

Delta College
Systems Portfolio 2019-2020
Introduction

Delta College has been providing post-secondary learning opportunities for Michigan's Bay, Midland, and Saginaw County area since 1961. (Population: 377,932 US Census estimate July 1, 2018). Delta College is a comprehensive community college that provides both technical and career training as well as an opportunity for students to begin their college career at an affordable price before transferring to another institution to continue their education.

Delta College has the following statements at the core of how it serves its community:

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

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

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

- *Diversity* - We actively promote, advocate, respect, and value differences. We foster a welcoming environment of openness and appreciation for all.
- *Integrity* - We are committed to honesty, ethical conduct, and responsibility.
- *Respect* - We stand for trust, caring, loyalty, and academic freedom.
- *Excellence* - We support outstanding achievement in our students, employees, and communities. We have a passion for quality and strive for continuous improvement.
- *Leadership* - We create and communicate inspirational visions for results. We are accountable to our communities.
- *Innovation* - We rejoice in creative change. We are flexible, agile, and risk-taking.
- *Teamwork* - We foster communication and collaboration across boundaries and support shared governance.
- *Learning Centered Community* - We are an engaging, inclusive, diverse learning organization. We focus on academic excellence, civic responsibility, and community leadership.

The following statements provide an overview of key institutional dimensions that are most directly relevant to the content of this portfolio:

- Numbers and types of students, faculty and staff: In academic year 2018-2019, Delta College's unduplicated student head-count was 10,260. Of these students, 31.6% have full-time status. The average age of our students is 24.2 years. Delta College employs 192 full-time faculty, 309 adjunct faculty, 201 administrative/professional personnel, and 132 support staff.
- Delta College offers 141 associate degrees and certificates of which, 126 are occupational.

- Delta College offers classes at its main campus, on-line, and at three different off-campus centers – one in each county of our service district. One program can be completed fully online.
- Delta College's Corporate Services office provides training to employees of local businesses (\$719,000 annually with 39 companies/organizations served annually).

Quality Improvement Journey

Delta College has been an AQIP institution since 2005. Since that time, the quality improvement program has led us to evaluate the systems that support the data-based culture that the College envisions. The College's most notable achievements toward that center on data management. The College's Institutional Research Office has developed an institutional dashboard and the Data Cookbook to facilitate and encourage nuanced discussions for data-based decision making.

With these systems in place, the College has consistently worked toward goals measured by our institutional scorecard. These goals direct our strategic plan, action projects, and other key initiatives to support achieving the College's mission and vision.

Institutional Challenges

Delta College's key challenges fall under the categories of enrollment and revenue. The State of Michigan has experienced a population decline since 2008. This trend has impacted nearly all public education institutions as graduating high school student numbers decline. As a result, Delta College has experienced a 32% drop in unduplicated annual student enrollment since 2009. Additionally, annual operational funding from the State of Michigan and revenue from in-district property taxes has decreased.

Institutional Accomplishments

Facilities Infrastructure: While the College is experiencing enrollment declines, we have been well-supported through State and private sector donation funding to increase our presence in our service area. To complement the downtown Bay City Learning Center and Planetarium, Delta College has a new downtown Saginaw Learning Center that will open in Fall 2019 and has broken ground on a new learning center in Midland County opening in Fall 2020.

Data Management: In addition to improving our data-reporting infrastructure that supports our institutional scorecard, the College has recently adopted several new software packages to improve our ability to serve students. These include: 1) Curriculog, curriculum management software; 2) Acalog, companion software for the catalog; 3) OU Campus, for improved web-site presence and; 4) migration to Maxient to track concerns brought to our attention by our stakeholders.

Supporting Students: Delta College has made significant strides in migrating to a Guided Pathways model that is encouraged by Achieving the Dream and Michigan Student Success Network. This initiative helps students identify their career and transfer goals sooner and identify a clear path to completing their educational goals.

Category 1: Helping Students Learn

Delta College struggled in our 2014 portfolio to provide data showing assessment activity. The College has now implemented a sustainable process to support general education assessment. This required trimming down the number of general education outcomes from 38 to six, and implementing an assessment schedule. To-date, data has been gathered on four of the outcomes, and the assessment process for the last two, will be completed by Fall 2019.

Delta College continues to struggle with processes associated with program assessment. In recent years, greater involvement from programs has been shown, but it is generally recognized within the College that this is an area that needs to be improved.

Category 2: Meeting Student and Other Stakeholder Needs

Students continue to be core to the College's mission. In looking for more effective methods of helping students reach their educational goals, Delta College has implemented a Guided Pathways model for curriculum and advising. The College has defined occupational and transfer pathways for full-time students and is now developing Guided Pathways for part-time students.

Delta College has implemented a required orientation for students in their first semester, as recommended by Achieving the Dream research on best practices.

These improvements represent the first steps toward a larger vision of student support which includes full student support services that mirror the main campus for Delta College's learning centers, and online students.

Category 3: Valuing People

Delta College values its employees. Since the 2014 portfolio, the College has renewed its commitment to its employees with a continued commitment to diversity, new employee onboarding, clear performance expectations, and a renewed emphasis on professional development that includes all employee groups. The initiatives in this area support the College's employees in achieving its mission and vision while maintaining its core values.

Category 4: Planning and Leading

Delta College is currently implementing a new four-year strategic plan for 2019 through 2023. The information presented in this portfolio reflects past practices and lessons learned from 2014 through 2019. We are proud of our current processes which have evolved from the

lessons learned and continuous quality improvement. Our institutional scorecard gives us the means to monitor where progress is being made and where attention is still needed.

The College looks forward to continually refining the use of institutional scorecard and promoting process mapping as a tool to develop a richer understanding and improvement of institutional processes.

Category 5: Knowledge Management and Resource Stewardship

Knowledge Management is perhaps one of Delta's most successful advances since the 2014 portfolio. Since that time several key pieces of data infrastructure has been put into place to support data-based decision making through data-based discussions. These advances include: development and use of an institutional scorecard as part of our institutional planning process; the development of the Data Cookbook to help distinguish between different terms that require a nuanced understanding and a common data language; and the implementation of Data Ambassadors to help promote and facilitate the use of the Data Cookbook and associated reports. The Data Cookbook, the Scorecard and the Data Ambassadors were all AQIP action projects.

Category 6: Quality Overview

The College renews its commitment to a culture of continued quality improvement by promoting process mapping to enhance key operations, and embracing the continued development of a robust data reporting infrastructure.

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

A. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Delta College has adopted four Institutional Student Learning Outcomes (ISLOs). The outcomes are designed with the goal of identifying broad skills that are both meaningful to employers, applicable to many different curriculum paths and flexible enough to be used as a standard of assessment by non-academic areas of the campus that also interact with students. The ISLOs were developed through an inclusive process with faculty, Student and Educational Services staff, and administration.

Within the academic area of the College, the ISLOs are further defined by the General Education Learning Outcomes (GELOs), (which were decreased from 38 to six after the 2014 HLC site visit). For purposes of assessing student learning at an institutional level, the assessment data for GELOs are aggregated with assessment data for ISLOs. GELOs are assessed on a three-year cycle, two each year. GELOs and their corresponding ISLOs are shown below:

(3.B.1, 3.E.2)

Students will:

1. GELO: Think Civically: Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life (Assessed Winter Semester 2017).
 1. Supports ISLO: Think Civically
2. GELO: Cultivate Wellness: Demonstrate an understanding of wellness principles to promote physical and personal health (Assessed Winter Semester 2017).
 1. Supports ISLO: Act Responsibly
3. GELO: Utilize Technology Effectively: Solve a problem or accomplish a task using technology (Assessed Winter Semester 2018).
 1. Supports ISLO: Apply knowledge and skills
4. GELO Reason Quantitatively: Use quantitative information or analyze data within context to arrive at meaningful results (Assessed Winter Semester 2018).
 1. Supports ISLO: Apply knowledge and skills
5. GELO: Communicate Effectively: Communicate effectively in oral, written, or symbolic expression (Assessed Winter Semester 2019).
 1. Supports ISLO: Communicate Effectively
6. GELO: Think Critically: Produce a defensible conclusion or solution using critical or creative thinking (Assessed Winter Semester 2019).

1. Supports ISLO: Think Critically

The process of determining the ISLOs and aligning them to the College's mission was organized by the chair of the [Student Learning Assessment Committee](#) (SLAC) in cooperation with the chair of the [General Education Curriculum Assessment Committee](#) (GECAC) and included faculty and Student and Education Services staff. The best practice models used were from the Lumina Report, American Association of Colleges and Universities Essential Learning Outcomes, and HLC statement on Assessment of Student Learning. These documents helped the College identify broad measurable outcomes appropriate for two-year associate degree level graduates. Focus groups worked with this information and provided input that led to the development of our current set of ISLOs and GELOs. We gathered input from over 50 faculty, staff and administrators across the College. (S3.E.2, 4.B.4)

The outcomes generated from this process were approved by a full-faculty vote before being reviewed by Curriculum Council and Executive Council. This process was last completed in February of 2014. GELO curriculum mapping and assessment design for the six GELOs were completed in academic year 2015-2016. GELO/ISLO assessment has occurred each successive Winter, from 2017-2019, with data review from the assessment happening the following Fall semester. Faculty make changes after data reviews to improve student learning in the GELOs. In academic year 2019-2020, assessment of the six GELOS will be completed. GECAC will evaluate overall data results, design an improvement plan based on those results, and implement a new round of GELO assessments for the next three years beginning in academic year 2020-2021 and ending in academic year 2022-2023.

Additional information regarding the College's curriculum approval and revision process is described in:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Outcomes

B. Determining common outcomes (3.B.2, 4.B.4)

Common learning outcomes are determined by the same processes that align the outcomes with the College mission. This is described in:

- Category 1: Helping Students Learn
Sub-Category 1P1: Common Learning Outcomes
1P1.A – Aligning Common Learning Outcomes

C. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

The College uses a [common rubric](#) to identify student proficiency for any given GELO. This rating system aids in the aggregation of institutional data and defines a passing (Level 2 or 3) or non-passing (Level 0 or 1) proficiency. The rubric defines student proficiency in GELO

knowledge and skills in each course. The collection process allows data to be aggregated broadly across the College or disaggregated to the level of departments/programs (3.B.2).

Proficiency levels for each GELO are derived from a model provided by the Lumina Foundation Degree Qualifications Profile and reinforced by assessment [resource groups](#) that promote skill standards for the different GELOs. The resource groups promote content, assessment strategies, and rigor during the assessment process. Rigor is validated by having members of the resource group apply the various assignment rubrics to assure that standards of performance are well explained and reported data is not misrepresenting student learning levels (4.B.1).

D. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

In our mission we recognize that our students' personal educational goals range from personal development to studying for a career or occupation, to obtaining an associate degree or transferring credit to a four-year degree institution. To support these varied learning goals, Delta College offers a variety of [credentials and degrees](#), including 141 active transfer and career education programs. These are split into 76 degrees and 65 certificates. Approximately 40% of our students have declared plans to transfer for a bachelor's degree and 60% are either in an occupational program leading to employment upon completion or are upgrading skills for employment advancement or promotion. Sixty-five percent of Delta College's students are part-time, 58% are female, and most students work while going to classes.

Delta College has designed degree requirements through our curriculum process to address the educational, training, and transfer needs of our students. The approval process for degree requirements gathers input from faculty, staff, and administration to assure alignment with the College's mission, educational offerings, and degree levels. This results in a vote through our shared governance process to adopt the new graduation requirements.

The curriculum process is described in further detail in:

- Category 1: Helping Students Learn
Sub-Category 2: Program Learning Outcomes
1P2.A: Aligning Program Learning Outcomes with Mission

Delta College's [graduation requirements](#) ensure that our graduates have opportunities to introduce, practice, and master each GELO. Every course offered by the College was mapped against our GELOs in December of 2016 to identify where each GELO was introduced, practiced, or mastered in the College's curriculum offerings. This audit is used to identify assessment sites and to check that the graduation requirements assure exposure to each ISLO (3.B.3, 3.B.5).

To be designated as part of the GELO curriculum map, all sections of a given course must require students to demonstrate some level of proficiency in an embedded assignment.

Additionally, the College reviews programs on an on-going basis by removing outdated curriculum and offering new programs as identified in response to industry need. Career program goals and outcomes and curriculum are reviewed on a regular basis by faculty, associate deans, advisory committee members and the Dean of Career Education in preparation for and during advisory committee meetings.

E. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

To facilitate transfer of earned academic credits between educational institutions within the State of Michigan, a state-wide articulation agreement, the Michigan Association of College Registrars and Officers (MACRAO) Transfer Agreement, was followed. Several years ago, MACRAO was replaced with the Michigan Transfer Agreement (MTA). Our transfer degrees are designed to meet the requirements of the MTA and the unique expectations associated with each degree. To meet these expectations, the degrees are reviewed by a panel consisting of faculty and Student and Educational Services staff. [This link provides the cross-walk between the MACRAO, MTA and each of Delta College's associate degrees](#) (3.B.4).

Delta College offers [other credentials](#) that do not meet the requirements of an associate degree. These are defined by credit hours and program-specific learning outcomes that provide core workforce skills and meet national licensure or certification requirements, and may not include complete coverage of GELOs.

F. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Many co-curricular activities are directly related to curriculum through ideas and proposals generated by faculty, staff, and students. Often faculty, staff and students reach out to the Student and Civic Engagement (SACE) area for assistance with the development and implementation of cocurricular activities, programs, and services that support the learning process (3.E.1).

Student and Educational Services also offers a variety of other opportunities for students to reinforce and expand ISLO skills.

Examples of direct relationships include:

- Service learning opportunities are often initiated by faculty. Faculty incorporate service to the community as an objective for the course and a hands-on approach to student learning. The SACE staff assist students and faculty with site selection as well as project development.
- SACE also supports the Democracy Commitment which is designed to help engage students in civic learning and the democratic process. The Democracy Commitment is led by a committee of faculty and staff who guide the learning process through in-class and out-of-class assignments.

Examples where a context has been created:

1. A new leadership program offered by SACE is the Pioneers Pyramid of Leadership. It is a three-tiered approach by which all students at Delta College have an opportunity to participate at various levels to build leadership skills. Many students are automatically connected to the program through involvement with student clubs, athletics, and mentor programs; others may opt in because of interest.
2. SACE has a number of co-curricular initiatives and activities that focus on diversity and inclusion, leadership development, academic career experiences, athletics, service learning, and civic engagement to expand on the learning process for students.
3. Through the Student Athlete Advisory Council, student athletes help guide the athletic program under the Athletic Director. As a part of this process, students assist in decision making that affect all student athletes, build leadership skills, and create community service programs that have positive impacts throughout the Great Lakes Bay Region.
4. Students are exposed to relevant work experiences through the co-op and internship program, called the Academic Career Experiences (ACE). Students interested in participating in the program must apply, complete the hiring process with potential employers, and complete three ACE courses. ACE courses help students with career development skills such as networking, resume writing, presentation skills, and interviewing skills. As part of this coursework, students also develop a digital portfolio.

G. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Faculty create the tools and methods used to generate examples of student learning called artifacts. These tools and methods are used to qualify a specific course for inclusion in the GELO curriculum map. The artifacts are then evaluated by the faculty as regular course work as well as for assessment of GELOs. Each faculty member scores their own student's work for general education assessment using a rubric aligned with their specific assessment tool. The faculty then use the broader general education assessment [rubric](#) to report the results. The standards used by faculty are checked by the GELO resource groups to maintain proficiency standards.

Student and Educational Services has not yet participated in their own assessment of ISLOs because their focus has been devoted to improving the College's recruitment, retention, and completion processes, a priority given declining enrollment.

H. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The six GELOs are assessed on a rolling cycle, with two GELOs assessed every year so that at the end of a three year cycle, all six GELOs have been assessed. Artifacts of student work are assessed in winter semester and data reviewed the following fall semester. The first assessment/data review cycle began in Winter 2017/Fall 2017 and the last set for the first cycle will be completed Winter 2019/Fall 2019 for a total of six GELOs assessed.

