

Systems Appraisal Feedback Report

in response to the *Systems Portfolio* of

DELTA COLLEGE

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For

The Higher Learning Commission

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Elements Of Delta College's Feedback Report

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis." These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently, the team's report may omit important strengths, particularly if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly, the team may point out areas of potential improvement that are already receiving widespread institutional attention. Indeed, it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

Reflective Introduction & Executive Summary: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of the activities that each AQIP

Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying and coding strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's Criteria for Accreditation. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio, with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the institution by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to

how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state, as well as its proposed future state. As such, it is imperative that the *Portfolio* be fully developed, that it adhere to the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Reflective Introduction and Executive Summary For Delta College

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that it serves.

With 17,000 students from varying backgrounds and nearly 1,000 employees, Delta College is a local center for a variety of educational opportunities. It is often referred to as one of "America's leading community colleges" and prides itself on excellent programs and community engagement.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Delta College's** achievements and to identify challenges yet to be met.

Category 1: Delta College has processes and practices in place which provide appropriate instructional programs, educational support activities, and student learning opportunities. The College has initiated assessment activities which include input from faculty and college committees. Without direct measures of student learning that are collected and analyzed in a manageable methods and cycles, however, it may be difficult to use the data to determine course and program weaknesses and design improvement strategies for student learning.

The College has opportunity to expand the effectiveness of its occupational program analysis through expanded stakeholder participation in the curriculum validation processes, and also through the use of comparative data from other colleges.

Category 2: Delta College is in the process of defining and measuring its distinctive objectives in its corporate services, institutional advancement, planetarium, quality public broadcasting, and sustainability efforts. There is opportunity now to analyze the indicator

data cyclically in order to obtain information with which to strategize approaches to improve the institution's performance in these areas.

It is unclear from the information presented whether these efforts are systematic or comprehensive. Building on these successes in a more systematic and comprehensive fashion may provide excellent opportunities for each of these areas to flourish and meet the stakeholder needs for which they were intended. Moving forward the College has an opportunity to leverage these efforts more collaboratively and cross-functionally, rather than separately as currently described. Improving efficiencies across units would advance the College to higher levels of aligned and integrated organizational maturity.

Category 3: Delta College has processes which it uses to gather information about its stakeholders' satisfaction with its educational services. Each separate area of the college works with students, employees, and community stakeholders in its own way and reports individually. Moving forward, Delta College is encouraged to reflect upon units holistically to generate overarching key strategies that streamline recent efforts listed, such as its comprehensive student retention program, and identification of leadership and training needs. These efforts may be approached best from a holistic standpoint as the College analyzes the data to set institutional targets, measure performance and determine areas for improvement. Utilization of the process' data and measurement of the effectiveness of the College's investment in those processes would be better served if better documented.

Category 4: Notable gains in the Valuing People Category include incorporating support staff on the Senate, implementing Student Success Summits for all employees, and advancing professional development through the Center for Organizational Success (COS). Moreover, process improvements such as process mapping analyses and a comprehensive Performance Management System for support staff reflect Delta College's commitment to serve its employees in ways that advance the mission and goals of the College. Moving forward Delta College is encouraged to expand on analyses and fully implement a Personal Assessment of the College Environment (PACE) survey administration cycle to allow for continued reflection on benchmarks and trends. This is especially true for areas less developed in the College's Valuing People processes, such as succession planning and adjunct faculty orientations.

Category 5: The College has committees, an organizational structure, and an elected Board; however, there is no evidence those aspects of the College have utilized the

communication structure to identify, address, or analyze improvement initiatives. The College has an opportunity to more clearly identify student perspectives in this area through the use of the Community College Survey of Student Engagements (CCSSE) survey. Continued use, analysis, and decisions based on these national surveys provide a solid foundation for Delta College's leading and communicating efforts. The implementation of an overall communications plan and the seeking additional benchmarks and measures will assist the College in improving Leading and Communicating, Category Five. Each of these initiatives is described as separate activities; however, with little articulation of the broader frameworks or systems that unite a more strategic approach to leadership. It can be challenging to create assessment of leadership in various forms and at different levels of the organization; yet these efforts are essential for an institution focused on continuous improvement.

Category 6: Delta College participates in the National Community College Benchmark Project and has made notable improvements in some aspects of college support operations. However, it does not appear a culture exists in which data is used for comparative purposes, communicated throughout the College or included in decision-making processes. Though the College collects many measures related to Supporting Institutional Operations, identifying which are most important and systematically collecting them across the various support units in a more formal way may bring focus and clarity to improvement efforts for all student, administrative, and institutional support areas.

Category 7: Recent improvements in Measuring Effectiveness include Outsourcing IT, implementing cube architecture for data, and providing portal-based dashboards for employees. Each of these changes contributes to Delta College's ability to make data-informed decisions. Beyond the availability of data, however, more articulation and delineation of how processes guide the institution toward improvements are needed, especially since improvements in this category are fairly recent and not yet entirely formalized. Along with these new improvements, the College has an opportunity to move from data collection to practicing greater inquiry and data-influenced decision-making. In addition, continued collection of comparative data institutionally and among individual departments will allow Delta College to set appropriate targets for future improvements.

Category 8: Delta College has made several improvements in the area of Planning Continuous Improvement, including merging its strategic planning and AQIP processes

and adding project champion presentations. It appears data is used within departments, but not necessarily shared among the departments, and that data is considered to reinforce an institutional initiative rather than used to determine improvement initiatives for the College. The College has an opportunity to identify measurable indicators for all of its strategic planning initiatives as well as set clear targets for improvement. Doing so will allow for measuring progress and re-evaluating initiatives or strategies in order to effect improvement. Building on the solid planning process in this way will help move the College toward success in each of its four identified strategic focus areas.

Category 9: Delta College has long term relationships in place, particularly with K-12 schools, and pathways for moving students from the associate degree to the bachelor's degree. While a variety of methods are used to build relationships, maintaining, prioritizing, and strengthening existing relationships may be a continual challenge. Moving forward, Delta College is encouraged to identify and analyze performance results in this category and use them to assess progress and improve performance.

Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the Systems Appraisal Feedback Report.

Strategic Challenges For Delta College

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities, as well as strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's Criteria for Accreditation. That portion of the team's work is presented later in this report.

Knowing that **Delta College** will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

- Delta College has joined a number of national initiatives such as Achieve the Dream, the Workforce Training Benchmark Project, Voluntary Support of Education survey, League for Innovation in the Community College and the STARS program. Participation in these organizations will provide the College the opportunity to seek comparable data with which to identify overall performance indicators, set indicator targets, and measure its progress in the achievement of its institutional and strategic objectives.
- Delta College might be well served by focusing on critical institutional indicators and targets that address its key challenges. This would include completing the Plan/Do/Check/Act cycle using the data and information the College has identified as critical. Once target areas are identified, gap analyses can be performed and strategies to address the gaps can be designed, implemented and evaluated. Without completing the full cycle of Plan/Do/Check/Act, the College may find its improvement efforts segmented and not as effective as they might be.
- Although Delta College gathers indirect student learning data through its Institutional Research Department concerning course success rates, class capacities, attrition and persistence rates, the College has the opportunity to identify direct, formative and summative data related to course- and program- defined outcomes for all areas of student learning. The learning results should be regularly collected, and analyzed. Delta College has an opportunity to complete the process of approving its Institutional Student Learning Outcomes and develop a means to measure success against those outcomes. By adopting direct measures of student learning that are collected and analyzed in a manageable method and cycle, the College will be able to use the data to determine course and program weaknesses and design improvement strategies for student learning.

AQIP Category Feedback

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate

attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn. This category identifies the shared purpose of all higher education institutions and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 1.

Delta College designs programs to meet all educational needs of its students including remedial education, programs for college credit and transfer to four-year institutions, career education, and lifelong learning. It prides itself on relying on data analytics for program improvement.

1P1, O. While it is clear that the Delta College general education outcomes are defined by the General Education Curriculum and Assessment Committee, it is unclear the process by which those outcomes are arrived at, the cycle and inputs used in their determination, and the processes for approval by the greater faculty and college and business communities. Without these factors in place, the general education outcomes may not reflect the learning, knowledge, skills, and attitudes needed for students to successfully transfer or join the workforce.

1P2, S. Faculty have primary responsibility for curriculum, learning outcomes and assessment of learning within academic programs and disciplines. Determination of program outcomes is made through regular review by the Student Learning Assessment Committee (SLAC) and the Curriculum Council for evidence of learning, accessibility, adherence to best practices, and consistency with mission and institutional goals. A Co-curricular Transcript Committee separately assesses co-curricular activities and outcomes.

1P3, S. Delta College appears to have a defined process in place for new program and course development. The New Program Database is a unique strength that allows users

to track a new program proposal's progress throughout the stages of development. This may prove a useful tool to many who need to know the proposal's current progress and thereby take necessary action to ensure it moves to the next stage efficiently.

1P4, O. Delta College's curriculum design process includes a wide variety of inputs, but does not seem to include formal feedback from current students, graduates and employers of the College's graduates. Also, it is unclear how faculty feedback is incorporated into the process. The information that can be gained from these key stakeholders might strengthen the development processes.

1P5, S. Preparation required of students for specific programs and courses is determined in various ways: by matching reading, writing and math skills to the demands of particular courses; through faculty judgment; from program advisory input; during in-person advising; and from evidence such as assignments, course grades, student feedback, withdrawal rates, success measures, and historical data.

