a rubric has been developed. It rates each aspect of the report, which follows a format that matches the College's Assessment Process, or Cycle. Each aspect is rated according to one of the following: Returned for Revision, Meets at Least Minimum Criteria But Needs Improvement in Future Cycles, Acceptable, or Exemplary. Assessment of programs, defined as those awarding all degrees and certificates at Delta College, is well on its way to a successful and mature system of integrating assessment for continuous improvement of student learning.

Faculty are responsible for curriculum as well as assessment of student learning. The College's curriculum process was improved during the 2011/2012 academic year with mapping and timelines to increase agility. A high level of integration among the Curriculum Sub Council and Council, the Curriculum Council Ad Hoc Committee on Graduation Requirements for the A.A. and A.S. Degrees, the General Education Committee on Assessment and Curriculum, and the Student Learning Assessment Committee is increasingly occurring.

Delta College's Assessment Academy project closed in June 2012. In preparation, we submitted our impact report in April. Our Assessment Academy mentor commented very favorably on the work that had been accomplished since the last team visit in 2003. Specifically noted was that the College had adequately addressed seven identified issues. Significant accomplishments included the sharing of best practices during Fall Conference, the rubric to evaluate assessment documentation, faculty sharing assessment practices and receiving feedback, clarification of assessment policies and procedures, creation of an assessment office/appointment of knowledgeable personnel, and expansion of student learning assessment across campus. In the spirit of continuous quality improvement, two opportunities were identified: expanding the Assessment Database and assessment of General Education at the institutional level. Plans are well underway to respond to these opportunities.

Other Quality Initiatives

All-College Summits. The College has organized three summits to gather valuable input from employees and representatives from both the student and community populations. After the arrival of our fourth president, Dr. Jean

Goodnow, the first summit was held in 2006 during which stakeholders came together to provide input about Delta's mission, vision, and values. The second summit was held in 2008 during which the College solicited input from its stakeholders related to its sustainability initiative. As mentioned in the History section of this report, the College held a third summit in early 2012 as a partial response to its May 2011 Strategy Forum. The goal of this summit was to reaffirm the College's affiliation with AQIP, reassert its line of sight to student success, and to update its mission statement. As an ongoing effort to solicit, honor, and apply employee input, the institution plans to continue holding summits every two to three years.

Sustainability. As mentioned earlier, the College has had two Action Projects focused on sustainability: (1) Move toward Social, Environmental, and Economic Sustainability by Developing a Comprehensive Plan (July 2008 to January 2009, retired) and (2) Climate Action Plan for Achieving Campus Climate Neutrality (September 2009 to January 2010, retired.) Sustainability is one of the four strategic focus areas identified in the 2012-2015 Delta College Strategic plan available at www.delta.edu/aqip. The College community values and accepts the importance of "using all resources in an efficient and sustainable way."

Current strategic initiatives include expanding sustainability across the curriculum and codifying sustainability across the curriculum. In addition to increasing the number of sustainability-related courses, the first initiative seeks to utilize the campus and centers as a learning lab for sustainability. In yet another example of the recognition of data to drive decision making, the second initiative incorporates the use of the new "Sustainability Assessment" tool and analysis of the resulting data.

League for Innovation in the Community College. Delta College, along with four other community colleges, is a charter member of the League, which was founded in 1968. Comprised of nineteen (19) community college districts, the League is an international organization dedicated to being a catalyst for innovation in the community college movement. As one of the College's Senate policies on governance, Policy 1.100 contains additional information about the League. It can be found online at <https://myportal.delta.edu/employeeinfo/Senate/Senate%20Handbook/Forms/Sections.aspx>.

In accordance with the guidelines of the League for Innovation, the College is to participate in the League Board Member reaffirmation process when a new chief executive officer is hired. Soon after Dr. Jean Goodnow became the College's fourth president, the College began the reaffirmation process to retain its seat on the Board of Directors. Delta submitted a self-study highlighting its innovative practices and programs to the League in 2006. Representatives from the League then visited the College in July to see evidence of these initiatives. The League granted reaffirmation later that year. As part of the reaffirmation process, our "League brag book" was compiled to provide evidence of the institution's innovation, leadership, and excellence. It is available for viewing.

Through cooperative efforts, the League strives to encourage and evaluate innovation and experimentation. Delta College is committed to innovation and is an active participant in League events. The College president and League representative share innovative practices at bi-annual Board meetings and routinely attend the League's major conferences. iStream, the League's web-based, multimedia portal for professional development, provides access to videos, articles, publications, and learning programs, along with the best of the League's conferences, services, partnerships, and collaborative communities. Member colleges are routinely asked to provide a Project Highlight to showcase innovations occurring on our campuses. Delta has provided information on its sustainability initiative (2010) and most recently, on its involvement with the Democracy Commitment (August 2012).

CQIN (Continuous Quality Improvement Network). As mentioned on its website http://cqin.info/?page_id=166, 16 community colleges joined together to form the Continuous Quality Improvement Network on July 26, 1991. Over these 21 years, CQIN has been operating as a premier networking and learning organization in which many individuals have made extraordinary contributions to its success and the success of their own colleges, as a legacy to be part of the network's and the institutions' histories.