The courses are selected through the GELO curriculum map and artifacts of student work are chosen that include demonstration of mastery of the GELO. This process is used for students who have completed 45 or more credit hours, meaning they are one to two semesters from completing their associate degree (4.B.1, 4.B.4).

Student work is evaluated using the processes described in 1P1.G.

GELO resource groups report findings to GECAC, SLAC, and the full faculty body. Reports are stored in our internally developed database, Outcomes Assessment Tracking System (OATS), for archive purposes.

After a review of the first assessment/data review cycle, changes were made for the baseline standard. The initial baseline of 70% of students achieving a rubric level 2 or 3 was increased to a long term goal of 80% of students achieving a rubric level 2 with an aspirational or stretch goal of 85%. Long-term is defined as occurring by the next assessment/data review cycle.

When concerns are identified in student learning, faculty collaborate to identify the specific skills that need to be addressed. This discussion includes faculty representing the assessment process as well as faculty who specialize in the instructional area being assessed, who together will develop suggested ways to improve the skill set. A 2% incremental goal is set for the next assessment/data review cycle for GELOs that fall between baseline and long-term goals.

1R1 Results

A. Summary results of measures.

The summary of data for these processes are shown in the [category data document](#) in four main areas:

Assessment Schedule for General Education Learning Outcomes: GECAC has established and maintained an assessment schedule for its general education program for the last three years as described earlier. The GECAC and SLAC Coordinators track the assessment reports and follow up with meetings with the Vice President of Instruction and Learning Services, the Dean of Teaching and Learning, and Academic Associate Deans to ensure alignment with the College's mission, vision, and values.

Assessment Schedule for Program Learning Outcomes: Delta College has established best practices for programming learning outcomes utilizing mandatory program accreditation standards and Perkins guidelines for occupational programs. Initial program accreditation and re-accreditation documents which include program learning outcomes and how they are met, are reviewed by the Dean of Career Education and Learning Partnerships. SLAC guidelines indicate programs should assess one or two program outcomes every year which results in a three to four year cycle. Program coordinators are notified by the SLAC Coordinator when the program is due to report on its program outcomes, and to schedule a meeting with SLAC.

However, we recognize there is a need to adjust SLAC parameters which are geared towards general education outcomes, to better support program learning outcomes that are aligned with external accrediting agencies. This would mean a dual reporting system for SLAC, one for general education and another for programs, which is a goal for Academic Services to complete within the next two years.

Student Performance: Results from direct assessment of work from students that have earned 45 or more credit hours is collected and summarized. Student performance on GELOs would be assessed at 70% initial baseline goal, 80% for long-term or stretch goal, and 85% as an aspirational goal.

Reliability of Evaluation Standards - Delta College conducted internal checks to assure the standards of rubrics associated with the assessment were appropriately applied.

Relevance to Degrees Awarded - Data representing only those students who received any degree or certificate, those students who received an Associates in Arts, and those students who received an Associates in Science is summarized. This data set also reports the percent of the graduating class represented in our assessment efforts. The goal was for at least 5% of the graduating class to have been involved with the GELO assessment.

B. Comparison of results with internal targets and external benchmarks

Delta College has not identified external benchmarks for this area of the portfolio. The data will compare to the identified internal targets.

Assessment Schedule - Our goal is 100% adherence to our schedule. This has been met for the last three years.

Student Performance - After the initial round of data, Delta College increased its internal targets from 70% to a long term goal of 80%. Long term is defined as within the next cycle of assessment for that GELO.

We currently have data for four out of six GELO outcomes and are assessing the last two outcomes with data collection in Winter 2019 and analysis in Fall 2019. Of the four GELO outcomes that have been assessed:

- Cultivate Wellness - has exceeded the aspirational goal of 85% with 88% of the students meeting minimum standards.
- Think Civically - has exceeded the long-term goal of 80% with 83% of the students meeting minimum standards.
- Utilize Technology and Reason Quantitatively - are above the initial goal of 70% and below the long-term goal of 80%.
 - Utilize Technology - reports 78% of the students meeting the minimum standard.

- Reason Quantitatively - reports 76% of the students meeting the minimum standard.

Reliability of Evaluation Standards - Reliability was established by spot-checking a subset of the student work used to establish student performance levels. This spot-checking was done by faculty serving on GELO resource groups for the specific general education learning outcomes. The scores awarded by faculty who provided the student work were compared to the scores awarded by faculty from the relevant GELO resource group. Both groups used the same rubric as the basis for their evaluation.

- 1) For each learning outcome the estimate of students achieving proficiency was within 10% of the estimates established by faculty.
- 2) The variation between faculty rankings and resource group rankings of number of students at each level was estimated to be 10% or less.

C. Interpretation of results and insights gained

Delta College is pleased to have developed and successfully implemented what appears to be a sustainable assessment process which includes the ability to check for internal consistency. We believe that the data collection process identifies replicable standards and allows us to examine the skill sets of our graduates.

The process that is presented here was developed after several false-starts in assessment design and outcome design which accounts for the two-year gap between identifying GELOs and beginning the actual assessment process. Before the HLC 2014 site visit, initial trials required the assessment of too many general education outcomes (38) and data collection processes that were too labor intensive to be sustainable. The current process will identify the weakest areas of student achievement and interventions to build upon those areas through a sustainable process.

The College recognizes that this assessment process has not been in place long enough to show trends in student learning based on changes in instruction from these results. The first three year cycle of assessment of the six GELOs will be completed in Fall 2019 and the next three-year cycle will begin with lessons learned from the first cycle.

1I1 Improvement (4.B.3)

1) Two skill sets, Utilize Technology and Quantitative Reasoning, have been shown as areas for improvement. Faculty resource groups will help identify strategies for improvement and an implementation plan for these areas. These resource groups consult with subject area faculty. Preliminary efforts include adjustments to curriculum in entry- and pre-college-level courses in mathematics and information technology courses. These entry- and pre-college-level courses serve as preparation for classes in which these outcomes are assessed. Also, several

mathematics faculty have participated in state level initiatives for “Right Math at the Right Time” and other projects examining different math pathways for different career tracks. Placing students into a career appropriate mathematics track is a strategy that could be effective in both immediate and long term proficiency levels.

2) After Fall 2019, base-line data for all six GELOs will be complete. Faculty will then assess if changes should be made to long-range and aspirational goals.

3) Student and Educational Services will examine ISLOs assessment with student leadership and development in non-curricular activities over the next two years.

Sources

- Credential Requirements
- Credential Requirements (page number 2)
- Data Category 1_1 Common Learning Outcomes.pdf
- GECAC Committee
- GECAC Committee (page number 3)
- General Education Assessment Rubric
- SLAC Committee

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

A. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

Delta College uses a broad interpretation of “programs” for this subcategory. Programs include any curriculum pursuit for which a student may be awarded academic credit and includes occupational programs as well as transfer programs.

Delta College aligns program learning outcomes through the same process used to evaluate and adopt new curriculum and curriculum revisions. Curriculum development begins with identifying the need for a new program or course or the need to change existing programs or courses. The need for changes may come from program advisory committee input, changing course requirements at four-year universities, or industry requests (3.E.2).

Curriculum development is carried out by the faculty who will be responsible for teaching the course or program. The development process varies depending on the subject area (transfer or occupational) and individual faculty (full-time or adjunct). Faculty may receive assistance from the Dean of Career Education and Learning Partnerships, Dean of Teaching and Learning, Academic Associate Deans, and program discipline faculty. As the curriculum is developed and then formally submitted as a proposal, it is reviewed by Curriculum Council which includes representatives from the faculty, Student Learning Assessment Committee (SLAC), General Education Curriculum Assessment Committee (GECAC), advising, articulation, registrar, and financial aid staff.

The [curriculum proposal](#) is reviewed by faculty representatives; Student and Educational Services staff representing financial aid, academic advising, and the registrar's office, and administrators in a multi-faced process. Items reviewed include

- Admission/prerequisite levels/validation process
- General Education Learning Outcomes (GELO) curriculum mapping
- Conflicts with duplication of existing curriculum content
- Measures with learning outcomes (program and course)
- Need assessment data, including capacity and enrollment, graduation, and employment projections
- Credit hour/contact hour designations
- Alignment with Program Review of Occupational Education (PROE) and Perkins core indicators
- Program Advisory Committee recommendations
- Program accreditation requirements
- Consistency with existing degree requirements
- Financial aid eligibility
- Scheduling and course sequencing concerns
- Advising strategies

- Accurate presentation of program and course information for the catalog
- Recruitment strategies
- Alignment with mission
- Financial implications
- Transferability and articulations

After these reviews, the proposal is voted on by Curriculum Council as a recommendation for adoption. This recommendation gets approval from the Vice President of Instruction and Learning Services and the President. The President brings new programs and programs for elimination to the Board of Trustees for final approval.

Discontinuing a course is addressed in another portion of the portfolio.

- Category 1: Helping Students Learn
Subcategory 1P3: Academic Program Design
1P3.E: Reviewing Viability of Courses and Programs

B. Determining program outcomes (4.B.4)

Program outcomes are determined or formally adopted by the same curriculum process as described. In addition, occupational programs' learning outcomes are reviewed by the program advisory committee as required by program accreditation. Program advisory committees consist of program faculty, the Academic Associate Dean of the area, the Dean of Career Education and Learning Partnerships, and 10-16 community members working in related occupations. The advisory committee provides input regarding a variety of program design elements including drafting the program learning outcomes. Advisory committees meet one to three times annually and meeting minutes are documented and distributed (4.B.4).

C. Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Our curriculum process requires curriculum proposals to be submitted with student learning outcomes and objectives at the course and program levels. At Delta College, the learning outcome is a statement of the broader learning goal and the objectives provide more detailed insight that defines the content of the learning outcome (4.B.1).

The faculty who are responsible for assessing a particular program learning outcome develop the assessment tool that defines the purpose, content, and level of achievement expected of the student. In the case of occupational programs, this may be done in conjunction with members of the program's advisory committee and program accreditation materials. The assessment approach is reviewed by SLAC for appropriate design and data collection methodology (4.B.1).

Each academic division has faculty representation on SLAC. The representative is available to assist program faculty in crafting measurable learning outcomes, developing meaningful assessment tools, and interpreting assessment results.

Where the learning outcomes for a degree or certificate match a GELO or ISLO, the assessment processes for GELOs and ISLOs are used. These processes were addressed in:

- Category 1: Helping Students Learn
Subcategory 1P1: Common Learning Outcomes

D. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Program learning outcomes are defined through the College's curriculum adoption and revision process. Assessing the appropriateness of these outcomes occurs on an on-going basis through three main processes.

- Faculty may submit changes to program outcomes at any given time. This may occur as the result of on-going discussions between faculty within the program when considering best practices.
- Recommendations are made through advisory committee meetings, or indicated by program accreditation.
- Comprehensive program reviews may occur for the following reasons:
 - There has been a five-year lapse since the last comprehensive review
 - Enrollment declines
 - Request by a faculty member or administrative member
 - Relevancy of the program to current workforce needs.

E. Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

In addition to acting on faculty and student recommendations for co-curricular activities, Delta College develops co-curricular activities for programs using the same processes described for developing co-curricular activities for ISLOs and GELOs (3.E.1). These processes are described in,

- Category 1: Helping Students Learn
Subcategory 1P1: Common Learning Outcomes
1P1.F: Designing, aligning and delivering cocurricular activities to support learning.

F. Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

For many programs, the process for selecting assessment tools, methods, and instruments is integrated with the same processes used to articulate purpose, content, and expected levels of outcomes. (4.B.2) This was presented earlier in this section:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Learning Outcomes
1P2.C Articulating the purposes, content and level of achievement of the outcomes.

Additionally, some occupational programs are accredited by external agencies requiring specific forms of assessment, such as licensure or national credentialing exams.

G. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Assessment is done primarily through faculty-developed course-embedded assignments designed to evaluate student work. All program learning outcomes are assessed on a three- to five-year cycle. Program faculty create an assessment curriculum map which identifies the course serving as the assessment site for each program learning outcome. Assessment results are submitted through SLAC using an internally developed database called Outcome Assessment Tracking System (OATS). Also documented are the actions called for by the results.

Program faculty are scheduled to meet with SLAC on a four-year rotation basis for a face-to-face discussion regarding questions or issues pertaining to their assessment activities or results. During this face-to-face meeting, SLAC members are able to provide feedback regarding the quality of the assessment projects for a given program and discuss observations based on the data. The summary of these meetings are also entered into OATS.

An annual report is generated from OATS indicating the percentage of programs that are meeting their assessment schedule as well as which reports are still not complete. This report is provided to the Vice President of Instructional and Learning Services (4.A.6, 4.B.1, 4.B.2, 4.B.4).

1R2 Results

A. Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

Compliance participation levels of program assessment are shown and discussed in the linked [category data document](#).

B. Summary results of assessments

Please see the [category data document](#) above.

C. Comparison of results with internal targets and external benchmarks

Our internal benchmarks for deployment are 100% for all programs.

D. Interpretation of assessment results and insights gained

Delta College recognizes that participation in program assessment needs to be improved and this is discussed as part of 1.R.1. Challenges that have been addressed include:

- Delta College experienced many difficulties developing a sustainable assessment approach for the College's general education program. In academic year 2014-2015, our general education outcomes were reduced from 38 to our current six which makes assessment more sustainable.
- There has been some difficulty accessing the OATS software relating to the security permissions. These permissions have been addressed for better usability and greater access.
- To help program faculty understand the importance of filing their assessment activities, an email is sent to faculty explaining how to use the reporting spreadsheets and timelines.
- Program faculty are notified of low participation in assessment filing rates and user friendly tools have been developed to assist faculty.
- The focus of the SLAC meetings has shifted from reviewing submitted reports to considering better strategies for improved participation. One result of this focus is that non-reporting programs are being asked to speak with SLAC about their assessment activity.
- All submitted documents are now available through our intranet/portal so that previous program plans can be made available to new program leadership without having to start over.

Attainment of Student Learning Outcomes

Where student learning outcomes have not been met, the programs have developed a remediation plan filed with SLAC through the OATS system. In 100% of the cases where learning outcomes were not met sufficiently, these remediation plans have been filed.

1I2 Improvement

The Vice President of Instruction and Learning Services receives an annual summary report. The first was submitted in 2018 for the 2017 assessment year. The Vice President of Instruction and Learning Services will collaborate with the Dean of Teaching and Learning, Dean of Career Education and Learning Partnerships, Academic Associate Deans, and SLAC to further define areas for improvement. Identified areas will be evaluated and developed using a four stage Plan-Do-Check-Act process.

The academic area has recently restructured, replacing faculty leadership positions (Division Chairs) with administrative personnel (Academic Associate Deans) who report to the Dean of Teaching and Learning. The members of GECAC and SLAC have met with the Dean of Teaching and Learning to identify ways to leverage the Academic Associate Dean positions to encourage greater participation in program assessment according to the review schedule.

Sources

- Curriculog Form Preview.pdf
- Data Category 1_2 Program Learning Outcomes.pdf

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

The larger context for these processes is presented in

- Category 2: Meeting Student and Other Stakeholder Needs
SubCategory 1: Current and Prospective Student Need
Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College is an open enrollment community college, meaning that anyone possessing the equivalent of a high school diploma may apply for admission and register for classes appropriate to their skill level.

Delta College offers a variety of credentials that include certificates of completion, certificates of achievement, advanced certificates, post secondary certificates, dual degrees, applied associate degrees, and associate degrees. It serves as the first college for many students seeking to begin their bachelor's degree and transfer credits to the four-year institution of their choice. Some students also enroll in our classes for enrichment, professional advancement, or to pursue personal interests. The broad student groupings of career, transfer, and enrichment are in alignment with the College's mission of being a responsive and dynamic community college to the community we serve. We educate, inspire, challenge and support a diverse community of learners to achieve academic, professional, and personal excellence.

After the admissions process, all first-year students are required to meet in person with an academic advisor to identify the student's educational interests. This meeting helps the student identify the curriculum path that best suits them, and initiates their student academic plan. (1.C.1)

The meeting occurs in the context of the student's orientation to Delta College which includes a review of placement scores, planning courses for the first year, and a review of resources to help students meet their goals. A comprehensive description of this process is presented in

- Category 1: Helping Students Learn
Subcategory 1P4: Academic Program Quality

B. Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Delta College works with current partners through two key processes, advisory committees and the Articulation Office (1.C.2).