1P6, SS. Delta College publishes Academic Program Guides in their catalog to inform students of the prerequisite scores and skills, program goals, and credentials to be earned for each of its programs.

1P7, S. The College offers entering students a wide variety of services to help them select appropriate programs of study. Traditional methods include placement testing, advising and counseling services, eAdvising, and the College employees more specialized methods that include a summer Math Booster program and learning communities, for which the College has been recognized.

1P8, SS. Delta College provides underprepared students with a wide array of services including a development education program, a Bridge Program, a Structured Learning Assistance program, developmental learning communities, tutoring including online tutoring, and study groups.

1P9, S. Delta College provides many opportunities to detect and address differences in students' learning styles. The Center for Organizational Success (COS) and the Faculty Center for Teaching Excellence work together to ensure faculty are aware of these issues, and the Teaching/Learning Center assists students in assessing their own learning styles. Coupled together, these resources for both faculty and students may be very beneficial in attaining student success in the classroom.

1P10, S. Delta College provides specific programs and services such as its Food Pantry,

Delta's Closet, and Honors Program, in addition to its continuing education coursework, youth and senior work, and certification testing services that meet the needs of its variety of student groups.

1P11, S. Regular evaluation of instructional quality is reinforced by Senate Policy and is the primary means by which the College ensures the effectiveness of teaching and learning. The promotion/tenure process for full-time faculty and the Adjunct Faculty Academy for part-time faculty rely on standards which are communicated via a web portal. Evidence is gathered from classroom observations of teaching; review of course syllabi, assignments, exams and other instructor-generated materials; and sample student work. Expectations for continued professional growth result from these reviews.

1P12, S. Delta College has implemented processes which allow for an effective determination of course schedules which meet the student needs and available institutional resources. The process includes regular monitoring of enrollment, determination of available classroom and lab capacity, and analysis of student enrollment patterns as well as information obtained through student surveys. Its work in 2011 with a Scheduling Task Force and continuing student surveys allows the College to determine student needs and preferences.

1P13, O. The College has curricular and program review processes in place to present to the Student Learning Assessment Committee (SLAC) information on a program's data and feedback from students, faculty and staff; it is unclear, however, the processes in place to support the use of the SLAC's and stakeholder feedback to improve - such as timelines, who is involved, and resource allocation.

1P14, O. While the elements to program elimination or downsizing are given in the portfolio, no clear definitions of the level of changes required for the initiation of the College's Vitality Study are given. Without clear definitions of the levels of change required to instigate the Study, there may be no way to ensure that like standards are followed for all programs, and that all programs are recognized as in trouble soon enough that changes might be made to keep the program viable.

1P15, O. It is unclear whether Delta College has formal processes by which learning support needs are captured and addressed. While a variety of sources of information is listed, it is unclear by whom or in what type of cycle the learning support needs are captured and discussed.

1P16, S. Delta College has provided students with additional learning opportunities through honors programs, experiential learning, and service learning. The College has identified processes to ensure assessment of those opportunities align with the College's philosophy and mission.

1P17, O. Delta College has processes for auditing applications for graduation. Following the awarding of the degree, the College surveys graduates and reviews transfer reports from universities. The portfolio report does not indicate which if any academic departments are involved in monitoring or evaluating the graduation audit process to determine if curriculum adjustments are needed.

1P18, OO. While the portfolio describes Delta College's assessment activities and identifies those who participate in the gathering and review of learning data, it is unclear what processes are undertaken to design the College's student learning outcome assessment. No standards or expectations are defined to be used by faculty to develop their course and program assessment approaches, instruments and achievement level expectations. Without communication of these design elements and regular discussion of expected achievement levels, faculty will likely have differing expectations for student achievement of general education and common course learning outcomes.

1R1, OO. Although Delta College gathers indirect data through its Institutional Research Department, concerning course success rates, class capacities, attrition and persistence rates, it is not clear that direct, formative and summative data related to course- and program-defined outcomes for student learning are regularly collected, and analyzed. The levels of program participation in the use of employer surveys, graduate surveys, and professional certification/licensure appear inconsistent to adequately validate the quality of the curriculum. Delta College has an opportunity to complete the process of approving its Institutional Student Learning Outcomes and develop a means to measure success against those outcomes. Without direct measures of student learning that are collected and analyzed in a manageable method and cycle, it will be difficult to use the data to determine course and program weaknesses and design improvement strategies for student learning.

1R2, O. The portfolio presented data for a Quantitative Literacy Outcome project and a writing outcome student artifact assessment, both commendable projects; however, no data was given to demonstrate outcomes for the learning assessments listed in 1R1, such as course success rates, attrition and persistence rates, CCSSE results or student

transfer rates. Without this data concerning the indicators listed, and targets for achievement, it is difficult to determine how well course and general education outcomes are achieved.

1R3, O. One hundred percent of Delta College's programs have identified formal learning outcomes; however, not all have submitted program assessment data. This provides an opportunity to ensure all programs are reporting assessment data for review and improvement through the formal assessment processes and committees.

1R4, S. Delta College employs a variety of means to determine the stakeholder needs of its graduates, including graduate follow-up surveys, Advisory Boards, and licensure examinations.

1R5, S. The data presented for student success in developmental math courses demonstrates that student participation in the Student Learning Assistant Courses improved those students' success in those courses.

1R6, O. While comparative data was referred to in the portfolio concerning Developmental Education success rates and nursing students' NCLEX-RN licensure pass rates, no actual data were presented. The CCSSE data in Figure 1.10 shows Delta College student responses are not statistically significantly different from national norms. The use of specific comparative data from other institutions of higher education in key areas such as student learning indicators may prove useful in setting a context for understanding the college's own results and targets for improvement.

1I1, SS. Delta College has expended resources to support student success including becoming an Achieving the Dream member, revising orientation and college success courses, and utilizing AtD as a tool to begin dialogues between high school and Delta College faculty. The organizational change in creating the Office of Strategic Partnerships should effectively align dual enrollment and student completion. All of these improvements provide a solid foundation for future improvements in the area of helping students learn.

1I2, SS. Participation in the HLC Assessment Academy and the Achieving the Dream initiative positions the College for positive efforts in defining and implementing new assessment approaches as well as use of the assessment data collected.

AQIP Category 2: Accomplishing Other Distinctive Objectives. This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 2.

Delta College has five categories of "other distinctive objectives" designed to serve the students, campus, and community: Corporate Services, Institutional Advancement, Planetarium, Public Broadcasting, and Sustainability.

2P1, S. Delta College provides appropriate services to the community including corporate services and institutional advancement, as well as unique experiences through the planetarium, public broadcasting, and sustainability initiatives. Processes are in place for community and agency partners utilizing these services.

2P2, OO. Although the report indicates the Delta College leadership team assumes primary responsibility for decisions, the report does not provide evidence of processes used in decision-making. It is not clear what information is collected, how the information is collected and analyzed, on what cycle, and what is done to prioritize the goals articulated by the stakeholders. Without these critical processes in place, key stakeholder needs and expectations may not be fully incorporated in planning processes.

2P3, O. The College has many and varied forms of communication, both internal and external, that can relate to expectations regarding other distinctive objectives. However, the College has an opportunity to create a communications plan that clearly states the objectives, responsible area, and expected outcomes of each of the communications. This plan could either be included as a part of the Public Relations Plan or use the Public Relations Plan as a model for the Communications Plan.

2P4, S. The College has a system of assessment for each of the distinctive services. Those assessment processes involve Delta College personnel as well as public individuals, K-12 school personnel, and business advisory board members. Assessment also occurs through analysis of progress in meeting goals, historical trends, and

comparisons to other colleges and recognized agencies (e.g., Nielsen in the case of public broadcasting; the American Association College and University Presidents' Climate Action Plan in the case of sustainability; annual analysis of achievement of Institutional Advancement goals, etc.).

2P5, O. The College has implemented an organizational structural change to address needs in institutional advancement; however, it appears that recommendations for improvement are determined at the administrative level. Additionally, there is no information related to professional development or instructional design needs for faculty regarding integration of sustainability themes within the academic curriculum. Utilizing a continuous improvement model, the College may benefit by determining and documenting strategies which are purposeful and systemic, and which provide useful data for decisions related to employee needs.

2P6, O. It is unclear whether Delta College purposefully and systematically collects feedback from faculty and staff. Doing so can provide valuable information for improving these processes and objectives.

2R1, S. Delta College utilizes participant surveys, national databases, and a review of K-12 curricular needs. The Sustainability Tracking and Assessment Rating System (STARS) and A Climate Plan are used by the College to define current programs, identify future initiatives and measure progress of sustainability efforts. A tool to collect student feedback of sustainability-related courses has been recently developed.

2R2, O. The College has identified some key performance indicators for its five objectives; however, results in 2R2 do not include all of the measures described in 2R1, such as Corporate Services' program participant feedback from its database and results from large ongoing projects; and the Planetarium's results of surveys of participants and the K-12 public school teachers. Data provided in the portfolio (Fig.2.1) indicates a decline in revenue and participants in corporate training. Similarly, revenue and participation in Foundation and Planetarium initiatives have declined. There is no information provided to indicate the College is addressing the decline through improvement processes; therefore, the College may consider improvement initiatives which include processes focused on the long term viability of its distinct and unique objectives.