Delta has been a member since 2005. During that time, it has regularly participated in the Summer Institute. An overview of the College's participation in the 2011 Summer Institute may be found on the College's Employee Information portal at <https://myportal.delta.edu/employeeinfo/CQIN/2011/default.aspx>. Information about the theme, learning partners, team, projects, and completion status is available. It will be noted that the 16 projects are

designed to support the theme of “Strengthening and Sustaining Leadership Excellence and Organizational Creativity.”

Achieving the Dream. As noted earlier, Delta College submitted its first Systems Portfolio in June 2010; it is available at www.delta.edu/aqip. As mentioned in that document, “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*” (Systems Portfolio, p. 3; emphasis added).

June 2010 was also the point at which the College joined Achieving the Dream: Community Colleges Count, a bold, national initiative designed to help more community college students succeed, especially those faced with barriers associated with inequities stemming from race and socioeconomic status. AtD shifts the focus from Access and Enrollment to Success and Student Outcomes. Furthermore, AtD helps colleges and others understand and make better use of student outcome data. Joining AtD has served as a unifying force to strengthen our AQIP and Strategic Planning processes and practices in that all three demand the use of data for informed decision making. Also, as an AtD member, additional resources are available to focus on student outcome data.

The Democracy Commitment. Another quality initiative adopted by the College, the Democracy Commitment is based on the conviction that a key purpose of public colleges and universities is to prepare students to become engaged citizens. This resolve is especially important for community colleges for two reasons: (1) Although American research universities were established with civic missions, they have strayed far from this goal, in an effort to advance research. This research focus tends to dissuade faculty from working on civic engagement. Community colleges are, therefore, in a unique position to prepare students for citizenship. (2) Community colleges serve some of America’s most marginalized and underrepresented populations in America today. The connection with the AtD initiative is important. Minority and low income students should be empowered to have a real voice and real influence in their own communities as well as in the arena where government, the private sector, and major nonprofit institutions make decisions that powerfully impact their lives.

The importance of this initiative is demonstrated by the fact that it is included as a 2012/2013 Action Plan in the Community Focus section of the College’s 2012/2015 Strategic Plan. Specifically, the plan is to expand outreach to area high schools through the Public Achievement program as part of the Democracy Commitment initiative. The program began with 25 students at a high risk, inner city Saginaw high school during 2011/2012 and is being scaled up at a similar, although larger, Saginaw high school during the current academic year.

The Aspen Application. For two consecutive years, the Aspen Institute College Excellence Program has named Delta College as one of the top 120 community colleges in the nation. The Institute identified these 120 institutions, 10 percent of all community colleges, using a quantitative formula that assesses performance and improvement in four areas: (1) graduation rates, (2) degrees awarded, (3) student retention rates, and (4) equity in student outcomes. Highlighting the critical importance of improving student success in America’s community colleges, it has challenged Delta to compete for the \$1 million fund for the 2013 Aspen Prize for Community College Excellence.

Learning from its 2011/2012 application, the College believes it provided a stronger application this year. Needless to say, we appreciated the opportunity to apply for the coveted Aspen prize and to share some of our successes with the Institute. We were subsequently selected as one of 60 community colleges to participate in a follow-up interview in July. A full list of the 120 community colleges is available at <http://www.aspencprize.org>.

Summary

Delta College is looking forward to its first Quality Check-Up Visit on November 14-16, 2012, as the next step in our quality improvement journey. We anticipate further sharing our successes and participating in important conversations about opportunities for continued improvements during the visit. We are fully committed to the Academic Quality Improvement Program as well as to Continuous Quality Improvement practices. Our students, the College community, and the Great Lakes Bay Region deserve no less.

Delta College Board of Trustees

Bay County

Martha (Marty) P. Fitzhugh, Jack R. MacKenzie; Edith (Dee Dee) Wacksman

Midland County

Dr. Kathleen S. Ellison; Kimberly R. Houston-Philpot; Robert B. Stafford, '83 (Vice Chair)

Saginaw County

The Rev. Dr. Robert L. Emrich (Chair); Karen L. Lawrence-Webster; R. Earl Selby

President

Dr. Jean Goodnow

Delta College Foundation Board of Directors

Ellen E. Crane; Eileen A. Curtis; Culli Damuth; Dr. Richard J. Dolinski;
The Rev. Dr. Robert L. Emrich; James C. Fabiano II; Alice M. Gerard, '78; Jimmy E. Greene;
Dr. David M. Hall; Robert L. Hetzler; Kimberly R. Houston-Philpot; Matt Jeffrey;
Michael T. Kelly; Dr. Thomas H. Lane; Debra K. Lutz, '79 (Treasurer); Mary M. Neely;
David J. Rengering; Gregory H. Rogers; Robert D. Sarow; Robert B. Stafford, '83;
Robert M. Vallentine (Vice Chair); James M. Van Tiflin (Chair); Jenée L. Velasquez

Delta College Representatives

Dr. Jean Goodnow (Secretary); Pamela N. Clark, '77 (Executive Director)



1961 Delta Road
University Center, MI 48710

www.delta.edu