Advisory committees are groups of 10-16 and consist of program faculty, the Academic Associate Dean of the area, the Dean of Career Education and Learning Partnerships, and community members working in the related field. The advisory committee provides input regarding curriculum design, learning outcomes, and compliance with program accreditation standards. They also examine new or updated skills needed to better prepare students to enter the local workforce.

While advisory committees help the College identify the changing needs of local employers, our Articulation Office is instrumental in helping us identify the changing needs of our peer educational institutions and is dedicated to articulating credits between Delta College and local high schools and four-year institutions (1.C.2). The Articulation Office works with four-year institutions to develop agreements that promote course and program transfer.

C. Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

The need for change in programming can be identified by recognizing student needs; key stakeholder needs from advisory committees, employers, transfer partners; through research of employment databases; or through the College's academic assessment cycle. Links to more detailed descriptions of these processes are given here

- Category 1: Helping Students Learn
Subcategory 3: Academic Program Design
1P3.A: Identifying student stakeholder needs
1P3.B: Identifying key stakeholder groups and their needs.
- Category 1: Helping Students Learn
Subcategory 4: Program Rigor
1P4.E: Assessing outcomes attainment

When a need for curriculum change is identified, faculty and administration work collaboratively to develop a solution to address the needs of transfer institutions, employers, and students. Once faculty identify their solution, they propose the change through the curriculum process. The proposal is submitted with the rationale for the change which can include advisory committee recommendations or input from community stakeholders, including employers and partner colleges. The proposal is reviewed by faculty, Student and Educational Services, and administration (1.C.1, 1.C.2). These processes are presented in more detail in another portion of the portfolio

- Category 1: Helping Student Learn
Subcategory 2: Designing Program Outcomes
1P2.B: Aligning Program Outcomes to Mission

D. Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

Delta College uses feedback from program advisory committees, direct assessment of student learning, and program review as a primary means to monitor program effectiveness.

E. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Active courses are reviewed as they are offered by the faculty who make updates while teaching the content. They propose curriculum changes through the discipline/division and formally as needed in the curriculum process.

Programs are reviewed annually by faculty, Academic Associate Deans, and the Dean of Career Education and Learning Partnerships for level of enrollment, completion, and employment. Program changes and/or eliminations are discussed with advisory committees. If the majority agree and faculty positions are not affected, changes or inactivations are completed through the curriculum process.

If the program is recommended for elimination and full-time faculty positions will be affected, the program sustainability is determined by a vitality study. Program vitality study results may lead to program elimination, course changes, increase or decrease of resources or reaffirmation that the program is meeting stakeholder needs. A vitality study can be triggered by several events:

- The program's normal (3-5 year) Program Review of Occupational Education (PROE) assessment required through the federal Perkins Act
- Program resource needs
- Accreditation changes
- Significant and sustained enrollment, graduation, or employment changes
- Changes in satisfaction levels of graduates, employers, or transfer institutions

A vitality study committee is formed to gather, document, and analyze evidence to identify the strengths and opportunities for improvements for an academic career program or discipline. Based on this research, the committee members make recommendations to the Vice President of Instruction and Learning Services on ways to grow or eliminate the program.

If the proposed recommendation is to eliminate a program, the Vice President of Instruction and Learning Services reviews the recommendation and forwards her own recommendation to the College President. The recommendation will include all rationale for the decision and details regarding a completion plan for the students currently in the program. If program elimination requires the reduction of faculty, Senate Policies and procedures are used:

- [Senate Policy 3.023 – Faculty Reduction Due to Academic/Discipline Downsizing or Elimination](#)
- [Senate Policy 3.024 – Faculty Reduction Due to Declining Enrollment](#)
- [Procedures Manual – Program Elimination](#)

1R3 Results

A. Summary results of assessments

As part of Delta College's service to its students and its community, we offer a range of different programs and curriculum tracks. Data regarding this portion of the portfolio is presented in this [category data document](#).

B. Comparison of results with internal targets and external benchmarks

The external benchmarks are based on the timeline to review. We are required to review state approved programs every five years. We are annually reviewing enrollment and completion to guide the need to do a more comprehensive review of the program.

C. Interpretation of results and insights gained

Our data shows that Delta College offers a range of associate and certificate programs and courses designed to meet student and community needs. However, declining birthrates and related demographic data indicate we must critically assess our academic offerings to align with declining enrollment.

1I3 Improvement

Delta College will continue to support strategies for enrollment growth including dual enrollment and online classes and programs.

Delta College will conduct vitality studies on low enrolled programs to determine programs for elimination.

Because of the complexity of the vitality study, a new program review process is being implemented in the summer of 2019. This process has been designed collaboratively with faculty and administration with the goal to create benchmarks for enrollment, retention, completion, and employment. It will integrate program accreditation, Student Learning Assessment Committee (SLAC), and General Education Curriculum and Assessment Committee (GECAC) compliance.

Sources

- 3 023 Faculty Reduction - Downsizing
- 3 024 Faculty Reduction - Enrollment
- Data Category 1_3 Academic Program Design.pdf
- Steps to Follow When Eliminating a Program.pdf

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

Context for the process is presented in this subcategory under

- Category 2: Student and Other Stakeholder Needs
Subcategory 1: Current and Prospective Student Needs
Process A: Identifying Underprepared and At-risk Students
Process B: Deploying Academic Support Services
Process H: Deploying Non-Academic Services
--- New Student Orientation.

The preparation required of students for specific curricula is established through the College's curriculum process. (4.A.4) The overall framework of the curriculum process is described in:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Learning Outcomes
1P2.A: Aligning Learning Outcomes to Mission

In the College's curriculum processes, prerequisite requirements are subject to review. Faculty examine past student success rates and course outcomes and objectives to determine possible prerequisite knowledge/skills necessary for student success in a specific course. Faculty then propose what they believe to be appropriate prerequisites for a specific course as part of a routine curriculum proposal. The proposal is reviewed by faculty experts and academic advisors to assure that the proposal is appropriate given the course content and the College's testing and placement criteria. The proposal is also reviewed to assure that a series of prerequisites do not unreasonably extend the time for completion when pursued by a successful full-time student. Finally, where prerequisites are considered appropriate, remediation paths are identified for those students who do not initially meet the minimum requirements. A more detailed description of our student placement and developmental education pathway is provided in:

- Category 2: Meeting Student and Other Key Stakeholder Needs
Subcategory 2P1: Current and Prospective Student Needs
2P1.A: Identifying under-prepared and at-risk students, and determining their academic support needs.

The prerequisites that are established through the curriculum process are then communicated to the students through the college catalog which is available online and through the College's advising process. Students meet with an academic advisor as part of their orientation process and are encouraged to meet with their advisor during the registration period each year. Advisors review the student's placement test scores, course prerequisites, and course progress to date, to outline a curriculum plan for the student that assures the best chance of success.

B. Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

The College assures curriculum rigor through three sets of processes.

1. Curriculum Design
2. Assessment Practices
3. Instructional Quality

Curriculum Design

Curriculum design decisions such as learning outcomes and objectives apply to all sections of the course regardless of where the sections are offered, how it is delivered, or the instructor. As part of this process, outcomes and objectives are reviewed along with the curriculum map between the course and the general education program and associated occupational programs. An overall discussion of Delta College's curriculum process is provided at

- Category 1: Helping Students Learn
Subcategory 1P2: Program Learning Outcomes
1P2.A: Aligning Learning Outcomes to Mission

Assessment Practices

The College's assessment practices examine evidence of student learning, gathered from representative sample sections from main campus, learning centers, and online sections. The data from the assessment practices are collected to allow the examination of subsets and facilitates the confirmation that the learning levels are comparable across delivery modes and locations. A broader discussion of our assessment process is presented in

- Category 1: Helping Students Learn
Subcategory 1P4: Program Rigor
1P4.E Assessing outcomes attainment.

Instructional Quality

Full-time and adjunct faculty are hired using consistently defined standards. The review process used to hire faculty and to identify minimum credentials are described in

- Category 3: Valuing Employees
Sub-Category 3P1: Hiring
3P1.A: Recruiting, hiring and orienting staff and administrators.
3P1.B: Developing and meeting academic credentialing standards for faculty

A faculty qualifications database of full-time and adjunct faculty is maintained. It contains all courses in the College's course inventory, with the necessary requirements for teaching, in alignment with HLC Assumed Practices. For each faculty member (full-time and adjunct) it includes documentation of college transcripts, documentation of other credentials, special

exceptions/tested experience, and indicators of approved courses to teach based on HLC Assumed Practices.

Full-time and adjunct faculty are also reviewed regularly for teaching effectiveness. This review process used to evaluate faculty is presented in

- Category 3: Valuing Employees
Sub-Category 3P2: Evaluation and Recognition
3P2.A: Designing performance evaluation systems for all employees.

C. Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Delta College recognizes there are many ways for a student to gain knowledge outside the classroom and seeks to award credit for these experiences where possible. When traditional methods of earning credit are being used, credit is granted through the Registrar's Office. Where the conditions for prior learning are unique and require alignment with learning standards, faculty are asked to evaluate the appropriateness of awarding credit for prior learning.

Experiential Learning

Delta College offers students a variety of paths to gain credit for experiential learning. The office of Academic Career Experience and Service Learning provides and coordinates service learning opportunities, education placement, and internship placements. Internship courses are offered for career education courses. Additionally, the Registrar's Office evaluates credit for military training. Academic Associate Deans are responsible for evaluating portfolio work for the areas in their division, and the College offers a number of standardized tests that allow for advanced placement and for students to gain credit by exam. In addition, the College has sent staff to training for portfolio assessment to be used as a further resource for the Registrar's Office and Academics in assessment of experiential learning.

High Schools & Technical Centers

Delta College continues to foster relationships with regional public schools and the home school system in the tri-county district for articulation and dual enrollment opportunities. The Director of Dual Enrollment, Manager of Strategic Partnerships, and the Dean of Career Education and Learning Partnerships maintain contact with area high schools, intermediate school districts, and transfer institutions to provide an avenue for seamless transfer into and out of Delta College.

D. Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

The College maintains specialized accreditation where it is of benefit to the student's employment to have the curriculum accredited by an outside agency or association. This

decision is made through interactions between the program faculty, external accreditation organizations, administration, and Delta College's curriculum process. The roles of faculty and administration to seek program accreditation is outlined in [Senate Policy 3.012](#). The curriculum process is described in detail in:

- Category 1: Helping Students Learning
Subcategory 1P2: Program Learning Outcomes
1P2.A: Aligning outcomes with mission

Once the commitment to seek and maintain accreditation is agreed upon by Delta College, the discipline faculty use the curriculum development process to meet the requirements of the accreditation. The proposal is then vetted through the curriculum review process and a recommendation is made to administration.

E. Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

This information was presented earlier in the portfolio

- Category 1: Helping Students Learn
Subcategory 2: Program Learning Outcomes
Process G: Assessing Outcomes

F. Selecting the tools, methods and instruments used to assess program rigor across all modalities

Delta College tracks student success rates (C or better) by final course grades for traditional, blended, and online courses. The College also compares student success data between the main campus and the off-campus learning centers.

Delta College tracks and supports programs achieving third-party accreditation. Student results on third-party examinations are compared to national benchmarks.

1R4 Results

A. Summary results of assessments

Articulations and program accreditations are listed in Delta College's [Catalog](#) in the "Transfer, Validation and Program Overview" section. Current, pending and renewed agreement information is reported here:

- [Secondary Articulation Agreements 2015-2019](#)
- [Post-Secondary Articulation Agreements 2017-2019](#)
- [Post-Secondary Articulation Current and Renewing Agreements](#)
- [Post-Secondary Articulation In Progress Report 2019](#)

Results of assessments are in the [category data document](#).

B. Comparison of results with internal targets and external bench marks

In this portion of the portfolio student success rates for online or learning center courses are compared to success rates at our main campus. The College's goal is that the success rates in all locations and modalities are comparable.

Currently, 100% of required programs are fully accredited.

The results of national and credentialing examinations show 95% of the programs are above the national benchmark. The breakdown in results is found in the [category data document](#).

C. Interpretation of results and insights gained

There is a 3-7% difference in success rates for on-line/blended courses versus face-to-face courses, where students in a face-to-face setting are more successful. This is an improvement in recent years but needs to be studied further to improve professional development for online faculty to strengthen student engagement. The e-Learning Committee, consisting of faculty, e-Learning staff, and faculty from the Faculty Center for Teaching Excellence, are currently developing a badging system to encourage faculty participation in professional development designed to strengthen student engagement and performance in online courses.

If a program does not meet the national benchmark for credentialing examination, faculty research the gaps in performance and change curriculum to improve the students' preparation for the assessment. The most recent program not reaching the performance benchmark was the Paramedic to RN program which is currently under review for areas of needed improvements in curriculum and support systems.

114 Improvement

Delta College continues to grow articulations with partner universities to ensure seamless program pathways for our students, including 3 + 1 agreements with Ferris State University and Northwood University. Michigan does not have a state system for higher education, but recent initiatives by the Michigan Community College Association (MCCA) support the development of a common core curriculum for the first two years in popular baccalaureate majors. This core curriculum is being designed to be fully transferable between community colleges and universities, and across community colleges.

The disciplines under pathway development for transfer are grouped into three phases and include, Phase I: Psychology, Biotechnology, Criminal Justice, Business; Phase II: Communication, Computer Science, Mechanical Engineering, Social Work, and; Phase III: Art, English, Exercise Science, and Public Health. Delta College representatives have participated in all pathways under development.

In addition, Delta College will continue to develop employer partnerships to identify and meet demand of industry and occupations and, when applicable, integrate that work into the transfer pathway strategies through MCCA.

Sources

- 3 012 Program Accreditation
- Data 1_4 Current Agreements
- Data 1_4 Post Secondary Articulation
- Data 1_4 Post Secondary Pending
- Data 1_4 Secondary Articulation
- Data Category 1_4 Academic Program Quality.pdf
- Pass Rates Flyer 2018

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

Delta College senate policies address institutional academic freedom in [Senate Policy 2.011](#) by stating:

A joint statement from the American Association of University Professors and the Council for Higher Education declares that “the success of American higher education, including the high regard in which it is held worldwide, is explained in good measure by the observance of academic freedom. This freedom is manifested institutionally.” In furtherance of our values of diversity, integrity, and respect, Delta College supports the open, civil exchange of ideas in any setting associated with the College.

An Assembly Member who believes that his or her institutional academic freedom has been violated should use the Senate grievance process.

The College also has policies addressing the academic freedom and intellectual property of individuals and the institution.

- [Senate Policy 2.040 outlines intellectual property and freedoms](#)
- [Senate Policy 3.085 addresses academic freedom and scholarship](#)
- [Senate Policy 8.055 Student Rights of Expression](#)

The College also has an internal Institutional Review Board (IRB) which reviews and monitors research involving human subjects to ensure research is following ethical standards.

B. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Student learning and research is addressed by the policies presented in the previous section as well as the following policy that addresses honesty in student work submitted in the context of a class:

- [Senate Policy 4.060 Academic Integrity for Student Work](#)

The College makes available to faculty a software tool to aid in identifying plagiarism called Turn It In. Additionally, when there is an academic honesty infraction the instructor implements the appropriate penalty as documented in the syllabus and the student has the option to appeal the decision to the Academic Associate Dean.

C. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Ethical teaching and research by faculty is addressed by policies provided in the first portion of this subcategory. Professional integrity is addressed for all Delta College employees in the following policy.

- [Senate Policy 2.012 on Professional Integrity](#)

A variety of other measures are used by the College to assure that employees are aware of expected behaviors and to educate employees about relevant laws that affect their function at the College. These policies and measures are addressed in more detail in:

- Category 4: Planning and Leading
Subcategory 4P4: Integrity
4P4.A: Developing and Communicating Standards
4P4.B: Training Employees and Modeling for Ethic and Legal Behavior

D. Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Delta College has moved to using Maxient as an electronic means of tracking concerns that have been formally submitted to the College by students, faculty or community members.