2R3, O. Delta College has made progress toward developing comparative measures

with other colleges particularly in the areas of institutional advancement and sustainability. The College has begun using national resources such as the Workforce Training Benchmark Project, Voluntary Support of Education Survey, and the ACUPCC Progress Report, but has not indicated how comparative resources outside of education are utilized for other initiatives such as public broadcasting, or the use of educational partnerships such as the planetarium. Careful analysis of the college's own trends and others may prove invaluable to the institution's continuous quality improvement efforts related to its objectives.

2R4, O. Delta College reports anecdotally that results in this category strengthen the institution and enhance its relationships with communities, but these claims are not borne out in results presented which consist of revenue data that is holding steady, or in some cases, declining. The College exhibits an understanding of the value distinctive operations have on the mission of the college; however, there is no indication that the College is using the data in determining how to continue the initiatives for the future. The College has an opportunity to strengthen the relationship with the community and with educational partners through improved alignment of distinctive operations within the full aspect of the college's vision and mission.

2I1, S. The College has exhibited aspects of a quality institution through adjustments implemented in its distinctive initiatives. Resource allocations, organizational restructuring, and targeted strategies, such as the website analysis and identification of a "needs list"; the fast-start program which garnered regional and national recognition; the electronic scholarship process which increased applicants and recipients; and, a 23% reduction in electric usage and 28% reduction of natural gas usage since 2010 indicate Delta College has used the information obtained to adjust its processes.

2I2, O. The College recognizes that changes in the economy impact corporate, K-12 schools, and community opportunities to support the College's distinct objectives. However, the portfolio does not identify what continuous quality improvement approaches it employs to examine its processes and determine areas for greater efficiency.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs. This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder

identification; student and stakeholder requirements; analysis of student and stakeholder needs; relationship building with students and stakeholders; complaint collection, analysis, and resolution; determining satisfaction of students and stakeholders; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 3.

Delta College understands its primary competitors, other institutions and corporate training, as well as its stakeholder expectations including meeting the goals of students and the community.

3P1, S. Delta College utilizes a variety of appropriate measures to identify the needs of its constituents – academic and lifelong learning students, corporate clients, community residents, K-12 districts, transfer colleges and universities, employers and government agencies. The use of nationally recognized assessment tools as well as internally designed instruments and monitoring methods provides the College stakeholder data.

3P2, O. Delta College has an opportunity to capitalize on the new Dean of Enrollment Management position by fulfilling the goal to develop, evaluate and assess the outcomes of a comprehensive student retention plan. Implementing this plan may provide many opportunities to build and maintain relationships with students, with the goal of increasing student success.

3P3, S. Delta College has processes which provide the College with information for decisions and planning to meet constituent needs. Reports are provided to the administration on a regular basis from the different departments and divisions. The College utilizes program advisory committees, K-12 partners, and American Society of Training and Development (ASTD).

3P4, O. While Delta College hosts several competitive events for its high school students, it is not clear what the College is doing to foster its relationships with its enrolled students. The College has the opportunity of using its CCSSE data to design specific actions within the classroom and through student learning support services to strengthen its relationships with current students.

3P5, S. The College's Institutional Research Office, division of lifelong learning and departments within the College have defined and implemented processes to address potential new credit and non-credit program development which are appropriate for the mission of Delta College.

3P6, O. Delta College has traditional methods of obtaining student complaints, such as

course evaluation, surveys, and suggestion boxes; however there is no indication of complaint processes or documentation of such for employees, and only minimal opportunities for community members. With consideration of decreased funds provided to the Foundation, lower participation in the use of the Planetarium, and Corporate Relation, the College might benefit from implementing a process to ensure that the constituent base of the College has a means of providing Delta College leadership with formal complaints.

3R1, O. While Delta College does participate in the Community College of Student Engagement (CCSSE) and offers internal surveys of student satisfaction with support services, it is unclear whether a comprehensive student satisfaction survey is used. The CCSSE provides student engagement data, but a more direct comprehensive assessment of student satisfaction that allows for national benchmarking as well as segmenting into focus area may help the College better understand students' levels of satisfaction and meet student needs. Additionally, it is not clear what means for determining community, transfer colleges and university, and employer satisfaction with Delta College's educational services.

3R2, OO. Student satisfaction measures are broad and reflect an array of services Delta College provides. Efforts to a) drill down and segment data and b) compare across the results may enable the College to contextualize these results to larger cross-functional themes or frameworks, and determine actions to improve college performance.

3R3, S. Delta College's CCSSE results show that students perceive they have better quality relationships with other students, instructors and support offices than like-institutions and national cohorts.

3R3, OO. The College utilizes CCSSE to obtain data for student satisfaction with relationships with and within the College. However, the portfolio report indicates in 3P2 that processes regarding student relationships include a number of activities, and no reference is made to utilizing CCSSE data. Further, there are no results provided regarding assessment of effectiveness, participation, or utilization of the activities listed in 3P2.

3R4, S. Delta College's millage results and increases in memberships and donations for the Public Broadcasting Division indicate strong community support. In addition, the Corporate Services Division was recognized in 2012 by the Great Lakes Bay Michigan

Works as Partner of the Year for providing the Fast-Start Training program. This program was also recognized in 2014 at the State of Michigan Governor's Economic Summit with the Connect Award. These results indicate the College has built strong relationships with its key community stakeholders, which provide a solid foundation for leveraging future improvements.

3R5, O. While the portfolio presented several avenues for monitoring stakeholder satisfaction with Delta College's educational services, no actual data or trend data was reported in the results sections concerning the satisfaction of lifelong learners and corporate clients, student course satisfaction, and graduate and employer satisfaction with graduates' preparation. Without these key results, it is difficult for the appraisal team to determine the levels of stakeholder satisfaction or whether improved results have occurred with College initiatives.

3R6, O. The portfolio does not present stakeholder satisfaction performance data compared to other educational institutions (CCSSE measures student awareness and participation data, not satisfaction data, rather than satisfaction with services). Without comparative data, it may be difficult for the College to put its performance in context with national colleges and its competitors.

3I1, O. Delta College makes a concerted effort to gather data to assess its stakeholders' satisfaction levels and needs. With these efforts comes the opportunity to expand upon some goals already put in place, including the development of a comprehensive student retention program leading to goal attainment. Development of this program will allow the College to analyze data to better meet student needs and help them realize their educational goals.

3I2, O. Delta College's culture of data-gathering and inclusiveness provides a foundation upon which to build processes to segment and analyze stakeholder data to identify areas for improvement, design strategies for improvement, and select measures to assess progress towards their targets.

AQIP Category 4: Valuing People. This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and

characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 4.

The ways in which Delta College demonstrates that it values its people are aligned with the college's strategic plan.

4P1, S. Delta College relies on comparisons with like-organizations and a shared position description template to document core competencies for faculty. The template was developed through collaboration between faculty and academic administrators.

4P2, S. A number of verifications are in place to ensure that selected candidates for vacant positions possess the knowledge and skills required of those vacancies. Demonstrations are appropriate to the nature of certain positions, such as teaching demonstrations for faculty and open forums for executive leadership.

4P3, S. Delta College has a recruiting process that includes various advertising practices. The College indicates that it uses a multidimensional process for employee retention that includes equity in pay and benefits and recognition and rewards for exemplary work.

4P4, O. While Delta College mentions a year-long employee orientation program for new employees and an Adjunct Training Academy for adjunct faculty, specific processes and activities through which new employees are oriented are unclear. Orientations for adjunct faculty are department-specific and appear to vary in format and emphasis. Further consideration might be given to using a common framework to ensure greater consistency in how adjunct faculty are oriented, regardless of discipline, to the mission and core values of the college.

4P5, O. Delta College has identified some aspects of employee continuity planning; however, the portfolio does not provide clarity on these processes. For instance, succession planning for division chairs appears to be a routine rotation system, and selection criteria are not clearly defined. The College recognizes a need to develop a more complete succession planning process, particularly for senior administrative positions.

4P6, S. In designing work processes toward greater efficiency and productivity, Delta

College has engaged in process mapping from its partnership with the Continuous Quality Improvement Network (CQIN). The College has benefitted from the work of cross-functional teams of subject matter and process experts in areas ranging from course scheduling to payroll.

4P7, S. Delta College has implemented appropriate processes regarding employee and student conduct including whistleblower policies and training on employee-related regulations, policies, and procedures. Additionally, students can utilize an online reporting system to address infractions in student conduct. Operational audits are established regarding financial operations.

4P8, O. The College does not appear to have defined processes to capture the training and professional development needs of its personnel; while yearly performance reviews include personal development plans, it is not clear that processes are in place by which individual goals roll up to institutional training programs. Without these processes to capture individual training needs, it may be difficult to ensure that employees can contribute fully to achieving institutional strategic goals.

4P9, S. Delta College provides a variety of training and professional development options for employees. The Center for Organizational Success (COS) provides a useful channel to assist employees in developing professionally to fulfill common institutional goals.

4P10, S. Delta College has defined processes in place for the evaluation of employees which were developed from input from faculty and labor organizations. Delta College's evaluation system for full-time faculty was recently updated by its Senate and Board of Trustees to focus on faculty responsibilities, teaching effectiveness, professional development, and community service and how these align to strategic focus areas of student success and community. Further, a Performance Management System for professional and support staff, developed through a consultant, requires individuals to identify goals and professional development plans which align to department and college goals.