1R5 Results

A. Summary results of measures

Delta College has a set of policies and procedures to encourage academic freedom and academic integrity. Links to these policies are provided above.

The Dean of Teaching and Learning and the Dean of Students review student, staff, and faculty complaints logged in the Maxient system on a regular basis and follow-up as indicated by the nature of the complaint. One of the data categories studied using Maxient were complaints related to academic integrity of students. There has been a decrease which has been attributed to the implementation of mandatory new student orientation in which academic honesty is presented. This data is [shown here](#).

B. Comparison of results with internal targets and external benchmarks

Delta College does not have benchmarks set for these processes.

C. Interpretation of results and insights gained

Interpretations and insights are described in the [document referencing the data from Maxient](#). Delta College recognizes a correlation between initiating mandatory student orientations and a drop in complaints about academic integrity.

1I5 Improvement

Maxient has been implemented and used for the past three years after an initial slow start. Strategies to improve awareness of the complaint process for students, faculty and the community are ongoing.

Academic Services along with Student and Educational Services will identify trends from the Maxient data and determine improvements strategies. An example of a positive intervention

has been the decline in complaints related to academic integrity which supports the College's integrity value.

Sources

- 2 011 Academic Freedom
- 2 012 Professional Integrity
- 2 040 Intellectual Property
- 3 085 Academic Freedom and Scholarship
- 4.060 Academic Integrity of Student Work
- 8 055 Student Rights of Expression
- Data Category 1_5 Academic Integrity

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks

- Interpretation of results and insights gained

211: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

The larger context for these processes is presented in this subcategory under

- Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College has developed course prerequisite levels based on core skills that support college-level learning. Those skills are centered on reading, writing, and mathematics. The prerequisite levels are used for most college credit courses in the Delta College catalog. Students must demonstrate minimum prerequisite skill levels through placement testing or successful course completion prior to registering for the course.

The course prerequisites are determined during the curriculum process described in Category 1 and include representation of faculty, student services staff, and administration. The curriculum process is described in more detail in

- Category 1: Helping Students Learn
Subcategory 2: Program Learning Outcomes

With these prerequisite standards in place, Delta College assesses each applicant's prerequisite skill level by correlating student performance with multiple measures to defined prerequisite levels. These measures include high school GPA, SAT test scores, previous college course completion, and Accuplacer testing.

Students take Accuplacer reading, writing, and math placement tests upon application and acceptance to the College unless high school GPA, SAT scores indicate they can bypass the exam. Students may be exempted from the placement tests and prerequisite levels by

1. Meeting minimum scores on the SAT test.
2. Achieving a cumulative high school GPA of 3.0 or better in appropriate courses.
3. Completing the Delta College developmental course or college level course prerequisites with a grades of C or better.

4. Completing equivalent course prerequisites with grades of C or better from another accredited college or university and transferring the credit to Delta College.

Delta College strongly encourages students complete an online Accuplacer preparation module before attempting the Accuplacer placement tests. This provides students with a skill refresher and exposure to an online testing environment. Students may re-take the Accuplacer tests up to three times per year for each subject (reading, writing, and/or math). Students who score between developmental placement and college level placement can be moved up to college level based on high school transcripts.

Students who do not meet the minimum reading, writing, and math skill levels will enroll in developmental course work to improve their skills. Successful completion (C or better) of developmental courses meet the requirements to enroll in college level course work. In some cases, where students place very low in core skill rankings, they may be required to take a sequence of two developmental courses to meet the prerequisite requirements.

During the new student orientation, the academic advisor explains the opportunities that students have to meet course prerequisites, including high school transcripts, SAT, Accuplacer testing and free retesting options, and remediation. Advisors also explain faculty expectations and available resources including the library and tutoring services.

Students are also informed about college support for documented learning disabilities. The Office of Disability Resources works with students to collect the needed documentation to establish that learning disability accommodations are needed. The office will then contact the student's instructors and inform them of the nature of appropriate accommodations. Request for accommodation services must be initiated by the student.

B. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

The larger context for these process is presented in this subcategory under

- Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College has adopted a "Guided Pathways" model for academic advising and career development. When prospective students make initial contact, they are immediately asked about their career plans and goals. Students with identified goals discuss them with admissions advisors and apply directly to the academic program of their choice. Program options include career or transfer programs. The advisor then assists the student in planning a complete Guided Pathway.

Students who are unsure are referred to six program grouping called meta-majors:

1. Arts, Humanities, Social Sciences;
2. Business;
3. Health and Wellness;
4. Human Services, Education, Public Safety;
5. Science, Technology, Engineering, Math; and
6. Trades and Technology.

Issues discussed during advising meetings for meta-majors include academic preparation, transfer opportunities, regional and national job outlook, and lifetime earning potential.

The six meta-majors offer the same courses for the first semester. This gives students time to examine the best program of study without taking courses that do not count towards a career or transfer goal. Students are assisted by advisors who help to create a personalized Guided Pathway that maps all required courses and correct sequencing that will lead the student toward graduation.

Once the student is on a pathway, advising goals shift to keeping the student on the pathway until program completion unless the student's interest changes. Every effort is made to meet the student's needs and avoid unnecessary costs to the student. Advising at this stage focuses on completing developmental education classes, completing gateway classes, maintaining good academic standing and satisfactory progress, continuous retention, and ultimately graduation.

Some students may need additional help with their career goals. They are referred to the Career Development Center where testing and career counseling is available.

C. Ensuring faculty are available for student inquiry (3.C.5)

Full-time faculty are expected to maintain office hours for at least five hours each week. This translates to approximately one office hour for every three hours in the classroom per week. Hours of availability are typically posted outside of the faculty's office door. The office hour schedule is reviewed by the faculty supervisor, the Academic Associate Dean. All full-time and adjunct faculty have college email addresses and are expected to respond to student email within 24 hours on weekdays. Full-time faculty have office phone extensions that can be accessed directly from outside lines or by calling the campus operator and asking for the faculty member by name.

Delta College offers Adobe Connect and Zoom as video conference tools that are made available to faculty by request. Faculty also have synchronous chat tools and asynchronous discussion boards available to them through the College's learning management system (LMS), Brightspace (formerly D2L or Desire2Learn) which is managed by eLearning, the distance education department.

D. Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Instructional Needs of the Faculty - Faculty instructional needs are prioritized and addressed through the College's budgeting process. Departmental budgets support faculty instructional needs. Technology and one-time purchases are prioritized based on need through the Instructional Material, Equipment and Technology (IMET) process. The IMET faculty and staff team review purchasing requests from across all instructional units of the College. These prioritized items are forwarded to the academic administrative offices for continued prioritization.

Learning Support Needs of the Students - It is Delta College's goal to support students, from admission to graduation or transfer. Our support services are designed to help in navigating college, especially for first time and adult students.

All first time in any college (FTiAC) students are required to attend a new student orientation program before they are allowed to register for classes. A major component of this orientation includes an "Orientation Tour." This combines a comprehensive tour of the campus with an interactive orientation of all the major support services at their respective offices. These support services include

- The *Advising Center* provides students with advice on what classes to take and the sequence that the courses should be taken. Students learn about developmental education requirements that may apply to them, general education requirements, academic program requirements, and graduation requirements. Students learn how to build their pathways in the Student Planning module and how to add and drop classes online. Students who plan to transfer to a four-year college or university receive advice from Delta College advisors and from admissions representatives from nearby universities, many of whom have offices at Delta College.
- The *Counseling Center* is located in the same office suite as the Advising Center. All six counselors are licensed professional counselors who work confidentially with students to address student concerns that vary from college adjustment, sexuality issues, family problems, relationships, depression, and other issues that face college students. Counselors have community connections and can make referrals to community mental health resources as needed.
- The *Career Development Center* provides a variety of services for students who are undecided about academic programs and careers. They also assist career and occupational students in preparing for job searches and employment inquiries. Any Delta College student – current or past – may use these services to identify a new career path, job search, or obtain help with resumes and interview techniques.

As part of the new student orientation, students are asked to complete a survey that gauges the usefulness of the orientation to the students and also allows the student to anticipate what their learning needs will be. This information is used as a leading indicator to determine the type of services that will best impact the students.

As students enter the classroom, they have a number of services available to support their learning. These include:

- The *Office of Disability Resources* is located near the counseling and advising office and is available to students as a service to document student needs and to identify appropriate accommodations in the learning setting. This office helps students communicate the nature of appropriate accommodations to faculty.
- The College's *Early Alert System* is provided through the Advise CRM (Customer Relationship Management) system. When faculty have concerns about the success of students, they can contact advisors through the faculty portal. Advisors then invite students to stop and meet with them to determine the best way to assist them.
- The *Library Learning and Information Center (LLIC)* has facilities conducive to individual and group study and offers large computer labs dedicated to student use. It is the location of four major learning support areas:
 - *The Library* provides books, journals, and electronic resources to all students and faculty. The staff assist students and faculty in finding research resources through the internet and through interlibrary loans.
 - The *Tutoring Center (Teaching and Learning Center or TLC)* offers tutoring at no additional charge to students for most subject areas. The TLC provides services to students on a drop-in basis, by appointment, and online.
 - The *WRIT Center (Writing, Reading, and Information Technology)* provides support for students in writing papers and reports and is part of the TLC.
 - The *Testing Center* provides a variety of testing services including placement testing, make-up academic tests, proctoring tests for other institutions, and licensure/certification tests for external agencies (GED, TSA, etc). In addition, they administer exams for internal and local businesses who want to test their applicants for jobs and apprenticeships as well as credit by exams, College Level Examination Program (CLEP), Dantes Subject Standardized Tests (DSST), and more.

E. Determining new student groups to target for educational offerings and services

Delta College identifies target groups in several different ways. Often, target groups are identified from data that has been collected by the College through community research and surveys. In other cases, internal documentation such as placement tests or accommodations given for a disability help to determine groups which can be supported as part of the College's overall strategic goal. Additionally, first-hand experience of faculty and staff have driven initiatives for a particular group of students. For example, some groups the College has expanded services for include honors, veterans, and minority males.

F. Meeting changing student needs

Students provide direct feedback to all levels of the College through instructional feedback forms, general comment tickets and complaints, Community College Survey of Student Engagement (CCSSE), and other surveys.

- Students evaluate their courses and faculty each semester. Faculty and Academic Associate Deans, who supervise the faculty, monitor the student feedback. If results indicate areas of concern or show patterns of potential under-performance, the Academic Associate Dean consults with the Dean of Teaching and Learning. Student feedback evaluations are also reviewed by other faculty, the Dean of Teaching and Learning, and the Vice President of Instruction and Learning Services as part of the peer review component of the promotion and tenure process. This process guides faculty in responding to student instructional needs on a semester-to-semester basis.
- Student comments and complaints are recorded in the Maxient system and subsequently screened by the Dean of Students and the Dean of Teaching and Learning to assure that the comment or complaint is routed to the appropriate area of the College, and regularly monitored by the Joint Leadership Council (Academic, Student and Educational Services, Vice Presidents, and Deans) for review and intervention. These concerns are also tracked to identify and address developing trends.
- Feedback from CCSSE is reviewed first by President's Cabinet and Executive Council. Information is then shared throughout the College by written documents and face-to-face discussion. Departments work together to find solutions to the challenges identified in the results and report back to Executive Council and other groups as needed.

G. Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

When student needs are identified, the College will do what is possible to address the need. Efforts are prioritized by considering both the size of the student group affected and the degree that the group's need threatens their continued education. For example, the College continues to work with male students, especially minorities, through the Men of Delta student organization. The goal is to improve the college experience for at-risk males, and provide resources to assist in student achievement and persistence. The College realizes its efforts need continual monitoring and improvement and have moved the Men of Delta under the mutual oversight of the Director of Diversity and the Dean of Students.

Other student needs are identified by a variety of processes that include feedback from student clubs, interviews with student focus groups, formal surveys from current students, community surveys, and student-led initiatives.

H. Deploying non-academic support services to help students be successful (3.D.2)

Non-academic support services are delineated into four sets of processes. Each set has its own milestones and metrics. These stages reflect the needs of students at various stages of the

academic career at Delta College. A number of these services have been described in earlier portions of the portfolio.

- Pre-Orientation On-Boarding
- New Student Orientation
- Continued Enrollment and Retention
- Graduation and Transition Services

Pre-Orientation On-Boarding occurs with the student's first contact until they begin his or her new student orientation. During this stage, admissions advisors work with prospective students getting them ready for the new student orientation. Admissions advisors use the Recruit CRM (customer relationship management) system to track prospects from assigned geographic areas. Tasks include

- submission of high school and college transcripts and SAT scores
- taking the Accuplacer and retaking it if needed
- filling out the online application
- choosing an initial academic program or meta-major if undecided
- filling out a FAFSA
- registering for New Student Orientation

New Student Orientation includes

- orientation to support services and student engagement programs during the orientation tour
- initial academic advising
- setting up a Guided Pathway through Student Planning Module
- attend financial planning session
- registering for first two semesters of classes

Continued Enrollment and Retention: Most students initially register for two semesters during the orientation advising sessions. Students may return to see an advisor as needed. Academic Advisors monitor student progress and communicate through the Advise CRM. On-going tasks include

- continued and on-going academic advising
- career planning
- continued financial planning
- registration
- Early Alert
- support for caution and probation students

Graduation and Transition Services include

- application for graduation
- degree audit and certification
- job search preparation or transfer planning

I. Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6).

The College's broader processes for hiring and assuring that new hires meet minimum qualifications are described in

- Category 3: Valuing Employees
Subcategory 1: Hiring

The Student and Educational Services staff are qualified, trained, and supported through the comprehensive staffing procedures maintained by the Delta College Human Resources Office including job descriptions, recruitment, training, evaluation, and discipline.

- Job descriptions are created through a comprehensive job definition process called the Position Information Query (PIQ). This process includes defining the job skills and knowledge base needed for a person to successfully meet the requirements of the position. The supervisor gathers information from stakeholders and others to determine the skill sets needed. Minimum education and job experiences are based on this PIQ and from comparable positions at Delta College and other colleges. From the PIQ, a job description is created that is used for recruitment and evaluation purposes. The Human Resource Office determines appropriate compensation based on comparable positions and market demands for similarly qualified positions in the immediate area.
- Recruitment includes:
 - Local, regional, and national advertising through professional journals, websites, and newspapers
 - collection of resumes, cover letters, references, and other credentials
 - establish inclusive search committees that encompass relevant college-wide expertise
 - initial screening
 - crafting interview questions
 - phone interviews
 - on-campus interviews
 - final selection
 - offers and acceptance
- On-Boarding and Initial Training: Delta College requires all new employees to participate in the new employee orientation which consists of 13 training modules that covers issues like Title IX, FERPA, benefits, Student Success, etc.

- On-Going Training: Human Resources and the Center for Organizational Success(COS) provide numerous training events. In addition, staff have the opportunity to attend state, regional, and national meetings and conferences.
- Evaluation: All staff are evaluated twice a year according to evaluation guidelines including a mid-year evaluation and an end of the year evaluation.
- Supervisors meet regularly with staff to provide support and assistance. Delta College has a progressive disciplinary procedure that includes Performance Improvement Plans (PIP) if necessary. The purpose of the proactive intervention is to correct poor performance with the goal of avoiding suspensions and terminations.

Leadership Program for Students

In addition to these processes, Delta College began a three-tiered student leadership program in 2017 to build connections with students across campus. Research shows that student involvement in leadership skills development, as well as engagement with other students in team activities, increases levels of academic achievement and completion. The leadership program is taught from a leadership model called "Habitudes." "Habitudes" is offered by the Growing Leaders organization based on a series of books written by Dr. Tim Elmore. Branded as "images that form leadership habits and attitudes," "Habitudes" focuses on teaching leadership and character attributes through pictures and images.

The Office of Student and Civic Engagement (SACE) leads the leadership program initiative, which provides an "umbrella" structure for student leadership development. The Pioneers Pyramid of Leadership model is the student leadership approach in which all students at Delta College have an opportunity to participate at various levels to build leadership skills in three different tiers. Tier one has been active for academic year 2017-2018 and academic year 2018-2019, and tiers two and three were recently added and will be assessed, along with tier one, in academic year 2019-2020.

Tier one involves new and previously developed programs including: Men of Delta, a male mentoring program, Champions of Leadership for student athletes; the Delta Educational & Leadership Training Academy (DELTA) available for all students; and the Student Organization Leadership Development (SOLD) series for student organizations.

The second tier is the newly designed Student Leadership Academy. Tier two focuses on development of advanced leadership skills and the ability to enhance and influence the leadership skills of others for a common purpose through collaboration. As a part of the Student Leadership Academy, participants will be asked to work in small groups to develop one project or initiative on campus that affects students and helps to build community.

The third tier is Leaders in Action Capstone, an experience in which student ambassadors focus on reflection of their own leadership skills and strengths, and its application in impacting Delta College and its community through a capstone project.

J. Communicating the availability of non-academic support services (3.D.2)

There are many ways that the College communicates with students regarding non-academic support services such as advising, counseling, financial aid, career services, student engagement, and job searches.

- Pre-Orientation and On-Boarding: During the admissions process, admissions, financial aid staff, and Educational Opportunity Center staff communicate with students through email and the Recruit CRM, texting, mail, telephone, high school visits, college visits, and face-to-face meetings covering topics like getting credentials turned in, completing applications, beginning FAFSAs, and choosing a career and a major.
- New Student Orientation: Students attend the mandatory new student orientation and meet with academic advising staff. Informational sessions are provided on student registrations, adds and drops, financial aid, Title IX, campus safety, and student engagement programs. These are offered in a combination of large and small groups, interactive sessions, and one-on-one advising.
- Continued Enrollment and Registration: After the students register for their first semester the Counseling and Advising staff become the primary source of communication. The primary vehicle is the Advise CRM. Regular communications go out reminding students about academic advising, registration, financial aid, and student engagement activities. Advisors are responsible for assisting students in choosing academic programs, preparing for job searches, or for transfers. The Delta College Early Alert program enables faculty to refer students for additional help.
- LLIC Services: Timely service notifications and hours of availability are sent out to students through social media, email and classroom visits.

K. Selecting the tools, methods and instruments to assess student needs

Academic Tools - In June 2015, ACT announced the phase out of the COMPASS placement test that Delta College used for placement into math, reading, and writing courses. Delta transitioned to Accuplacer for intake placement testing. However, within the first two years of Accuplacer, the parent company, College Board, announced the replacement of Accuplacer Classic placement test with the Accuplacer Next Generation. The Vice President of Instruction and Learning Services and the Vice President of Student and Educational Services appointed a steering committee chaired by the Dean of Teaching and Learning and the Dean of Enrollment Management to develop placement rubrics for incoming students. The committee consisted of the then Chair of the Mathematics and Science Division, the then Chair of the Arts and Letters Division, College Registrar, Director of Counseling and Advising, two Information Technology staff, the Director of Institutional Research, Manager of Testing, and the former Dean of Students. It was determined that the former Dean of Students who is a professional counselor with experience in psycho-metrics and testing would coordinate the project. Tasks included reviewing all testing processes and procedures, surveying all stakeholders, conferring with high schools and other community colleges, assisting faculty in developing new testing scores for the Next Generation Accuplacer, and assisting admissions and advising staff with implementation of

the new test.

A working group was set up in December 2017 with the following successfully completed:

Review and Replacement of Testing and Placement Process

| | |
|---|--|
| <ul style="list-style-type: none"> December 2017 | Collect data on Accuplacer Classic and determine validity and reliability of the test and test scores. |
| <ul style="list-style-type: none"> April- June 2018 | Establish concordance of the classic Accuplacer with the Next Generation Accuplacer according to concordance tables provided by College Board. |
| <ul style="list-style-type: none"> June – September 2018 | Mock testing done by English and Math faculty. |
| <ul style="list-style-type: none"> October 2018 | Recommendations from Math and English departments returned to the committee. |
| <ul style="list-style-type: none"> August 2018 | Finalize testing module and preparation of final cut scores and student messaging regarding scores. |
| <ul style="list-style-type: none"> September 2018 | Communicate with high schools and other stakeholders. |
| <ul style="list-style-type: none"> October - December 2018 | Implement Nex Generation Accuplacer. |

Non-Academic Tools - SACE reviews the effectiveness and satisfaction of their offerings, programs or workshops through surveys. When challenges within the program offerings are found, members meet as a team to determine steps that need to be taken to improve the effectiveness and/or satisfaction of the program or workshop. SACE meets regularly to assess its offering and make improvements based on student feedback.

Delta College uses the Maxient system to identify trends in student complaints and comments.

L. Assessing the degree to which student needs are met

At the end of each semester, after final grades are entered, a series of reports are run to indicate student success and retention rates. The reports include

- Completion of developmental coursework (C+ or higher)
- Completion of gateway courses (C+ or higher target)
- Academic success (cumulative grade point average and satisfactory academic progress)
- Retention (non-graduating students who are registered for the next term)

- Graduation and program completion rates (number of graduates and time to completion)

Students who do not meet the standards are contacted and invited in to see an advisor, counselor, or career counselor. Referrals are made as appropriate.

2R1 Results:

A. Summary results of measures

The data for this subcategory is found in the following [PDF document](#).

Delta College is a member of the National Community College Benchmarking Project (NCCBP). This project consists of a group of participating institutions that submit institutional data sets with the purpose of creating and using comparative data. Delta College turns to this data set when other comparative data is limited.

Additionally, the following [data](#) pertains to student success and is made available to the public through the Delta College website.

B. Comparison of results with internal targets and external benchmarks

For this area of the portfolio, the most meaningful comparative data is found in student to staff ratios for Non-Academic Student Support Services and the measures for Student Success. In each case, the comparisons can be made to national means and state means which are calculated from equivalent data which is self-reported by a cohort of schools defined by Delta College. The cohort is identified using factors such as size, location, and course offerings.

- [LLIC \(2013-2018\)](#)
- [Tutoring and Learning Center \(Winter 2016\)](#)
- [Writing Center \(2016-2017\)](#)

Additionally, as part of the College's transparency effort [retention and graduation rate data](#) provided to the public as measures of student success.

C. Interpretation of results and insights gained

The [Leadership Program data](#) in 2017-2018 and 2018-2019 charts the growth in numbers of faculty, staff, students and community partners in program involvement and participation. The program proved so successful in student engagement and excitement that it has been expanded to include leadership development opportunities for faculty, staff, and community partners as well as students. Below are the numbers that show students, faculty, staff and community programs that have been impacted by our leadership development model and "Habitudes."

2I1: Improvement

This last semester, the Student Retention Committee piloted a student interview initiative to directly identify student needs. Staff interviewed 111 students with three questions and noted their responses. The responses are provided in this [Breakdown of Student Interviews document](#). Results will be used to develop initiatives to improve services and support students.

The Leadership Program will implement all three tiers in academic year 2019-2020 and study the impact on student, faculty, staff, and community involvement in working together to improve student achievement in their courses and completion of their academic goals.

Sources

- Breakdown of Winter 2019 Student Interviews.pdf
- Data Category 2.1 Library Usage for HLC
- Data Category 2_1_A Current and Prospective Student Need.pdf
- Data Category 2_1_B TLC Report WN2016
- Data Category 2_1_C WRIT Report 2017-2018
- Leadership Program Impacts 2017-2019
- retention-and-grad-rates-right-to-know-update-march-2019

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

Delta College is an Achieving the Dream (AtD) institution and has earned Lead College status through adopting best practice recommendations for year round scheduling, mandatory orientation and advising, and Guided Pathways implementation. This affects the College's curriculum development processes, recruitment processes and advising processes. This portion of the portfolio describes our implementation progress.

A. Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

The College collects four kinds of data from first contact through graduation:

1. Academic placement data
2. Academic and career goals
3. Financial data
4. Academic advising data

Each of these data sets is used by Delta College to support the student by identifying needs to assure high retention, persistence and completion rates.

Academic placement data includes SAT/ACT, Accuplacer (and COMPASS) placement test scores, and high school and college transcripts. After the student completes an application to Delta College, the admissions advisor communicates with the prospective student through personal contacts and electronically through the Recruit CRM (Customer Relationship Management) to send in required data.

Academic and career goals data includes career plans, academic program choice, and transfer destination for transfer students. The admissions process is structured in a way that leads students from a career goal, to meta-major, to academic program choice, to a Guided Pathway that maps how a student gets from admission to their career goal. Data collection begins with the admissions application that is designed to identify undecided or unclear students who are then tracked through a meta-major process. Data is also collected by admissions advisors and by academic advisors and counselors who initially meet with them at the new student orientation.

Financial data collection includes completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA is required for all federal financial aid programs and also the Michigan Tuition Incentive Program (TIP).

Academic advising data is made available to students and their advisor through the Student Planning Module. The module allows for students and advisors to create an individualized Guided Pathway that includes all program requirements and allows flexibility for part-time and developmental education students. The module pulls data from the Colleague student database and includes all pre-enrollment data, a degree audit, advising notes and enrollment data.

Additionally, the College uses a set of measurements to determine student success rates. These are addressed in the next section:

- Category 2: Retention, Persistence and Completion:
Subcategory B: Determining targets for student retention, persistence and completion.

B. Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

In 2016, Delta College's AtD coaches determined that a continuing problem for the College has been the lack of centralized data. Multiple stakeholders including Institutional Research, administration, then division chairs, and developmental education faculty were using different methodologies to measure student success including academic performance and retention. In the Winter 2017 semester, the President appointed an *ad hoc* committee, Data Ambassadors.

The Data Ambassadors included faculty, Student and Educational Services staff, and Institutional Research staff. The committee was tasked with:

- creating common data definitions for student success;
- creating a website with a dashboard to disseminate retention data; and
- creating a plan to educate the College's stakeholders regarding student data consistency, measurement, and interpretation.

The Data Ambassadors met during the Winter 2017 semester and defined five milestones to track student success from enrollment through graduation. The ambassadors defined quantitative metrics to measure student success through these milestones. The milestones included:

1. Completion of developmental coursework
2. Completion of gateway classes in college level English and math
3. Fall to fall retention
4. Student success (cumulative grade point average and satisfactory academic progress)
5. Timely graduation (two year, four year, six year)

Of these milestones, the College decided to first study fall-to-fall retention.

To better understand the factors that affect fall-to-fall retention, the College tracked key student characteristics of a well-defined student group called the primary retention cohort (PRC). The PRC includes all first time in any college (FTIAC) degree/certificate seeking students. The PRC was adapted from the Voluntary Framework of Accountability (VFA) and is intended to parallel the Student Right-to-Know graduation rate cohort as defined for The Integrated Postsecondary Education Data System (IPEDS).

Delta College identified six key PRC characteristics to study retention:

1. Race/ethnicity
2. Age groups: (Traditional vs. Non-Traditional)
3. Gender
4. Full Federal Pell Status
5. Full-time/part-time status
6. College readiness/developmental education status

To further support a culture focused on improving student retention, persistence and completion rates, Delta College created a dashboard available to all College faculty and staff in the Fall 2017 semester that reports out all retention data. Additionally, in Fall 2018, a revised one-hour Student Success seminar was added to the mandatory new employee orientation to help employees know how to better assist students. In this seminar, employees learn what the standard retention metrics are, how to access them on the retention dashboard, and how they can use the data to shape their work in assisting student success.

Delta College has set a target of 2% increase for student retention, persistence and completion and developed college-wide action projects to support each component.

C. Analyzing information on student retention, persistence and completion

Delta College has implemented a Guided Pathways model to enroll students and track them through their pathways and on to transfer or careers. Delta College's pathways model is based on [Achieving the Dream's Pathway model](#) which identifies four central pillars for success:

- The first pillar is to create clear curricular pathways to jobs and careers.
- The second pillar is to get the student on the pathway.
- The third pillar is to keep the student on the pathway.
- The fourth pillar is to ensure that learning is happening with intentional outcomes.

Within the AtD pathway, the data identified in Process A: *Collecting student retention, persistence and completion data* is used to help develop clear curriculum paths and help students access and complete those curriculum paths.

- In the first pillar, faculty and advisors created Guided Pathways for each career program and 60 transfer programs. Curriculum, scheduling, and enrollment data was used to identify the most efficient course pathway.
- In the second pillar, the admissions and advising staff use application data to assist students in choosing a career goal and an academic program.
- Pillar three supports staying on the pathway through advising and coaching, and focuses on retention. Success and retention data assist advisors and administrators in tracking student enrollment patterns and identifying ways to improve retention. The Early Alert system helps faculty and staff assist students in achieving success in their courses. Financial aid compliance checking helps to verify that students are continuing on their pathways, as indicated in Student Planning (Student Self Service). Advisors use the CRM to contact students who may need guidance in staying on track.
- Pillar four uses reports from assessment of student learning outcomes (in programs and in General Education) to verify that students are learning key competencies in their chosen pathways. Faculty, advisory committees, and career preparation sources (such as Burning Glass) help in aligning learning outcomes with career competencies. Transfer and articulation agreements, developed by faculty, the Manager of Strategic

Partnerships, and state initiatives provide intentionality within the pre-baccalaureate pathways.

This set of data will guide Delta College's responses to student needs for scheduling, curriculum, preparation and ultimately job placement or transfer.

D. Meeting targets for retention, persistence and completion (4.C.1)

Delta College's primary strategy for improving retention, persistence and completion rates is to fully implement the AtD Guided Pathways model.

Career pathways and transfer pathways are completed for full-time students. Pathways for part-time students are now being developed. As implementation of AtD's first pillar comes to a close, Student and Educational Services staff are developing advising models to get and keep students on the pathway.

In the Spring 2018 semester, a random sample of 300 Delta College students with a declared Associate of Arts degree were identified and a deep analysis was done to determine their success in moving toward graduation. College staff analyzed their progress toward their degree goals with the student planning module and read the advising notes for each of the students.

- Approximately half of these students came to Delta College undecided about their career goals and academic programs. They were placed in the Associate of Arts program not specifically because they planned to transfer, but because they were undecided.
- Another 20% came with an initial goal but changed programs one or more times. Others came planning to transfer to a certain university but then changed their transfer destination goal in the middle of their academic career at Delta College.

The results of the qualitative analysis contradicts the Guided Pathways model and presents a major challenge. If students do not have a good idea of where they are going and how to get there, they will inevitably make poor choices and spend unnecessary time and money on classes not needed and may leave college with nothing to show for their efforts.

In order to resolve this problem, enrollment management services is planning to make significant changes to the admission and orientation processes. Admissions staff will be trained in career development processes and will understand how career development staff will guide undecided or uncertain students toward goals that meet their interests. The staff will also make referrals of students who are still undecided to the Career Development Center. If the student remains undecided by the time they go to new student orientation, the process continues with the academic advisors. Thus, admissions staff, academic advisors, and career counselors all work as a team in assisting the student to choose a career and academic program using Guided Pathways.

This is an example of how Delta College enrollment management staff use data to identify problems, analyze the data and set goals to make changes in process. In this example, the goal is based on pillar two of the Guided Pathways model: Get them on the pathway. In this case, the goal is to get most of the prospective students to set career goals based on their interests, skills, and abilities and choose an academic program before they come to new student orientation. At orientation, the advisors will assist students in setting up a multi-semester plan or Guided Pathway that will take them through their full program and prepare them for work or transfer. Those who do not set a specific career goal will be placed in one of six meta-major programs where they can continue to develop career goals and plans with assistance from advisors and faculty.

It is also an example of the Plan-Do-Check-Act (PDCA) model. During the summer of 2018, the enrollment management staff planned how to implement this pillar two goal to address undecided students (Plan). In the Winter 2019 semester, implementation of the plan began on a small scale (Do). During the summer 2019, we will evaluate (Check) our small implementation. After the evaluation we will make needed changes and move to full implementation for Fall 2019 (Act) which represents full implementation.