4P11, O. Although Delta College has compensation and benefit processes in place, as well as several employee recognitions, it is unclear how these align to the college's objectives for instructional and non-instructional programs and services. Articulation of these connections may help identify opportunities to strengthen compensation and

benefit design processes and/or expand employee recognition awards in order to better achieve the college's overall objectives.

4P12, S. Delta College's recent administration of the Personnel Assessment of the College Environment (PACE) Survey has provided valuable information for the College in determining key issues related to the motivation of faculty, staff and administrators. Discussions of PACE key issues among employees resulted in expanded professional development opportunities.

4P13, S. Delta College offers several resources to provide for the health, safety and well-being of its employees. The College has developed a crisis management plan, a crisis communication plan, a behavioral intervention review board, and numerous professional development programs related to health and safety. Employee assistance is offered in a free and confidential manner 24 hours a day/365 days a year through LifeWorks.

4R1, O. While the 2011 results from the Personal Assessment of the College Environment (PACE) survey place Delta College in a Consultative management level, no explanation is provided to contextualize this rating in terms of Delta College's overall strategic goals and plans for employees. Without analysis of and reflection on results in terms of employee demographics, professional development plans and so on, it may be difficult for Delta College to ensure that all employees have a strong sense of the institutional culture and values, participate in professional development, and contribute to the life of the college.

4R2, O. Delta College relies on PACE as the primary source of measurement in Valuing People. In addition to these results, employee persistence and performance-based raises are examined. However, comparative analyses of PACE data, for instance identifying items with the highest and lowest means in comparison to national data, are not presented, and it is difficult to contextualize the significance of raises when retention rates are consistently high and there are few differences among employee groups in the percentage increase in annual raises. Drilling down into the PACE data and discussing other sorts of data will allow Delta College to identify areas for improvement and design strategies to affect change in this category.

4R3, S. Data on employee productivity is reported in the form of employee performance appraisals and tenure/promotion advancements and utilization of professional

development allowances. Each metric appears to be well-supported by common criteria such as the application of knowledge, effectiveness of communication, problem solving, and the propensity to engage in professional development.

4R4, S. Delta College exceeds the norm baseline on all four areas of the PACE survey: Institutional Structure, Supervisory Relationships, Teamwork, and Student Focus. Administering the survey on a recurring cycle allows for longitudinal analysis and identification of trends. The College will be able to establish benchmarks through the continued use of the PACE instrument.

4I1, S. The annual Student Success Summit, the use of the PACE survey and associated data, and the creation and use of the Center for Organizational Success (COS) provide a foundation for Delta College. The continued and expanded use of data and information obtained from these activities will be critical in the future.

4I2, S. Various Delta College committees identify needs, set improvement goals, and assess results in Valuing People. Matters that reach the level of policy change are reviewed and prioritized by a cross-functional Senate Executive Board, representative of all major employee groups. Importantly, since 2009 support staffs have become part of this process, which has improved morale and fostered feelings of value.

AQIP Category 5: Leading and Communicating. This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 5.

Shared governance is highly valued by Delta College including communication through established channels as well as a culture of employee responsibility to the institutions governance.

5P1, S. Delta College utilizes input from students, employees, administration and the public in the development of its mission, vision, and values statements. Periodic reviews are held through the College's strategic planning process which includes the public and

all employee groups. Identified adjustments are presented to administration and Trustees for determination of adopted changes. The Executive Council reviews any amendments, and the Board of Trustees approves the strategic plan on an annual basis.

5P2, O. While Delta College processes involve environmental scanning, resource allocation and resource development, it is not clear what process steps are taken by which leadership sets the organizational direction aligned with the College's mission.

5P3, O. The College has initiated processes to collect data such as the use of Clarus Group and SEM Works, but the portfolio indicates only that the results of these collections processes are reported to employee groups. No details are presented as to how the collection process aligns with the needs and expectations of students and stakeholders. A systemic approach to utilization of the results is needed to ensure there is support for change, reduction in the risk of departmentalization of input, etc.

5P4, O. Delta College has structures in place which provide for communication, decisions, and responsibilities in Communicating and Leading the College. The strategic planning and budgeting process is led by the president, director of planning, and a planning and institutional effectiveness committee; however, the portfolio does not indicate the role of the Trustees in seeking future opportunities. The portfolio describes typical responsibilities carried out by individuals, but does not describe how they guide the College towards future opportunities, the processes they employ, or the means by which these individuals carry out their leadership roles to advance innovation. Carefully using the visioning stage of the college's strategic planning process, as indicated in 8P1, may help ensure these efforts are strategically aligned and future opportunities are identified.

5P5, O. Delta College has been recognized regionally and nationally for having an inclusive governance system, yet the overarching process or processes by which Delta College weighs various options, prioritizes actions, and makes decisions from available data are not articulated and appear informal. The College has communication linkage between the various committees, councils, and the Board within the College structure, but it is unclear how the committees are composed, what inputs are used by each group for its decision-making, and what steps are in place for approval processes such as for new program, personnel and curriculum decisions. Without identified criteria or measures, the College could find decisions may be reactionary, political, or at least perceived to be such, and decisions may not align to the College's strategic directions,

resource availability or be transparent to the College community as is appropriate.

5P6, O. Delta College collects relevant data from numerous sources. The use of the data is not clearly defined other than to list the office, committees, etc. which have access to the data. It is unclear how this data is organized, segmented and/or aggregated and what processes are used by leadership to make decisions and set organizational direction or if there are defined benchmarks, targets, or indicators which the College has established in order to effectively utilize data. There may be an opportunity for improvement in its use of data and information in decision-making. Without defined processes, the various councils and committees may make decisions based on varying criteria, inputs and processes.

5P7, S. Delta College utilizes a variety of traditional and electronic means of communicating. A SharePoint portal has recently been implemented for use by employees which is a means to access departmental processes and forms, and allows for dissemination and collaboration on shared documents. The College provides information to its internal community members in a variety of ways including a daily e-newsletter, monthly shared governance meetings, all-staff email lists, and regular departmental meetings.

5P8, O. College leaders utilize formal and informal methods of emphasizing the mission of the College including the use of newsletters and meetings as well as committees, orientation processes, and posting of the mission; however, the messages may benefit from being aligned across campus activities. An overall communication plan may provide a more formalized process of communication planning and reinforce the message being distributed. Although the president and executive staff clearly demonstrate leadership in the form of public forums, meetings, and a respect for Delta College's shared governance process, the portfolio does not address how or which characteristics of high performing organizations Delta College champions or the methods used by the College to reinforce their application and use.

5P9, SS. Delta College's Senate, faculty promotion process, and Center for Organizational Success all serve to encourage, develop, and strengthen leadership abilities among college employees. Faculty members have advanced through the leadership processes toward more responsible positions of leadership within the college. The Human Resources Department offers leadership training on a semi-annual basis. To mark its transition from a teaching-centered to a learning-centered institution, Delta

College provides Fall Learning Days, three days of intensive programs and events for all employee groups to share in leading and learning

5P10, O. Leadership succession is a common concern among colleges, and Delta College has shared that a formal leadership succession plan has not been developed. Although leadership opportunities exist within the College (5P9) the need for a formal succession plan is critical. The College may also benefit by identifying specified sequential order of positions that are designated as acting-president in the president's absence. At a minimum a regular review of administrative position descriptions might be completed to ensure that the Delta College mission, vision, and values are identified and appraised as part of the experience and qualifications of those in leadership positions.

5R1, O. The College's use of PACE and CCSSE allow for trend analysis as well as benchmarks for contextualizing results; however, the report provides no evidence that expectations or attitudes toward communication, knowledge of the mission, vision, and values are determined. It is unclear how measures for leadership are indexed through the use of the PACE and CCSSE Surveys. The College may consider assessing employee performance feedback processes, and develop internal measures of employee knowledge of vision and planning achievements, etc. as methods of improving communication and awareness of the College's future. The College has an opportunity to follow leadership effectiveness through institutional indicators that are tied to strategic goals such as completion rates, area economic development, dual enrollment, and on-line enrollment as well as the measures of College initiatives and methods of collecting external stakeholders' perceptions of the College's effectiveness.

5R2, O. Delta College reports PACE survey results reveal it as "high consultative"; however, the portfolio response does not interpret or contextualize this result or state how the institution will use it to identify opportunities. While Delta College indicated it measures leading and communicating via the PACE Survey and the CCSSE survey, results were only provided for the PACE Survey. There is an opportunity to develop more qualitative assessments of leadership through regular evaluation of leadership at all levels. With only PACE data cited as a measurement of Leading and Communicating, and no results shared in the portfolio from the PACE survey concerning the communication items, it is difficult for the appraisal team to determine the effectiveness of the College's system and process performance in these areas.

5R3, O. Delta College's performance results from the PACE Survey indicate employees

rate the College higher than benchmark institutions; however, CCSSE benchmarks were identified in 5R1 as another measure for which data could be gleaned from the student perspective. Careful review of these data may help ensure students' perspectives are considered when making decisions related to Leading and Communicating. The College may benefit from further analysis of the results of the PACE survey as well as utilizing information from other instruments to determine how the College compares to peer institutions.