Many of the processes to support pillars three and four are already in place. For example, enrollment management set five core values that it would use to develop all of its programs and services including:

1. Be proactive
2. Promote student self-service
3. Use technology for online services
4. Use group processes
5. Use strategic communications

To support these values, the department has acquired several tools to implement the student success initiatives. In the last five years these tools include:

- Recruit CRM tool for prospective students
- Student Planning Module
- Financial Aid Self Service Hub
- Student Finance Self Service Hub
- Customer Relations Management - Advise
- Faculty Portal: Early Alert System
- ACALOG: Electronic Catalog
- CURRICULOG: Curriculum Management System
- OU Campus Web Content Management System

E. Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

Delta College benchmarks for retention, persistence and completion are defined as the rates of retention, persistence and completion within the PRC. The PRC is defined in Process B of this subcategory, determining targets for each area.

2R2 Results

A. Summary results of measures

The results for this portion of the portfolio are presented in this [category data document](#).

B. Comparison of results with internal targets and external benchmarks

Delta College is a member of the National Community College Benchmarking Project (NCCBP). This project consists of a group of participating institutions that submit institutional data sets with the purpose of creating and using comparative data. Delta College turns to this data set where other comparative data is limited.

For this portion of the portfolio, Delta College's retention and completion rates can be compared to state and national rates. These comparisons are presented in the data document for this portion of the portfolio.

We have not set firm internal benchmarks for these values.

C. Interpretation of results and insights gained

Fall-to-fall and fall-to-winter retention remains a concern in a competitive environment.

2I2 Improvement

A new goal of a 2% increase each in recruitment, retention, and completion has been set with detailed action projects to support each area that are included in the 2019-2023 Strategic Plan.

Sources

- Data Category 2_2 Retention Persistence Completion
- PathwaysCoachingGuide

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Determining key external stakeholder groups (e.g., alumni, employers, community)

Delta College academic career programs and Corporate Services have similar stakeholder groups, which are defined as businesses, economic development organizations, chambers of commerce, and employment agencies in the Great Lakes Bay Region. Business partnerships are identified based on number of employees, industry and geographic location. Other stakeholders in the academic area are local high schools and transfer postsecondary institutions. Delta College will work with these stakeholders to address their needs.

Some businesses or industries prefer/demand the workforce to earn and attain an academic credential and/or nonacademic training. Depending on the preference or required credential for the business/industry area either academics or Corporate Services will work to provide a solution to the stakeholders need.

Annually, Delta College Corporate Services reviews reports provided by area chambers of commerce and economic development organizations. Once identified, if the business employs more than 40 people, the business will be contacted by Delta College Corporate Services and provided an overview of Delta College. Professional associations that have business members with more than 40 employees are also identified as key stakeholders. This includes regional chambers of commerce, manufacturing associations, Society of Human Resource Managers, and economic development organizations. Also, any business with an annual contract for training or training administration in excess of \$150,000 are identified as top stakeholders.

In Academic Services, any internal or external stakeholder may suggest or request the College to investigate a program. Academic career programs are researched for need, appropriateness and sustainability of the offering by the Dean of Career Education and Learning Partnerships. In addition, Corporate Services and Academic Services collaborate to ensure College support is aligned in the best way to meet stakeholder need.

B. Determining new stakeholders to target for services or partnership

After determining if the new stakeholder's needs would be best addressed in the Academic area or Corporate Services, each area reviews important information.

Academics helps identify the need and determines if it will be met by creating awareness and utilization of already existing programs and services or designing new solutions.

Corporate Services identifies new stakeholders that meet the 40-employee criteria through relationships with economic development organizations and chambers. Annual printed materials are reviewed to identify new and expanding businesses. Delta College has established close relationships with economic development organizations and is asked to present and consult with new businesses considering locating to the region. Services include pre-hire training, contract training, co-op and internship experiences, and relevant academic programs which create a workforce pipeline of talent.

C. Meeting the changing needs of key stakeholders

Academics – The Dean of Career Education and Learning Partnership collaborates with the stakeholder (high school or postsecondary partner) to further determine what type of solution best meets their need, such as dual enrollment opportunities, articulations, awareness of current programs and services, or creation of new program or services. New solutions are studied for feasibility and sustainability. Articulation processes and agreements may be

implemented. Off-campus services may require agreements to ensure understanding of deliverables and cost.

Corporate Services - Key business stakeholders meet with the Manager of Development to determine needs on a quarterly basis. The Director of Corporate Services meets with economic development organizations and local chambers of commerce presidents formally for a minimum of twice a year and informally on a monthly basis during events. The director also meets monthly with the CEO and/or the COO of the region's largest employment agency, Great Lakes Bay Michigan Works!. Discussions on need are identified, recorded and discussed with Corporate Services team members for follow up. Follow-up is performed and at the next meeting the director confirms satisfaction of the follow-up with the business.

The following is an example of collaboration between Academic Services and Corporate Services: If a need is outside of the scope of training, a referral is made to the Dean of Career Education and Learning Partnerships, the Dean of Students and Educational Services, or the President. Follow-up on the lead is done via a phone call to the Dean or President to confirm contact was made. If stakeholder needs are not for credit courses, Academic Services will refer the stakeholder to Corporate Services for follow up with the business.

The director of Corporate Services serves on the Saginaw Chamber of Commerce Board of Directors, Eastern Michigan Council of Governments Strategic Management Committee, Great Lakes Bay Regional Alliance Employer Talent Pipeline Executive Committee, and continues discussions on business training and education needs.

Non-credit stakeholders job training needs are met by modifying the non-credit course offerings to add or delete learning objectives after a discussion with the business and after alignments to mandatory state or industry requirements.

D. Selecting the tools, methods and instruments to assess key stakeholder needs

Both formal and informal surveys and discussion occur to assess the degree of meeting stakeholder needs.

In order to assess training and determine if these needs have been met, all business stakeholders who train with Delta College Corporate Services are provided surveys. Surveys are conducted in paper form. An aggregate of the survey responses and comments is done for every class and presented to the business as an executive summary and is used to improve services to the client.

Training Administration System (TAS) is used to report training sessions and Salesforce CRM is used to track percentage of closure rate on proposals.

E. Assessing the degree to which key stakeholder needs are met

In Academic Services, articulations and dual enrollment agreements are reviewed annually for participation numbers. A comprehensive review is completed at a specific time period with each agreement.

Corporate Services compiles all surveys into an overall summary for the year and reviews the data compared to the previous year for quality trends. Discussion is held during annual business planning sessions to determine if additional goals for improvement need to be made and measured for the coming year.

Additional business training needs are identified in the comments section of the participant training survey for contract training.

Corporate Services also monitors repeat training sales and close rate of proposals to determine if pricing adequately meets business needs.

2R3 Results

A. Summary results of measures

Academics have maintained articulations according to those that are utilized and remain valid through faculty-to-faculty/teacher review. Curriculum remains consistent and reliable and performance of students meets standards of success. [Post secondary new](#) and [current agreement](#) data is reported.

Corporate Services data for this portion of the portfolio is presented in this [category data document](#). Closure rate for proposals and repeat business rate data is reviewed annually.

B. Comparison of results with internal targets and external benchmarks

Academics has not found any related benchmarks of value in this area. Each stakeholder's needs are attempted to be addressed in a mutually beneficial result.

Corporate Services internal targets are to exceed a 3.5 average satisfaction rating of courses and closure rate for proposals should exceed 60% of the industry benchmark.

C. Interpretation of results and insights gained

For Corporate Services, insights gained from data determine the business plan of action steps that will be executed by the team to achieve the client's results. Our data shows we are meeting client goals and expectations for closure rate. Repeat business rate is lower than the industry benchmark.

2I3: Improvement

Academics has relied on stakeholder partners to be transparent in expressing concerns and working collaboratively to solve the concerns. Most recently in this highly competitive market we have had other community colleges and local universities aggressively undermine long standing partnerships. A plan to assess and address concerns is being developed with the goal to implement beginning in the summer and fall and is included in the 2019-2023 Strategic Plan.

Corporate Services plans to continue to develop annual comprehensive business plans inclusive of client business plans that include goals, actions and metrics. Adding efforts to improve retention and increase repeat business rate will help improve metrics moving forward.

Sources

- Data 1_4 Current Agreements
- Data 1_4 Post Secondary Pending
- Data Category 2_3 Key Stakeholder Needs.pdf

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Collecting complaint information from students

Complaints can be reported both formally and informally. Formal complaints are logged in the Maxient system. Reporting is done by completing the appropriate complaint form from the Delta College public website. Those reports are forwarded to Student and Educational Services. Once received, the reports are routed to the appropriate person or area for follow up and resolution

Informal student complaints most often occur face-to-face, by phone or email. Faculty and staff are asked to also log these complaints in Maxient using the complaint form. Faculty and staff members who report informal complaints in Maxient also have the ability to share if the complaint was resolved. Complaints that have not been resolved are routed to the appropriate person or area for follow-up and resolution.

Student feedback forms are regularly administered in all classes. In addition to numerical responses, students have the opportunity to provide open narrative on these forms. Numerical summaries and comments are reviewed and examined by the Academic Associate Deans, who look for patterns and trends. As needed, concerns can be brought to the Dean of Teaching and Learning.

B. Collecting complaint information from other key stakeholders

Delta College collects information from stakeholders through various methods including:

- Peer educational institutions – Feedback is provided through the Office of Strategic Partnerships.
- Dual enrollment – Formal feedback was provided through a consultant comprehensive interview of high school stakeholders for process improvements. On-going collection of concerns is taken and individually addressed.
- Community employers – Feedback is provided through program advisory committee membership.
- General members of the public – Members of the public may speak to individuals within the College or offer their concerns through our public website (<http://www.delta.edu/report-incident.html>). These comments are routed to a common desk to assure that the concerns are sent to the appropriate area of the College.

C. Learning from complaint information and determining actions

The Maxient software, an online incident reporting tool, has provided us a vehicle by which we can systematically track student complaints. Tracking in Maxient also allows us to determine trends. As trends develop, the Dean of Students will bring the issue to the attention of the division, department, or area to suggest developing a process or initiative that can better address the complaint.

Student concerns and complaints about faculty and instruction are also recorded in the Maxient system. These reports route through the Academic Associate Deans and the Dean of Teaching and Learning for examination and resolution whenever possible. As noted above, reports are carefully screened for potential trends.

Delta College provides training sessions for key stakeholders. Additionally, we communicate via email across the College to encourage the use of Maxient.

The dual enrollment consultant survey identified a major need to centralize services for the high school personnel, students, and parents. In addition, the processes of dual enrolling and billing needed improvement. A Director of Dual Enrollment and Dual Enrollment Office was established in 2018 to centralize and improve processes.

Improvement suggestions or action items gathered from academic program advisory committees are recorded in the minutes during each advisory committee meeting. The coordinator leads the review and collaborative solutions are a result. These are reviewed periodically to ensure progress before the next advisory committee meeting by the faculty, coordinator, Academic Associate Dean, and Dean of Career Education and Learning Partnerships.

D. Communicating actions to students and other key stakeholders

Information on the results of a complaint is shared when appropriate. Resolutions are shared with students in face-to-face communication, by email and via phone conversations. Resolutions that have a large systematic effect on others, such as safety awareness, are communicated across the College via meetings, emails, posting on the College's internal portal system, and sometimes even marketed in posters and other advertisements.

Advisory committee action items and improvement suggestions are reported during the following meeting. Progress and or results are discussed and recorded in the minutes and sent to all members via email.

E. Selecting the tools, methods and instruments to evaluate complaint resolution

Maxient provides a vehicle by which we can track complaints as well as their resolutions.

Advisory committee action items usually are voted on and resolved at the next meeting. Each member completes an evaluation form after the meeting to allow for input on all aspects of the discussion, conclusions, and meeting.

2R4 Results

A. Summary results of measures (include tables and figures when possible)

The summary of results for this portion of the portfolio is presented in this [category data document](#).

Each career program advisory committee's work is individual to the program. Post-meeting evaluations are almost 100% positive. If a concern still exists it is placed on the agenda and followed up on internally and at the next meeting.

B. Comparison of results with internal targets and external benchmarks

All complaints reported will be addressed through the department assigned. This is achieved by follow-up through the Maxient process or the advisory committee process.

C. Interpretation of results and insights gained

The low numbers of Maxient tickets specifically identified as complaints indicate we need to encourage better use of the software.

2I4 Improvement

The advisory committee process has resulted in curriculum changes, course activity changes, admission requirements, program creation, and program inactivation.

Action goals:

- Develop strategies to determine how well the complaint system is being used and ways to increase usage.
- Develop a strategy to track the percentage of complaint tickets that are resolved and set goals and strategies to increase the percentage of resolved tickets over the next one to three years.

Sources

- Data Category 2_4 Complaint Processes

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

Delta College serves the Great Lakes Bay Region by educating, enriching and empowering our diverse community of learners to achieve their personal, professional and academic goals. This mission guides this collaboration work.

When determining partners, the partnership must be aligned with our mission. If it isn't, an attempt to refer the organization to another appropriate partner is made.

Depending on the request coming in or the need for Delta College to outreach to a prospective partner, the next step is to assign the external proposed partner to a department to begin collaboration. A number of our career programs require partnerships with industry to provide clinical or other work based learning. The programs form partnerships locally with hospitals and companies along with a few being out of district. Although these agreements have been modified and improved throughout the years most continue as mutually beneficial to Delta College and the partner's needs.

When selecting partners for collaboration, Corporate Services begins by referencing the departmental mission and vision that ties directly with the College's mission and vision. Once we establish this, we incorporate specific actions into our annual business plan. Those actions identify our business partners for collaboration that will foster learning within the workforce and professional growth resulting in a stronger regional workforce talent pipeline and positive economic impact for our students and community.

Delta College Fast Start™ job-training programs require the partnership of Great Lakes Bay Michigan Works! who has access to the Workforce Innovation and Opportunity Act (WIOA) funding to sponsor dislocated workers for training. Fast Start™ must also have a local business with a hiring need that is identified as in a high demand and high wage occupation.

Delta College is committed to serving the needs of small business and entrepreneurs, and identified the best agency to perform this work is the Michigan Small Business Development Center (MI-SBDC). The center has the structure, tools and expertise to best assist our region and provides an effective model. Delta College has sponsored a MI-SBDC on campus which provide services in Arenac, Bay, Midland, and Saginaw counties.

B. Building and maintaining relationships with partners

Academic partners meet regularly to maintain and build relationships. Advisory committees meet one to three times per year depending on work needed. Articulation partnerships are collaboratively reviewed every two to three years. Dual enrollment partnerships are reviewed at a minimum according to the agreement and informally on a semester basis.

Support to our partners is demonstrated by attending and participating in key events offered by our partners. Participation is facilitated by a community electronic calendar which is managed out of the Institutional Advancement and President's Office. Local chamber of commerce, individual company, high school, immediate school district, and other stakeholder events are sent out to Executive Council members' calendars to monitor and ensure attendance and participation.

Key business stakeholders meet regularly with the Corporate Services Manager of Development to determine needs. FastStart™ businesses meet quarterly with the Director of Corporate Services for input, feedback and identification of future needs. The director is also involved with economic development organizations and local chambers of commerce. Discussions focus on needs and areas of growth and are forwarded to Corporate Services team members for follow-up.

The Delta College SBDC maintains relationships with stakeholders by providing free monthly training, consulting and business planning. This collaboration strengthens the Delta College brand and benefits businesses, the community, and the College.

C. Selecting the tools, methods and instruments to assess partnership effectiveness

Depending on the type of partnership, the survey methods, tools and other metrics are established collaboratively. Graduate and employer surveys provide valuable input into our academic programs. Enrollment and completion data guide improvement in program offerings.

Delta College, Great Lakes Bay Michigan Works! and local employers collaborate on the Fast Start™ short-term job training programs, and mutually agree upon the tool to measure effectiveness is recording employment data of the participants immediately after the program concludes and again six months after completion. Great Lakes Bay Michigan Works! funds the majority of the individuals who attend training and is the responsible party for collecting the job placement rate data. The data is reported to Delta College and uploaded to the state website MiTC, Michigan Training Connect.

Delta College measures the effectiveness of the SBDC partnership based on the number of clients served and capital formation which aligns with the state method for reporting success. The SBDC Regional Director is provided documentation by the client. The information is recorded on the state reporting sheet and provided to Delta College and to the state headquarters.

The second method of partnership effectiveness is the ability to satisfy small businesses in the region. Using a survey developed by the state, the SBDC annually surveys their client base electronically and tabulates the results reporting to both Delta College and the state headquarters.

Delta College determines the best method to measure effectiveness for business and industry contract training is the number of individuals who receive training in a one year period. Annual goals are established and measured. The data is tracked through Training Administration System (TAS) with a report generated annually. This data is reported on the Delta College scorecard and compared against the annual business plan.

D. Evaluating the degree to which collaborations and partnerships are effective

In Academic Services, participation in advisory committees is a key indicator for success. Continuation of agreements, with or without modification, is another indicator of success.

Partnership effectiveness for all Fast Start™ short-term job training programs is determined based on the employment rate of the students who complete the program and the minimum threshold employment rate when the program is completed. The minimum employment rate must be equal or greater than 75% of successful completors.

2R5: Results

A. Summary results of measures

The majority of academic agreements continue for years. Recently we had two major agreements dissolve for dual enrollment. The College believes the partners had shared concerns openly and collaborative solutions had been proposed or implemented. The two partners did not give us the opportunity to continue or work on issues and decided to go with other colleges that had aggressively pursued them. This highly competitive and aggressive environment resulting in the loss of these partners was a surprise with very little or no warning.

A new academic program, Clinical Medical Assistant, was created and active in less than a year because of collaboration with Great Lakes Bay Michigan Works!, industry, faculty and staff. This was due to the excellent partnerships that exist.

In Corporate Services, the numerical summaries for this portion of the portfolio are presented in this [category data document](#). Additionally, we provide the following narrative information as evidence of effectiveness.

Fast Start™

A minimum employment rate of 75% will determine if future Fast Start™ training programs will be offered. Delta College Fast Start™ job training programs include, diesel technician, chemical process operator, advanced manufacturing, customer service and computer numeric control with job placement rates between 80%-96%.

An outstanding example of collaboration includes the establishment of a brand new Diesel Technology AAS degree and Diesel Fast Start™ short-term job training program to address the workforce pipeline need for more diesel technicians. The early collaboration with Saginaw Future economic development organization and Great Lakes Bay Michigan Works! workforce agency ensured Delta College would connect with over 30 employers and identify core skills needed for the program. Additional funds from area foundations were secured through the Executive Director of Institutional Advancement resulting in over \$700,000 in new equipment for a state-of-the-art lab.

SBDC Partnership

Delta College's strong partnership with workforce development organizations and regional businesses resulted in securing \$250,000 in Michigan Skilled Trades Training Funds to provide training to local employers using Delta College's state-of-the-art labs.

SBDC customer satisfaction survey results are effective if they show greater than 80% satisfaction ratings. For the past several years, SBDC results show 100% of clients are satisfied with the services they receive. The SBDC partnership is very effective at building relationships with the community. In 2017, a local business working with the SBDC at Delta College won state-wide recognition as Michigan's Small Business of the Year Main Street award winner. Delta College's MI-SBDC served 377 businesses, helped 35 business start-ups, helped businesses create and retain 526 jobs, and assisted in over \$6.5 million of capital formation in 2016.

These initiatives are driven through Delta College Corporate Services. They develop an annual business plan that identifies points for improvement and goals. The plans for the last four years are provided here:

- [2016-2017](#)
- [2017-2018](#)
- [2018-2019](#)
- [2019-2020](#)

B. Comparison of results with internal targets and external benchmarks.

The College has identified no internal or external targets for these processes.

C. Interpretation of results and insights gained

Delta College determined the best method to measure effectiveness for business and industry contract training is the number of individuals who receive training in a one year period with performance indicators included on the business plan, of good (green), warning (yellow) or needs investigation (red). Green coded ratings reach 90% or greater of the target established, 80% - 90% receives a yellow and 80% ratings are coded in red. If an indicator receives a yellow or red rating, the Corporate Services team reviews the metrics, identifies the barrier and then develops a countermeasure action item in the business plan to help achieve the goal for the coming year. This ensures the team is actively participating in continuous quality improvement toward reaching targets which ultimately supports the College's strategic plan. The Fall of 2017 report demonstrated Corporate Services exceeded the target achieving 107% of goal.

2I5: Improvement

Continue with current processes and establish new targets since the goal has been met and surpassed indicating successful implementation and assessment. Process improvements are identified and included on the next year's business plan which is developed collaboratively with

all corporate service contract training team members, after performance data is reviewed by the Director of Corporate Services.

Academic Services continues working with key stakeholders to preserve and grow partnerships in an increasingly competitive environment to offer credit programs in the format and where our K-12 partners would like them delivered.

At the College level, Executive Council has developed a specific plan for outreach to our community partners which include the chambers of commerce and economic development groups, to attend planning meetings and request specific feedback on needs for Delta College to address. These needs are prioritized, incorporated into the Community Focus portion of the College's Strategic Plan, and further delineated through action projects.

Sources

- 2016 2017 Business Plan DCCS 5.2017
- 2017 2018 Business Plan DCCS 5.17.2018
- 2018 2019 Business Plan 4.3.2019
- 2019 2020 Business Plan 4.16.2019.pdf
- Data Category 2_5 Building Collaborations and Partnerships.pdf

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Approval of Position Request

The need to fill a position is identified by the department supervisor. This need may replace an employee who is leaving Delta College or represent a new position. In either case, the need is supported by showing alignment with the long-term strategic plan and identifying how the position will have a “value added” effect on the College. The request is then reviewed by President's Cabinet.

Pre-Posting Considerations

Once a position has been prioritized and approved, the position description is further developed, reviewed, and updated by the department that holds the position vacancy. This process assures that the position is appropriately aligned with the institutional vision, mission, and core values; the minimum qualifications reflect best practices; and the qualifications are also in alignment with minimum qualifications established by the Higher Learning Commission.

Where the position has previously existed and an exiting employee is being replaced, an exit interview is used to establish a base-line for the needed qualifications, skill sets, and values. Our exit interview process includes a personal interview with the Director of Human Resources for each exiting full-time employee. This discussion helps gain insight regarding potential position function changes, organizational work flow changes, equity issues as well as the employee's opinion regarding offered benefits, wages, and training opportunities. The Director of Human Resources reviews the results of exit interviews with the President and Vice Presidents. These individuals determine if changes in job functions/department/divisions/organizational changes are required for improved organizational effectiveness. These conversations ultimately impact the position description and can reach as far as elimination of a position and redistribution of position responsibilities.

President's Cabinet also determines, in conjunction with the Director of Human Resources, matters of equity, compensation, performance evaluation, and professional development. Human Resources also collaborates with Delta College's Equity Officer to implement strategies for organizational effectiveness as it relates to the People Focus strategic initiative.

Supporting Documents:

- Procedures Manual – [Job Listings](#)
- Procedures Manual – [Support Staff Minimum Technology Skills](#)
- Procedures Manual – [Position Description for AP and Support Staff](#)

Recruitment

The Human Resources Office reviews all position descriptions for faculty and staff vacancies to assure consistency prior to posting the position for applicants. Position comparisons are made with like organizations both regionally and nationally when appropriate to assure that our staff is highly credentialed as appropriate for the position.

Human Resources conducts comparative compensation analysis to determine the competitive standards that attract highly-credentialed and qualified candidates. Through Position Information Questionnaire (PIQ) analysis, all jobs are systematically analyzed for market competitiveness. During this stage, necessary changes in compensation rates are sometimes identified through consultation with associated human resource professional memberships and listservs.

In preparation for posting the position for recruitment, the Hiring Manager, appropriate administrator and search committee chair provide a confirmation summary that the posting includes evaluative criteria that define an ideal candidate along with critical discussions on selecting for diversity and inclusion. These qualifications are then reflected in the job postings for recruitment, application review, and interview processes.

Delta College uses a variety of recruitment processes to ensure that the College retains a diverse, skilled and knowledgeable workforce. The recruitment process includes the following means of posting position descriptions:

Internal

- Delta College Job Board/Applicant Tracking System (PeopleAdmin)

Local Region

- Delta Broadcasting WDCQ Q-TV and WUCX Q-90.1 FM
- Delta College Career Services
- Bay City, Flint, Midland, and Saginaw Newspapers
- Career Fairs
- Social Media: Facebook, LinkedIn, Twitter

State

- MLive
- MITalent.org

National

- Chronicle of Higher Education
- National and Michigan Higher Education Recruitment Consortium
- MFAD (Minority Faculty/Staff Applicant Database)

- CommunityCollegeJobs
- TAP (Talent Acquisition Portal)
- Inside HigherEd
- HigherEdJobs
- Diversity Employers
- HBCU Connect (Historically Black Colleges & Universities)
- Hispanic Outlook
- Professional/Trade Journals and Websites
- Indeed
- Glassdoor
- ScholarlyHires

Supporting Documents: Procedures Manual – [Recruiting Interviewing Full-Time](#)

Hiring

Applications are accepted by the College's Human Resource Office through the online Application Tracking System that is accessible through the Delta College public website <https://www.delta.edu/employment/>. Applications and resumes are then screened for appropriate qualifications and skill sets as previously identified by hiring managers and Human Resources. For faculty and staff positions, this is typically carried out by a committee. Hiring committee members have undergone unconscious bias training and each hiring committee includes at least one inclusion advocate to further ensure fairness in the search process.

Candidate applications that rise to the top of the list are then further evaluated through the interview process where additional insight is gained regarding skill sets and how well a candidate seems to match with the College's values. Hiring managers consult with Human Resources to determine if skill or behavioral based testing is required to determine if candidates can perform job responsibilities.

For faculty, the interview process includes a teaching demonstration that is attended by department peers and, at times, students. Search committees are expected to justify removal of candidates from consideration for a position opening. This occurs after initial review of applications when candidates for telephone interviews are being selected; after telephone interviews when candidates for on campus interviews are being selected; and for finalists not selected for the position.

See the supporting document: [Screening Process by Employee Group](#)

Search committees are selected to represent diversity and provide a fair review of the candidate pool. Committee composition also includes individuals who have undergone Inclusion Advocacy Training and Unconscious Bias Training through Human Resources. For full-time faculty, committees consist of faculty from the academic area that will most closely work with the open position as well as from other academic areas to represent a broad academic

context. Committee members are also educated on use of "best fit" criteria and how to structure the interview questions to gain information from candidates regarding relevant knowledge, skills, abilities, and experience that also align with their fit with the College's mission, vision, values, and strategic initiatives - including commitment to a diverse workforce and student body.

Orientation

Delta College's Human Resource Office and the Center for Organizational Success (COS) have implemented a year-long orientation program to engage new employees by helping them establish inclusive relationships with other employees, integrate into Delta College's inclusive culture, embrace our inclusive institutional mission and values. The orientation includes learning sessions to develop a deeper understanding of benefits, compliance standards, College history, as well as core systems and processes.

After a full-time or part-time employee is hired, the Human Resources Department informs the COS. Upon receipt of this notification, the COS sends a welcome letter to the new employee on behalf of the President. The letter introduces the New Employee Orientation (NEO) Program. Within a few months of starting employment, a group of new employees meet with the President for a formal introduction to the year-long program. Employees are given NEO program resources and shown how to access and register for professional development programming offered by the COS.

The NEO program consists of 15 face-to-face modules. These modules were developed and facilitated by internal subject matter experts. Several modules have an e-Learning component and most are offered three times a semester. The modules are:

- Welcome to Delta
- Shared Governance and Senate
- Professional Development
- Performance Management
- Strategic Planning and College Budgeting
- Sustainability
- Student Success
- We Make an Impact at Delta
- Drug and Alcohol Prevention Program (DAPP)
- Technology Training and "Be in the Know..."
- Title IX, Diversity and Inclusion
- Copyright Laws and the LLIC
- FERPA and Customer Service
- Whistleblower and Campus Security Authority Reporting
- Protected Class

Employees are expected to make consistent progress through their orientation process. To help the employees stay on track, the COS sends out a progress report every two months to the new employee and their immediate supervisor. This report provides the information on what has been completed, their current registrations and what still needs to be completed. If there are employees that have not made any progress in two months, the Director of Human Resources is copied on the progress report. The director then reaches out to the employee and/or his or her supervisor to discuss the program's requirements and to assist the employee in completing the program in a timely manner.

When an employee completes all of the modules, they are sent a certificate of completion and a link to complete a survey on the quality of orientation. The survey results are downloaded every six months and the feedback is used to improve the program.

Faculty Orientation

Faculty experience a different orientation process that is administered by the Faculty Center for Teaching Excellence (FCTE).

Full-time faculty undergo the Faculty First Year Experience. This program lasts for a full academic year and includes enrollment in the in-house course EDU 390: Best Practices in Teaching and Learning. This course looks at new research in learning and pedagogy/andragogy. It is also designed to reinforce the importance of on-going professional growth, observation of colleagues' teaching, and reflection on their classroom experiences. EDU 390 also provides time for new faculty to complete NEO modules.

New adjunct faculty are invited to attend Adjunct Training Academy sessions in the Fall semester. They are also invited to faculty development opportunities over the course of the academic year, and most of our academic disciplines provide opportunities for their adjuncts to meet with the full-time faculty, take part in assessment projects, and use campus resources to help prepare for their courses. Many disciplines send out adjunct newsletters and have assigned full time faculty to mentor adjuncts within their areas.

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

In addition to meeting with the Academic Associate Dean prior to the start of each academic semester, new and continuing adjunct faculty members attend the Adjunct Faculty Academy. This is a special event that provides orientation and a variety of professional development experiences. The intent is to provide awareness of available services, create an understanding of their obligations as a faculty member, and provide an opportunity for them to share questions and concerns.

B. Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

Academic credentialing standards for faculty positions are identified after the faculty position is approved and before the position description is posted for purposes of recruitment. All faculty positions are developed from a "basic position description" template that contains core competencies for faculty positions. The description template was developed by faculty in consultation with administration.

Per HLC credentialing requirements, most faculty positions require a master's degree with appropriate years of experience. Specific standards are determined by faculty who teach in the subject area. Final approval of credentials occurs with the Vice President of Instruction and Learning Services.

As outlined in Senate Policy 3.003, Senate Policy 3.045, and Senate Policy 5.020, all faculty who teach credit bearing courses meet the same set of credentialing standards for their area and are screened through our hiring process for faculty regardless of the nature of the faculty position – full-time, adjunct, dual enrollment, on-campus, or off-campus.

[Senate Policy 3.003 – Faculty Selection: Policy and Procedure](#)

[Senate Policy 3.045 – Joint Appointments Criteria and Procedures](#)

[Senate Policy 5.020 – Joint Appointment for Administrative/Professional Staff Teaching Policy](#)

C. Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

Academic Associate Deans monitor full-time and adjunct faculty staffing levels based on enrollment data. In addition, faculty positions are replaced according to budget models which retrospectively list five years of enrollment data, full-time faculty loads, and adjunct staffing. The data also projects enrollment forward for the next three years and projects if full-time faculty positions are needed. In occupational and trade programs, full-time faculty positions are replaced according to the budget models and in compliance with accreditation and/or industry requirements.

D. Ensuring the acquisition of sufficient numbers of staff to provide student support services

Student support positions are filled based upon student demand for services. Each full-time position departure from retirement or resignation provides an opportunity to re-examine staffing in the department. As a result, restructuring of departments has occurred which resulted in reassigned duties, promotion for staff who "try out" new responsibilities on a trial basis, and creative staffing models which present opportunities for current and new staff. For example, the retirement of the Manager of Testing Services provided an opportunity for restructuring which resulted in two internal promotions on a six month trial basis and the hiring of an additional part-time staff member instead of replacing the full-time position. At the end

of the six month period, staff and their supervisors will jointly determine whether to convert the interim positions to permanent staffing assignments.

E. Tracking outcomes/measures utilizing appropriate tools

The following outcomes are tracked regarding the hiring processes at Delta College.