5I1, S. Delta College has made progress recently to improve the Leading and Communicating category. Continuing the use of the PACE Survey may prove invaluable as the College addresses future processes and performance for leading and communicating are both systematic and comprehensive. The College has committed resources such as the addition of a support staff position to Senate Assembly, implementation of the PACE survey, reorganized the director of HR position, and added a COS manager in order to address improvement initiatives. The systematic alignment of AQIP actions plan to strategic planning may help the College address its comparatively lower score on the Institutional Structure item of the PACE survey.

5I2, O. While the College has structure that allows for identification and communication of improvement, there is no indication that the structure has been effective. The portfolio indicates that improvement needs can be identified and addressed; however, it does not provide information as to whether that has actually occurred.

AQIP Category 6: Supporting Institutional Operations. This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 6.

Delta College considers its four strategic focus areas as all supporting institutional operations, student success, community focus, resource effectiveness and sustainability, and people focus.

6P1, S. Delta College identifies student educational support needs through the Community College Survey of Student Engagement (CCSSE) in addition to other

feedback from students, including phone call logs. Changes in support services have resulted from analysis of this information and data.

6P2, O. Delta College has some formalized processes in place for collection of requests, utilization of master plans, and customer feedback/response information; however, the processes appear unsystematic and it is unclear how they are used to anticipate administrative support service needs. Clarifying and creating more systematic processes may help the College better anticipate support service needs and align plans with the overall strategic plan of the institution.

6P3, S. The College has implemented a Crisis Response Team, developed a Crisis Communication Plan and Behavioral Intervention Review Board Handbook, and reviews those plans, training programs, and emergency drills regularly. In addition, the Facilities Management Division has appropriate processes in place for communicating safety aspects as well as regular updates of records, manuals, and associated information.

6P4, S. Key student, administrative and institutional support service processes are managed through a proactive approach reviewing collected feedback and implementing revisions when a need for improvement is indicated or changes occur. Multiple means of communication are used to ensure that all segments of the College are regularly updated and any concerns are addressed.

6P5, O. While Delta College utilizes key performance indicators and has implemented the Bright Ideas program, it is not clear how the College documents these processes. Focusing on the outputs of a process differs from capturing the steps and inputs to a process; documenting its processes might foster greater knowledge-sharing and efficiencies.

6R1, O. Measures used to assess student, administrative, and institutional support service processes appear to be defined by each area independently. It does not appear that Delta College assesses programs in a standardized way or relies on pre-defined measures based on agreed-upon targets or strategies such as customer satisfaction, function or performance, impact, or efficiency. Clarifying these measures across areas, setting targets for improvement, and benchmarking results may prove beneficial to Supporting Institutional Operations and achieving the College's strategic plan focus areas.

6R2, O. Delta College has made improvements in on-line course delivery, reduced wait

time for many student services, and established a student orientation system; however, it is unclear how results reported in the portfolio are aligned with key processes such as those for identifying support needs of students and other stakeholders and those for identifying administrative support needs of faculty, staff and administrators. Clarifying how results and measures relate to these key processes may allow for deeper analysis including benchmarking, which may in turn result in greater improvements in this area.

6R3, O. The College identifies many measures of support processes such as student satisfaction with finance, cashier and student services; wait list enrollments; sections offered; prerequisite waivers; deregistration for non-payment; E-learning use of students' satisfaction levels; grades; and progress reports for special populations. However, these results are not provided in the portfolio. Without these data, it is difficult for the appraisal team to determine the effectiveness of the College's support processes.

6R4, S. Delta College has several mechanisms in place to ensure key student, administrative, and institutional support areas use information and results to improve services. These include such mechanisms as tracking financial aid data to improve processing efficiency; a virtual lobby to decrease student wait time for services; tracking course registrations, fill rates and waitlists to enhance schedule efficiencies; and utilizing a dashboard for all employees that provides quick at-a-glance progress toward goal attainment.

6R5, O. Although Delta College has received awards and recognition for its work on financial management and student leadership, the portfolio provides minimal data which supports comparison of other institutions specific to College operations. The portfolio mentions the use of dashboards and benchmarks, but those results are not supplied. Without trend and comparative data, it is difficult for the appraisal team to assess the College's performance in its educational and institutional support processes.

6I1, S. The implementation and use of Pioneer Prep, the tuition payment plan, and changes to the cafeteria are evidence that Delta College is making adjustments in Supporting Institutional Operations.

6I2, O. Although the culture at Delta College clearly values interaction and welcomes new initiatives and improvement opportunities, no mention is given to how the College actually carries out such initiatives, what type of information it looks for, how it weighs competing ideas, and so on. Further, while the portfolio references use of industry

benchmarks, data are not provided which would suggest the College systematically or culturally utilizes those benchmarks in a continuous improvement model. Systematically reviewing the College's processes, clearly identifying measures, and reviewing those results both against the College's own performance and those of others could provide a solid foundation for making improvements in Supporting Institutional Operations.

AQIP Category 7: Measuring Effectiveness. This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 7.

Delta College takes seriously the call to action regarding the collection and use of data to drive its decision-making. It reports significant changes in the area of Measuring Effectiveness since its last review.

7P1, S. Delta College has expanded its use of dashboards and developed a number of reports for use by employees on its web portal. This improvement empowers employees to assume responsibility for data accuracy and communication. Importantly, Delta College's selection of performance indicators is grounded in recognized frameworks, such as the Core Indicators for Community Colleges, the Voluntary Framework of Accountability, and Achieving the Dream.

7P2, S. The College identifies specific data elements for academics through program review results. Further, the College dashboard is available through the College's portal and additional reports are provided to trustees as well as the public.

7P3, O. Delta College has identified three primary measures of its financial health: positive fiscal position, a board-approved fund balance level, and a positive cash flow throughout the year; and what technology it employs to store and sort data. However, it is unclear how the College addresses the areas in the Item 7P3 prompt. Without a description of the processes used by the College to determine the needs of its

departments and units related to the management of data, it is unclear how those needs might be met.

7P4, O. Delta Data for Decisions is in the first two tiers of implementation. The College utilizes a variety of methods for collecting and sharing information; however, it is unclear how these are analyzed and shared at the institutional level. Without clear processes and assigned responsibility for analysis, the data and information collected may not result in improvement efforts tied to College performance and targets. Fully implementing the top tier of Delta Data for Decisions may prove useful to these efforts.

7P5, S. In recent years, Delta College has made efforts to compile comparative data from other institutions through national benchmarking efforts including the National Community College Benchmark Project and Achieving the Dream. Financial comparisons are also made through Michigan ACS reports and are used to gauge budgetary decisions and flag policies and procedures in need of amending.

7P6, O. Delta College indicates the strategic planning process requires all areas of the College to determine annual goals and objectives that fit within the established plan in alignment with the budget process; however, a clear description of the actual processes is not provided. For instance, the College indicates the use of a dashboard as a common reporting mechanism, but that information collected from surveys is used for decisions. It is not clear if the limited access to the dashboard restricts use of the information resulting in continued use of surveys or if the survey information is not included in the dashboard. Clarifying how results are systematically reported and used in decision-making may help ensure decisions are not conflicting or ineffective.

7P7, S. Delta College has a defined system in place for ensuring the accuracy, reliability, and security of its data. Three internal committees, each with a different composition and sphere of influence within the institution as well as an IT contract administrator have clear roles and responsibilities (Figure 7.3) and work together to resolve system security issues.

7R1, O. Although the satisfaction with Ellucian's management of response to issues is commendable, the portfolio does not provide evidence of the College's approach and satisfaction with the overall data system such as clarity of reports, accessibility of reports, ability to drill down into data, accuracy of data, explanation of data source, etc. Without looking at the perceptions of the wider audience of IT stakeholders, it may be

difficult to anticipate their needs and best support them in their work to accomplish institutional goals.

7R2, O. Limited evidence and results are provided for Measuring Effectiveness and how it meets the College's needs in accomplishing its mission and goals. The College may have an opportunity to build a more comprehensive system to accomplish this and provide accurate measures of its performance.

7R3, O. Delta College only minimally addresses comparing itself to other Colleges and institutions in the area of Measuring Effectiveness. Satisfaction with Ellucian services is commendable, but no reporting of VFA data is provided nor are results of other aspects of data information such as satisfaction with the College's dashboard. The search for and location of like-Colleges may prove helpful to Delta College as it determines best practices of other like institutions and is able to adopt and/or adapt such practices to its own use.

7I1, O. The College's response addresses aspects of the College such as auxiliary services and sustainability that are not discussed in the process or results sections of Measuring Effectiveness. This is an indication that the processes are departmentalized and improvement is departmentalized as well. While improvements have been made, Delta College has an opportunity to systematically measure and address institutional effectiveness across the College as a whole.

7I2, O. Information provided in the Portfolio reinforces that Delta College appears to be in the initial phase of developing and implementing a systematic approach to data collection, analysis and reporting; however, the College has an opportunity to ensure departmental and strategic goals are aligned across the institution. Systematically measuring institutional effectiveness across the College as a whole may allow for greater depth of analysis and strategic improvement in Measuring Effectiveness.

AQIP Category 8: Planning Continuous Improvement. This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve

these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 8.

Like all higher education institutions, Delta College is challenged with diminishing budgets and focuses on its role of aiding in economic revitalization to drive decisions regarding improvement and budgeting.

8P1, S. Delta College has a strong four-phased strategic planning process, which includes visioning, development, deployment and review. This process provides a solid foundation on which to base all its planning efforts. The process is well-articulated and appears to serve the College well. The process is led by the strategic planning and Institutional Effectiveness Steering Committee to ensure the planning activities are aligned.

8P2, O. & 8P3, O. Although Delta College has identified eight strategic initiatives, as well as its AQIP action plans, is unclear how these were selected. The College has an opportunity to improve alignment of planning practices and systemic data analysis initiatives.

8P4, S. Delta College disseminates the strategic plan horizontally to all budget groups, and supporting plans are developed within each group. Further, budget group leaders submit action plans to the planning committee for review and approval. Supervisors also work with employees to set individual key performance indicators and goals which are incorporated into year-end appraisals.

8P5, S. Delta College develops measures as part of its planning processes, using internal stakeholder input from the senior administration and from the Strategic Planning and Institutional Effectiveness Steering Committee, as well as from national best practice information gathered through the College's involvement in national initiatives.

8P6, S. Delta College's Strategic Plan Booklet explains how new initiatives align to focus area and how the Budget Cabinet operates to prioritize allocations and maintain two-way communications with faculty and staff. The process is driven by environmental scanning and reflections on progress and outcomes by the Strategic Planning and Institutional Effectiveness Steering Committee and Executive Council. The Board of Trustees reviews and reaffirms the college's strategic plan annually.

8P7, O. The College has processes in place regarding financial risk assessment, especially considering the economic climate of the area, and has identified a need to

address technology risk. It is not clear how risk is assessed in other areas where possible threats could arise, such as in student affairs, academic affairs, financial aid, and with campus events.

8P8, O. Professional development opportunities offered by the Center for Organizational Success (COS) are created based upon examination of annual goals from each department and through consultations with frontline supervisors and the COS managers. However, exactly how multiple training needs are prioritized is not specified or how the COS and professional development allowances (PDA's) for employees work together.

8R1, O. The portfolio presents the measures Delta College follows for the four goals of student success, community focus, sustainability and people focus; however four of the items listed in Figure 8.2 as measures are means of gathering data not actual measures (i.e. CCSSE, Crime Reporting, PACE, Carbon Footprint). Additionally, no measures or indicators are listed for the institution's 8 initiatives or the 16 projects currently underway. Addressing the "what" prompt of this question in a more complete way would better enable the appraisal team to understand the institutional and project measures it tracks.

8R2, O. Delta College has implemented several changes in support of its strategic initiatives; yet no data is presented to address the data requirements tied to the college's organizational strategies and action plans. Selecting measurable performance indicators may prove helpful in identifying progress and/or re-evaluating strategies to achieve desired results.

8R3, O. No data is presented for the measures and indicators the College follows to assess its performance, and the effectiveness of the action plans listed in the portfolio. Without this key data, the appraisal team is not able to understand the College's performance in its key processes and strategic goals. Identifying specific targets through trend and comparative analysis may help ensure action plans move the institution toward the desired level of achievement.

8R4, S. Delta College is beginning to assess its performance relative to state or national benchmarks and peer institutions. While results are presented for only two areas of Delta College's four focus areas (student success and people focus), community focus and sustainability are absent from this response. The results indicate that the college is performing as well as or better than comparison institutions.

8R5, O. Delta College provides some evidence for the effectiveness of its planning

processes including recognition from reviewers of the GFOA Distinguished Budget Presentation Awards Program; however, clear measures for measuring the effectiveness of planning processes have not been identified. The College has identified a need to develop a rubric to evaluate the planning process so that improvements can be made in a consistent manner.

8I1, S. The College has worked to systematically align its strategic planning and AQIP processes to ensure better alignment and eliminate duplication of effort. Inclusion of project champion presentations to the Strategic Planning and Institutional Effectiveness Committee appears to help guide champions in achieving their project goal. Further, mid-year and final strategic planning results are published for the entire community to review.

8I2, O. Although the Portfolio response indicates a culture that has become increasingly data- informed, the responses do not reflect a strong culture of data-gathering, analysis, and communication. The College has an opportunity to strengthen the effectiveness of planning by utilizing the data sources in which it invests resources, minimizing the departmentalization of the information, and aligning the data with the institutional planning processes and address its financial constraints and declining enrollments.

AQIP Category 9: Building Collaborative Relationships. This category examines the institution's relationships – current and potential – to analyze how they contribute to the institution accomplishing its mission. It examines the institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, and building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for **Delta College** for Category 9.

Delta College builds collaborative relationships with other community colleges, key stakeholders within the community, and within the institution via its strong focus on shared governance.

9P1, O. Delta College has identified its collaborative relationships within the school districts, other technical schools, projects and community. However, from the evidence provided there is no formal process that has been identified to utilize a formal model to create, prioritize, and build collaborative relationships with these institutions. Without

these processes in place, key partnership relationships may lack standardized steps such as evaluation that can lead to stronger relationships.

9P2, O. Priorities for building collaborative relationships are based on Delta College's mission, vision and strategic planning process, as well as feedback from advisory boards, a small business center, and other constituencies. It is not clear, however, how Delta College uses this information to guide the creation of new partnerships or how the various sources of information are used in an integrated fashion.

9P3, O. It is unclear what relationships, process, or information is collected to determine the effectiveness of these relationships and services to students. It is not clear from the evidence provided how relationships are developed, how expectations are created, who is involved in setting expectations, or what processes are used to evaluate the effectiveness of these relationships. Considering the recent decline in population and economy for the College's service area, it might be prudent to develop processes which would annually determine effectiveness and efficiency of partnerships.

9P4, O. The College follows the guidelines for procurement of supplies and services; however there is no clear articulation of specific examples or overall plan regarding prioritization of relationships.

9P5, O. Delta College clearly has relationships with education associations, external agencies, consortia partners and the general community, but it is not clear how data informs the development of these relationships and what process is followed to develop and evaluate them for fulfillment of the College mission and strategic goals. A defined, institutional approach to identifying, prioritizing and building partnerships might develop relationships that involve frequent interaction with constituents as well as more formal two-way communication methods that can be used to capture partner input.

9P6, S. The College identifies meeting varying stakeholder needs by gathering feedback and evaluations from both internal and external stakeholders in the forms of surveys, employer feedback, committee recommendations, and internal assessment results. The College then makes changes in the structure and content as appropriate and feasible.

9P7, O. There are multiple methods of communication taking place throughout the institution, but there is no overall communication plan to ensure that everyone within the institution knows what is happening. The College has an opportunity to develop an institution-wide plan and process to assure integration and communication for creating

and building relationships between and among departments and units.

9R1, S. The College has developed indicators to measure the participation rates in experiential learning opportunities for its students. When analysis was performed on data involving co-operative education participation of both students and employers, resources were applied to address the problem, and data show an increase in participation.

9R2, OO. The Delta College high school penetration data provided do not indicate a positive trend for penetration the past six years; yet no reasons or analyses are given for this. Since high school penetration is listed as an indicator for measurement of its collaborative relationships with secondary schools, analysis of the data should be routinely performed and the results shared within the portfolio.

9R3, O. It is unclear whether the reported level of performance has been sustained over time or how the results compare to other organizations. The College has an opportunity to research best practices of other like higher educational institutions in measuring and comparing results for Building Collaborative Relationships. The recent administrations of the PACE survey is one such example that can be used to further understand and meet the needs of internal relationships

9I1, S. Delta College is engaged in internal improvement efforts which foster and strengthen its relationships with external stakeholders and partners. Most notable are website/portal improvements and purchasing process improvements, which provide indirect support for external partners – in addition to Senate and committee refinements, which provide indirect support for internal employees. Additionally, the use of the PACE assessment will provide Delta College with information which can assist in identifying specific improvement areas to improve internal relations.

9I2, S. The College continues to grow and strengthen its shared governance system and continues to participate in AQIP and CQIN to assist faculty, staff, students, and community members to be a part of the culture and infrastructure.

Accreditation Evidence Delta College

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's Criteria for Accreditation and Core Components, or that it may face difficulty in

meeting the Criteria and Core Components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

The team determined that the evidence for 2D in reference to Delta’s Senate Policy on freedom of expression and pursuit of truth needs to be strengthened and clarified as is commented in the evidence comments section of the report.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X	X	X	X	
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X		X	X
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X			
Unclear or incomplete.					

Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.	X		X		
Adequate but could be improved.		X		X	
Unclear or incomplete.					

1P1 & 1P2. HLC Core Component 3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

Evidence is strong, clear and well-presented.

- Delta College has a Senate Policy that supports its commitment to general education.
- Delta College has identified 10 general education areas: reading, writing, communicating effectively, critical thinking, AAUI (assessing, analyzing and utilizing information), technology, quantitative literacy, personal wellness, civic engagement, and diversity and global citizenship.
- Delta College’s Curriculum Council is accountable to the Academic Vice President and Dean of Teaching and Learning and has the responsibility to examine student and community needs in light of the college’s mission, vision and values, and to ensure coherence of curriculum to goals.
- Delta College’s learning objectives development and assessment processes represent broad involvement of internal stakeholders. Multiple inputs (faculty, advisory boards, accreditation standards, and professional associations) support the currency and efficacy of the annual program review process.
- The majority of Delta College’s new students take placement assessments in order to determine prerequisites for many classes and to identify and counsel developmental education students for appropriate placement. Admissions, Counseling and Advising, the Registrar or faculty use these scores when interpreting placement policies to guide students toward courses matched to their ability.
- Delta College provides counseling and advising services via face-to-face meetings and online. eAdvising is an online advising component available at all times through the

internet where students can access advisors to have questions addressed within 48 hours. Advisors are also available to assist students on a walk-in basis.

- The Teaching/Learning Center evaluates the input from faculty, staff and students regarding need for workshops, classes and tutor supplemented instruction. The Center also evaluates services for continuation, addition or discontinuation.
- One of Delta College's general education outcomes is the ability of students to Access, Analyze and Use Information. This is assessed in individual courses and assures that students are being instructed in the proper use of research and citation of sources.
- Delta College has used the results of its General Education assessment to implement improvements across campus including: co-curricular transcript committee, professional development for faculty and staff, and a retreat where programs and rubrics were created.

1P2 & 1P18. HLC Core Component 4.B. *The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

Evidence is adequate but could be improved.

- Delta College maintains a standing General Education Curriculum and Assessment committee (GECAC) tasked with: (1) reviewing general education and program outcomes to promote student learning; (2) guiding the curriculum approval, assessment and revision processes; (3) maintaining assessment plans for General Education Course and Program Outcomes; and (4) promoting opportunities for professional development of faculty and staff related to General Education initiatives.
- Delta College has just completed an extensive five-year process to review and update its graduation requirements and align them to general education outcomes. This process has informed its student success work as well as general education and program assessment.
- Delta College's course proposal process requires the Curriculum Committee to develop recommendations for pre-requisites and learning outcomes.
- Delta College is in the beginning stages of developing institutional student learning outcomes (ISLOs).

- Fall 2012 Assessment Resource Groups outlined the first round of rubrics designed to streamline general education assessment and identify measureable results. Although faculty participation was voluntary and low, collaboration between GECAC and divisional chairs garnered additional support.
- Expectations for effective teaching and learning for full-time faculty are part of the promotion/tenure and faculty evaluation process. Senate policies 3.060 and 3.061 govern these procedures.
- Evaluation of adjunct faculty occurs on a regular basis via divisional/discipline approved guidelines. The Student Feedback to Instructor form is used to collect student perceptions and is shared with the adjunct, discipline coordinator and division chair.
- Academic freedom and integrity of academic work are monitored through Senate Police and demonstrate a commitment to the freedom of expression and the pursuit of truth in teaching and learning. These policies were reviewed in 2013-2014 and are currently in draft form for review by employee groups and legal counsel.
- Delta College speaks of an assessment plan but there is no evidence of the systematic processes of yearly assessment in the College including the gathering and use of analysis processes to target areas for improvement.
- There do not seem to be processes in place to develop strategies to set achievement targets or to address opportunities for improvement.

1P4 & 1P10. HLC Core Component 1.C. *The institution understands the relationship between its mission and the diversity of society.*

Evidence is strong, clear and well-presented.

- Delta College's developmental education program has National Association of Developmental Education (NADE) certification, and the college's developmental student success often exceeds NADE standards.
- Program review at Delta College takes into consideration community and stakeholder needs and employment projections.
- Curriculum reviews consider prerequisites, transferability and articulations, program best practices, advisory committee activity, and past and future recruitment activities.

- A number of services are offered at Delta College to address students' diverse needs and to assist students who self-disclose needs. These include: disability resources, financial supports, tutoring and testing needs, youth and 50+ programs, clothing donation and a food pantry, and a transportation program.
- The College complies with ADA requirements and provides a dedicated staff person for students who require accommodations.
- The College provides multiple delivery modes to address different student schedules and learning styles.

1P4 & 1P12. HLC Core Component 3.A. *The institution's degree programs are appropriate to higher education.*

Evidence is strong, clear and well-presented.

- Delta College offers 89 degree programs leading to associate of arts, associate of science, and associate of fine arts degrees, and 82 one- and two-year certificate programs.
- Analyses of needs and regional five-year employment projections are used to determine the skills and knowledge required by Delta College programs. These results determine whether curricula are adapted, created, or inactivated per the curriculum process.
- Course scheduling begins with an understanding of enrollment projections, faculty requests, and past history. Once offered, course data are collected continuously on enrollment patterns and fill rates.
- Delta College's eLearning Advisory Board reviews delivery standards for consistency among courses taught online.

1P4 & 1P13. HLC Core Component 4.A. *The institution demonstrates responsibility for the quality of its educational programs.*

Evidence is strong, clear and well-presented.

- Regular review of academic programs falls under the purview of the Curriculum Committee, while the Curriculum Sub-Council works directly with divisions to identify issues that require this council's consideration. Review and evaluation of learning outcomes falls under the Student Learning Assessment Committee (SLAC). A newly created Curriculum Development office helps the institution oversee these processes.

- Delta College has completed an extensive five-year process review of its graduation requirements through comparisons to other institutions and alignment of graduation requirements onto general education learning outcomes.
- Academic programs are reviewed at Delta College on a three- to five-year cycle. Each review focuses on a number of quality measures, including student surveys, faculty and staff surveys, and peer feedback.
- Program review for occupational programs adheres to the Perkins Grant self-study and evaluation guidelines.

1P6. HLC Core Component **2.B.** *The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

Evidence is adequate but could be improved.

- Information on placement testing and prerequisites are published in the online and print catalogs.
- For students who are intent on transferring, transfer information can be found in General Program Guides, an articulation website, and student portal featuring an eAdvising module.
- The institution offers Pioneer Prep, a face-to-face orientation wherein faculty and staff provide information for new students specific to their academic and career goals.
- The portfolio states little about the other information in Core Component 2.B., such as costs, control and accreditation relationships.

1P7 & 1P15. HLC Core Component **3.D.** *The institution provides support for student learning and effective teaching.*

Evidence is strong, clear and well-presented.

- Delta College is a leader in expanding learning community offerings to support integrated learning across different courses.
- Delta College offers an honors program, international/intercultural study/travel experiences, and academic Math Booster intensive review program.

- Counseling and advising are available to all registered students in face-to-face and online formats.
- Each student has a personal MyDelta account with eAdvising capabilities. Students can expect to have advising questions addressed within 48 hours.
- A Faculty Center for Teaching Excellence and Center for Organizational Success provide professional development and continuing education courses to faculty to support best practices in teaching and learning.

1P11. HLC Core Component 2.D. *The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

Evidence is adequate but could be improved.

- Delta College's Senate Policy monitors its commitment to freedom of expression and the pursuit of truth in teaching and learning.
- Revisions on the above-mentioned policy are currently in draft format and undergoing review by Delta College's legal counsel.
- The portfolio offers little mention of what the Senate's policy actually contains such as a clause or definition of academic freedom, freedom of self-expression, conflict of interest, or other details necessary to know for certain that the College meets or exceeds Core Component 2.D.

1P11. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Evidence is adequate but could be improved.

- A Senate-initiated tenure and promotion process acts upon approved standards for effective teaching for full-time faculty, which is reinforced through professional development.
- Senate policy mandates that all Delta College faculty are reviewed annually by divisional chairs or when warranted by collected feedback from peers or students, regardless of faculty member's intent to seek tenure.
- Continued professional growth is an expectation of Delta College faculty. The Faculty Center for Teaching Excellence offers endowed chairs to selected faculty to engage in

projects which improve teaching and learning. Eight key awards are given annually to honor excellence in the classroom, one of which is dedicated to adjunct faculty.

- An Adjunct Academy helps orient adjunct faculty to Delta College facilities and teaching and learning standards.
- In contrast to information about faculty, little information is provided in the portfolio regarding the responsible use of knowledge on the part of students.

1P16. HLC Core Component 3.E. *The institution fulfills the claims it makes for an enriched educational environment.*

Evidence is strong, clear and well-presented.

- Delta College's Office of Experiential Learning provides and coordinates service learning opportunities, cooperative educational placements, and internship placements. Service learning outcomes have been added to many courses.
- Recognized student organizations blend curricular and co-curricular opportunities for students and focus on diversity, inclusion, and expanding knowledge for multicultural populations.
- Through its office of Experiential Learning, Delta College provides and coordinates service learning opportunities, cooperative education placements and internship placements.
- Delta College has several faculty led student organizations that blend curricular and co-curricular opportunities for students include the Honors Program, Phi Theta Kappa International Honor Society, Democracy Commitment organization, Dental Assisting Student Society and Delta Epsilon Xi Business Association.
- Delta College has recently developed Institutional Level Student Outcomes including the following recommended outcomes: Use of knowledge and skills, Think critically, Communicate effectively, and Act responsibly. These are currently in an approval process.
- Institutional student learning outcomes - use of knowledge and skills; thinking critically; communicating effectively; and acting responsibly - have been recommended as a means to align student services activities with academic activities in Delta College's assessment tracking system.

3P1. HLC Core Component 4.C. *The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

Evidence is strong, clear and well-presented.

- Delta College is a member of the Achieving the Dream Initiative in which it uses retention and persistence data.
- Delta College benchmarks its retention and persistence results against other Achieving the Dream schools.
- Delta College uses Achieving the Dream data to affect program changes relative to at-risk student populations.
- Delta College has hired a Dean of Enrollment Management who will develop, evaluate and assess the outcomes of a comprehensive student retention plan.
- Delta College utilizes national recognized and appropriate assessment and benchmarking resources for collecting data used its dashboard and strategic planning processes.
- The College extends its data collection beyond the traditional educational programs and includes measures for corporate divisions, public safety programs, and partnerships with area high schools.

3P3 & 3P5. HLC Core Component 1.D. *The institution's mission demonstrates commitment to the public good.*

Evidence is strong, clear and well-presented.

- Delta College's Corporate Services Division surveys its customers annually and uses Customer Satisfaction Surveys daily.
- Delta College has 36 occupational program advisory boards which include approximately 550 members which include faculty from the programs, current students, program graduates and professionals from the community.
- The College's Corporate Service Division meets with employers in the region to discuss training needs.

- Delta College collects feedback from K-12 teachers and schools for the College's Planetarium and Possible Dream Program.
- Delta College has a Planetarium that serves K-12 school districts.
- Delta College provides public television and radio services through its Quality Public Broadcasting venue.
- Delta College hosts The Chocolate Affair, an annual fundraiser, to benefit the Possible Dream program which includes at-risk 6th through 12th grade students.
- Delta College's Fitness Center, Bay City, Midland and Saginaw Centers and main campus facilities are available for use by the community through Corporate Services and Lifelong Learning.
- Each Delta College department that works directly with external partners uses data and research to guide work and bolster its commitment to serving the public. Currently sources include surveys, liaison activities, advisory boards, client contact, membership in community and professional associations, and utilization analyses.
- New stakeholders and targets are identified through needs studies, employment monitoring, surveys, and publically-available industry trend reports.
- The method by which data and needs inform the development of future Delta College programs follows the curriculum process, wherein curriculum advisory groups work in consultation with academic departments.
- Current Delta College programs that serve various external communities have been created through the above-mentioned process (e.g., 50+ program, Possible Dream program, etc.), illustrating that Delta College has some proven experience with Core Component 1.D.
- Delta College's mission statement (see website) is supported by the college's initiatives in higher education degrees and certificates as well as community-based education, corporate training, and appropriate partnerships.
- The College utilizes community input (advisory boards, feedback from partnerships, etc.) as well as internal committees and councils to ensure the college's mission is maintained.

4P2 & 4P10. HLC Core Component 3.C. *The institution has the faculty and staff needed for effective, high-quality program and student services.*

Evidence is strong, clear and well-presented.

- The institution has 219 full-time faculty (38%) and 359 part-time faculty (62%) to teach a total student headcount of over 17,000 per year.
- Position description templates which contain required core competencies for all faculty positions are updated by academic departments when vacancies arise to ensure that positions are appropriately aligned the institution's mission, vision, core values and guiding principles.
- Delta College's Academic Services Division developed core competencies for faculty by comparing positions in like organizations regionally and nationally. Most faculty (160+) possess a master's degree, with over 40 holding a doctorate.
- Staff members in student support services are hired with credentials appropriate to their positions. Professional development for professional and support staff is supported as part of a larger Performance Management System.

4P7. HLC Core Component 2.A. *The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty and staff.*

Evidence is strong, clear and well-presented.

- Delta College's Human Resource department, Equity Office, and legal counsel ensure that policies related to equity, harassment, conflicts and ethical behaviors are up-to-date.
- All Delta College employees participate in Protected Class training and are supported in their efforts to act ethically by Senate policies on responsible conduct and whistleblowing.
- Delta College provides a variety of means and measures to assist employees in handling issues related to the misuse of ethical policies, and employees are encouraged to report inappropriate behavior.
- Internal auditing, as well as external auditing by an independent auditing firm, ensures the validity of financial records and safeguards assets against loss from unauthorized use.

4P7. HLC Core Component 2.E. *The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Evidence is adequate but could be improved.

- Delta College has implemented a student code of conduct, which was developed by students and approved by the Board of Trustees.
- Maxient Student Conduct software identifies acts of academic dishonesty after they occur. While the College may make students aware of plagiarism through a specific course, this course is required only of some, but not all, students. No further information is provided in the portfolio.
- All employees are encouraged to report inappropriate behavior, but the portfolio does not describe the means by which this is done or that this is required.
- The portfolio does not address how or whether staff discover and apply knowledge responsibly.

5P1 & 5P2. HLC Core Component **1.A** *The institution's mission is broadly understood within the institution and guides its operations.*

Evidence is strong, clear and well-presented.

- Delta College's mission is publicized, reviewed, and modified by the Board of Trustees.
- Delta College revised its mission, vision and values in 2006 in conjunction with completion of a strategic plan, which identified four strategic focus areas. The strategic focus areas were revalidated by the Strategic Planning and Institutional Effectiveness and Steering Committee in 2012.
- The College's strategic plan is aligned with the mission, vision and values. Through the planning process, action plans are developed to support strategic focus areas.
- The College's Strategic Planning and Institutional Effectiveness Committee has a planning and assessment process for each of the budget groups' action projects, which are aligned to the mission via the strategic plan's focus areas.

5P2 & 5P6. Comment on the evidence provided for Core Component **5.C.** *The institution engages in systematic and integrated planning.*

Evidence is strong, clear and well-presented.

- The College has processes which provide input and reporting on progress including a monthly Board of Trustee report regarding student achievement.
- Delta College has engaged several entities in assisting in data gathering and utilization

(Blackboard Analytics, PerformancePoint Dashboard, NCCBP, etc.).

- Delta College has a four-phased strategic planning process, which includes visioning, development, deployment and review. The process is led by the Strategic Planning and Institutional Effectiveness Steering Committee to ensure the planning activities are aligned.
- Delta College has a Strategic Plan Booklet which details how new initiatives align to focus areas and how the Budget Cabinet operates to prioritize allocations and maintain two-way communication with faculty and staff. The process is driven by environmental scanning and reflections on progress and outcomes by the Strategic Planning and Institutional Effectiveness Steering Committee and Executive Council. The Board of Trustees reviews and reaffirms the college's strategic plan annually.

5P2. HLC Core Component 2.C. *The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.*

Evidence is strong, clear and well-presented.

- The nine member Board of Trustees is publicly elected and represented the different geographic areas of the College's district.
- The Board of Trustee members are elected on a staggering calendar year.
- The Board of Trustees has adopted a conflict of interest policy in recent years.

5P3 & 5P8. HLC Core Component 1.B. *The mission is articulated publicly.*

Evidence is clear, complete and well-presented.

- Input from the public is continuously sought in the development and refinement of the college's mission, vision and values. Delta College has relied on the expertise of external consultants to assist in gathering input from multiple stakeholders on the effectiveness of its image.
- The President, Executive Staff members, and elected representatives of employees groups share the College values in various public forums.
- The mission is published in employee and student handbooks, posted on the College website, and the report indicates a copy of the mission is posted in various locations on College property.

5P5 & 5P9. HLC Core Component 5.B. *The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

Evidence is adequate but could be improved.

- Delta College's President and Executive Council receive input from various senates and committees. The College is recognized regionally and nationally for its inclusive governance and decision-making processes, which have been in place since 1961.
- Delta College has a well-established Procedures Manual, which articulates the processes used by the institution to develop, review and revise college-wide procedures.
- Delta College provides leadership advancement opportunities as well as professional development and employee training through the Center for Organizational Success.
- There is no formal leadership succession plan.

7P2 & 7P4. HLC Core Component 5.D. *The institution works systematically to improve its performance.*

Adequate but could be improved

- The College has an institutional dashboard and processes in place for data analysis. That information is available within the college, and specific information is also made public (audits, strategic plan, etc.).
- Within the strategic planning process, Delta College requires all areas of the College to determine annual goals and objectives that fit within the established plan in alignment with the budget process.
- Delta College aligns action projects and operational improvements to strategic planning, and it also derives these projects from strategic goals.
- Delta College has identified three primary measures of its financial health: positive fiscal position, a board-approved fund balance level, and a positive cash flow throughout the year.

8P6. HLC Core Component 5.A. *The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.*

Evidence is strong, clear and well-presented.

- Delta College has a planning process in place to assure that fiscal, human, physical, and technological resources are available and able to support institutional operations. The college's budgeting process is aligned to its planning process, which is reaffirmed annually by the Board of Trustees.
- The College's planning process monitors needs and resources to assure that expenses are considered prior to any implementation. The college's four (4) identified strategic focus areas are used determine the appropriateness of all new requests for funding.
- Budgeting at Delta College is done using a three-year revenue and expenditure forecasting model. Sixty-two percent (62%) of the college's general fund expenditures are allocated to instruction and instructional support.
- A standing Budget Cabinet makes recommendations to the president regarding budget allocations and changes, as well as tuition and fees.

Quality of Systems Portfolio For Delta College

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Delta College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

- While the College addresses the "what's and "who's to the process prompts throughout the portfolio, it is often limited in its description of the "how's. Identification and more detailed descriptions of the steps involved in its processes, and the definitions and criteria applied during the work at each of the key steps should enable the institution to apply its lean lens to all its processes to achieve increased efficiency and greater outcomes.
- In the portfolio often data in the Results section are referred to but the data is not actually presented. Without actual data, including institutional trend data and comparative information, it is difficult for the review team and the College's leadership to determine the College's performance in the areas for the category under review.

Using the Feedback Report

The AQIP Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, the Commission expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

The Commission's goal is to help an institution clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.