- Use of PIQ
- Meeting minimum qualification standards
- The portion of committee members that have undergone unconscious bias training
- Portion of employees having undergone unconscious bias training
- The portion of committees that have an inclusion advocate
- Portion of employees who have been trained to be inclusion advocates
- The degree to which the Delta College employee workforce reflects the diversity in the population of its service area

3R1: Results

A. Summary results of measures

The Human Resources Office has nearly 100% compliance with its processes.

- All [Administrative/Professional and Support Staff posted positions](#) have a PIQ.
- All hires have met the minimum qualification standards for their position.
- All hiring committee members have undergone unconscious bias training.
 - This represents 160 different individuals having served on hiring committees.
- All hiring committee members have at least one inclusion advocate.
 - This represents 55 faculty and staff who have undergone training to be an inclusion advocate with 29 individuals having served on search committees.

The trends in the College's employee profile is presented in this [document](#). These numbers are extracted from annual reports that are produced by the Human Resources Office and present a more detailed comparison between the College's workforce and its surrounding community. These detailed comparisons are presented here:

- [2018-2019](#)
- [2017-2018](#)
- [2016-2017](#)
- [2015-2016](#)
- [2014-2015](#)

B. Comparison of results with internal targets and external benchmarks

The College's internal benchmarks of 100% have been met regularly for processes that support developing Delta College's diverse workforce.

C. Interpretation of results and insights gained

There is still much work to be done in order for the College to meet its diversity and inclusion objectives. Recruiting a workforce that reflects our regional demographics remains a challenge. However, we believe recent initiatives will enhance the diversity of our applicant pools thereby increasing the number of offers made to candidates in underrepresented groups.

311: Improvement

Continued Unconscious Bias Training that includes supplemental discussion in the following areas:

1. Halo effect
2. Recency effect
3. Primacy effect

Hire/Search practices in the following areas:

1. Search committee composition
2. Screening strategies
3. Focus group participation

The above proposals/implementations are designed to sustain and strengthen Delta College's commitment to a culture of diversity and inclusion.

Sources

- 3 003 Faculty Selection
- 3 045 Faculty Admin Staff Joint Appointments
- 5 020 Admin Staff Teaching
- Data Category 3_1 Hiring.pdf
- Data Category 3_1_B 18-19 Profile
- Data Category 3_1_C 17-18 Profile
- Data Category 3_1_D 16-17 Profile
- Data Category 3_1_E 15-16 Profile
- Data Category 3_1_F 14-15 Profile
- Employee Group Screening Criteria
- Job Listings
- Minimum Technology Skills
- Position Description Proc for AP Support

- Recruiting Interviewing Hiring Full-time

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Designing performance evaluation systems for all employees

There are four evaluation systems for Delta College employees. The system used depends on the classification of position. The position classifications are:

- faculty (full-time and adjunct)
- staff (administrative/professional and support)
- food service employees
- facilities employees

In each case, the evaluation system is used as a touch point between an employee and their supervisor to create dialog regarding the employee's performance relative to expectations and alignment with College goals and to identify areas for future growth.

Faculty Evaluation

The evaluation of Delta College faculty is a significant component of our quality assurance process in our course and program offerings. The evaluation process is described below. Their integration with assuring quality course and program offerings is described in:

- Category 1: Helping Students Learn
Subcategory 4: Academic Program Quality
Bullet B: Evaluating and ensuring program rigor: Instructional Quality

Full-Time Faculty

Policies regarding the evaluation of full-time faculty reside within our shared governance system as [Senate Policy 3.010](#), [Senate Policy 3.060](#), and [Senate Policy 3.061](#).

- Policy 3.010 describes the standards in teaching and institutional service for achieving promotion and tenure.
- Policy 3.060 establishes that full-time faculty will be evaluated on a regular basis.
- Policy 3.061 establishes that full-time faculty may be evaluated more frequently if deemed necessary by peers, supervisors or administration.

Collectively, these policies assure that all full-time faculty are reviewed annually and that an in-depth performance review is administered at least every fourth year. These policies align with objectives for instructional and non-instructional programs and services by focusing on teaching effectiveness, professional development, and service to the College and community, and directly support the strategic focus areas of Student Success and Community Focus.

Promotion and tenure requires that the candidate document their teaching effectiveness and productive activity. Their [promotion and tenure proposal](#) is vetted by a peer review committee, the faculty within the candidate's division, the Academic Associate Deans, and administration.

The reviewers also evaluate the [student evaluations of teaching effectiveness](#), [classroom observations](#), assignments, and exams.

Adjunct Faculty

Delta College staff with joint instructional appointments are reviewed for teaching effectiveness using the processes to evaluate the teaching effectiveness of adjunct faculty.

Adjunct faculty are evaluated yearly by our full-time faculty in collaboration with the Academic Associate Dean. Adjunct faculty are assigned mentors from within an appropriate discipline to oversee their instructional development and make sure that student learning is at the appropriate level. It is left to the mentoring faculty to assure that the proper rigor is maintained as they are the experts in that area. This is accomplished through a review of the syllabi, assignments, student work, standards for grading, tests, in-class observations, and where appropriate structured group discussions with the adjunct faculty's students.

Documentation is available in each division outlining best practices as well as having evaluation forms to be completed and filed on new adjunct faculty (within the first year) as well as for routine checks of adjuncts' teaching. Mentors have access to student evaluations of adjunct instructors and may also include other relevant information and processes as determined by the Academic Associate Dean, or designee.

Discipline Coordinator Evaluation

Discipline coordinators assist in day to day management of programs/disciplines including faculty support, curriculum changes, student support, and class scheduling. In academic year 2016-2017, academic divisions were reduced from eight to five and faculty Division Chairs began restructuring the role of discipline coordinators with the goal of having an evaluation process in place by the end of academic year 2017-2018. This work was only partially completed. The new Academic Associate Deans are now working to develop consistent discipline coordinator responsibilities and an evaluation matrix with the goal of introducing the document to discipline coordinators for implementation beginning academic year 2019-2020.

Administrative/Professional and Support Staff Evaluation

Administrative/professional staff and support staff are evaluated under a comprehensive Performance Management System developed with the assistance of an outside consultant who worked with a committee of administrative/professional and support staff employees. The system is designed to include both traditional performance factors and competencies. The traditional performance elements are those necessary for employees to function effectively, while the competencies describe critical behaviors, thought patterns, traits, and knowledge and provide targets that would indicate excellence for those in the positions. The performance management system requires each person to identify annual goals and professional development plans that align with departmental and College goals that become part of their

future evaluation criteria.

The College's Performance Management and Compensation System acknowledges administrative/professional staff and support staff members who excel in their roles. As part of the evaluation process, employees are rated by their supervisors on the following appraisal factors: application of knowledge, effectiveness of communication, responsibility and dependability, quality and productivity, problem solving, flexibility and adaptability, professional development, supervision, and budget management. Employees are rated in each factor, and in general, ratings indicate the following:

- 4 – Consistently exceeds expectations
- 3 – Solid Performance, consistently meets high expectations
- 2 – Partially meets expectations, opportunity for improvement
- 1 – Does not meet expectations, requires substantial improvement, Performance Improvement Plan (PIP) required

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

Performance on this ranking system is tied to compensation. High performance is acknowledged through greater salary increases.

Supporting Documents from Procedures Manual:

- [Performance Management System](#)
- [Performance Management System for Administrative Professional Staff](#)
- [Performance Management System for Support Staff](#)

Food Service Employee Evaluation

Food Services employees receive annual feedback provided on an ["Informational Sharing and Performance Review Meeting" form](#). This form covers six areas:

- Attendance,
- adherence to guidelines,
- customer service,
- teamwork,
- application of knowledge, and
- compliance with food safety rules.

Facilities Employees

For Facilities employees, feedback regarding performance (positive and negative) is provided on an as needed basis, there is no formal process. Handling of performance issues follows the [Discharge and Discipline procedures](#) as outlined in their collective bargaining agreement.

B. Soliciting input from and communicating expectations to faculty, staff and administrators

Faculty receive information regarding the promotion and tenure review process during their faculty first year experience. This orientation process is explained in more detail in

- Category 3
Subcategory 1: Recruiting, Hiring and Orientation.

Additionally, peer review committees provide mentoring as well as review candidate's qualifications against the standards for promotion and tenure.

Administrative/professional staff and support staff employees receive information regarding job performance standards during the New Employee Orientation's (NEO) Performance Management session as well as during on-boarding with their supervisor. The NEO sessions are explained in more detail in

- Category 3
Subcategory 1: Recruiting, Hiring and Orientation.

Additionally, employees receive two formal appraisals annually, a mid-year and an end-of-the year evaluation. Employees are evaluated by their supervisor and then meet with their supervisor to discuss the results.

All employees have the opportunity to finalize their annual action plans (goals) and professional development objectives with their supervisors. Employees also have an opportunity to provide written comments on their appraisal form.

C. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The evaluation system for instructional services is aligned through faculty instruction. It specifically addresses standards in instructional quality, which is core to the College's educational mission. Faculty also work with their Academic Associate Dean to create annual professional development plans that align with faculty interests as well as advance the College's strategic plans. (3.C.4)

The administrative/professional staff and support staff evaluation system aligns individual performance measures with institutional objectives through the annual departmental goals. During the year-end appraisal, supervisors provide feedback to each employee and establish

action plans for the next year which align with the departmental action plans and the College's strategic plans.

Formal performance evaluations of administrative/professional staff and support staff occur twice a year, at mid-year and year-end. Year-end appraisals are reviewed by two levels of administration. Appraisals are submitted by the first level supervisor to the second-level supervisor for approval. Once year-end appraisals are approved by second level supervisors, they are submitted to Human Resources. Human Resources reviews all of the appraisals and looks at ratings to ensure there are no apparent biases. Without a year-end appraisal on file, Human Resources is unable to calculate an employee's annual salary increase. This insures 100% compliance with these procedures.

Beginning with academic year 2017-2018 the professional development plans were further aligned with institutional objectives. In addition, administrative/professional staff and support staff are now required to meet an annual professional development quota of 12 hours for full-time employees and six hours for part-time employees. The professional development activities are determined by the employee and the supervisor and can be taken through the Center for Organizational Success (COS) or consist of development found through resources outside of the College. (3.C.6)

D. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

The following list of policies and procedures document the processes used to describe evaluation of faculty, administrative/professional staff, and support staff.

Faculty (3.C.3)

- [Senate Policy 3.003](#) – Faculty Selection
- [Senate Policy 3.010](#) – Standards and Procedures for Promotion and Tenure
 - Procedures Manual – [Promotion Tenure Appeal](#)
- [Senate Policy 3.012](#) – Accreditation Policy and Procedure for Faculty
- [Senate Policy 3.021](#) – Progressive Discipline for Faculty for Reasons Other than Teaching Effectiveness
 - Procedures Manual – [Progressive Discipline](#)
- [Senate Policy 3.045](#) – Joint-Appointment Criteria and Procedures
- [Senate Policy 3.055](#) – Professional Development Allowance
 - Procedures Manual – [Tuition Waiver Program](#)
 - Procedures Manual – [Professional Development for Faculty](#)
- [Senate Policy 3.060](#) – Division and Faculty Initiated Formative Evaluations of Full-time Faculty
- [Senate Policy 3.061](#) – Academic Office Initiated Evaluations
- Adjunct Faculty are evaluated as described in 3P2A.

Administrative/Professional Staff (3.C.6)

- [Senate Policy 5.005](#) – Procedure for Appointment of Administrative/Professional Staff
- [Senate Policy 5.015](#) – Progressive Discipline for Misconduct – A/P
 - Procedures Manual – [Progressive Discipline](#)
- [Senate Policy 5.020](#) – Administrative/Professional Staff Teaching Policy
 - Procedures Manual - [A/P Staff Teaching](#)
- [Senate Policy 5.030](#) – Administrative/Professional Staff Appraisal of Performance
 - Procedures Manual – [Performance Management System](#)
 - Procedures Manual – [Performance Management System for Administrative Professional Staff](#)
- Administrative/Professional Staff Professional Development
 - Procedures Manual – [Tuition Waiver Program](#)
 - Procedures Manual - [Professional Development Allowance](#)

Support Staff (3.C.6)

- [Senate Policy 6.015](#) – Progressive Discipline for Misconduct – Support Staff
 - Procedures Manual – [Progressive Discipline](#)
- [Senate Policy 6.020](#) – Support Staff Teaching
 - Procedures Manual – [Support Staff Teaching](#)
- [Senate Policy 6.030](#) – Support Staff Appraisal of Performance
 - Procedures Manual – [Performance Management System](#)
 - Procedures Manual – [Performance Management System for Support Staff](#)
- [Senate Policy 6.055](#) – Support Staff Professional Development
 - Procedures Manual – [Tuition Waiver Program](#)
 - Procedures Manual – [Educational Opportunities](#)
 - Procedures Manual – [Professional Development Allowance](#)

E. Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Delta College supports a recognition and awards process to encourage employees to promote student success, provide leadership to the College and community, and continue professional development in alignment with College initiatives that align with the mission, vision, and strategic priorities. The following are examples of these awards:

- Support Staff Excellence Award
- Bergstein Award for Teaching Excellence
- Administrative/Professional Outstanding Service Award
- Endowed teaching awards
- Awards for governance and service
- Scholarly Achievement Award

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

In addition to the annual awards program, Delta College also frequently recognizes individuals who demonstrate "above and beyond" customer service in any area of the College. This program, called "Catching You at Your Best," recognizes individuals who demonstrate a commitment to meeting the College's mission by serving students, staff, and visitors beyond their daily responsibilities. Individuals can be nominated at any time for recognition by students, other employees, or members of the community.

An "above and beyond" nominee will be recognized with

- A personalized certificate
- Recognition on the Daily Difference, the college's electronic bulletin board, for three consecutive days
- Catching You at Your Best bucks to the Red Brix Café or Coffee 'N More
- Inclusion in the end of the year recognition program, with a chance to win one of two "grand prizes."

A recognized department will be presented with

- A departmental certificate
- Recognition on the Daily Difference for three consecutive days

All nominations are sent to the COS. The COS staff reviews each nomination to determine if the nomination should be forwarded to the committee for review and feedback on whether it meets the "above and beyond" standard for the program. If the committee does not believe the nomination is "above and beyond" the nominee's daily responsibilities, the employee and their supervisors receive an email stating that the person was nominated and thanking them for living our College values. A copy of the nomination form is included in the email.

The end-of-year recognition program is an ice cream social held annually in June. Each person nominated in that fiscal year is invited to attend. During the event each person is thanked by the College President. Additionally, the drawing for the two grand prizes is done at that time by the College President. Two names are drawn (only one entry per nominee) and the grand prize winners receive an additional \$50 added to their last paycheck of the fiscal year. The winner's names are announced on the campus electronic bulletin board, "The Daily Difference."

The President has routinely nominated faculty and staff for external awards such as the John & Suanne Roueche Excellence Award, awards through the Michigan Community College Association, the American Association of Community Colleges, and the Association of Community College Trustees.

Compensation and Benefits

Delta College has an equitable and well-established compensation and benefits system for all employees. The [comparison chart](#) describes our benefit design.

F. Promoting employee satisfaction and engagement

The College uses the multidimensional process described in this portfolio to promote employee satisfaction and engagement. These processes include equity in pay and benefits, the ability to reward/recognize employees for excellent performance and opportunities for professional development and career growth. Our unique shared governance process engages employees in our decision-making process. Employee rewards, recognition, professional development, and employee engagement opportunities contribute to the positive culture and low turnover rate.

Through the Human Resources Office, the College uses the Senate, our shared governance process, employee focus groups, all-college summits, employee entrance and exit interviews, internal committees, and external consultants and surveys to gather data on key employee issues.

G. Tracking outcomes/measures utilizing appropriate tools

Delta College tracks the following data to determine the effectiveness of the processes that promote equitable evaluation and recognition

- Evaluation System Compliance
- Retention/Employee Turnover
- Satisfaction and Engagement Metrics through the Personnel Assessment of the College Environment (PACE).

PACE was administered in 2011, 2014, 2016 and 2018. The report provides information on the perceptions of our employees concerning the College climate and provides data to assist us in promoting a more open and collaborative communication system among our faculty, staff, and administration. When the results from the PACE Survey are received, focus groups are conducted to gain additional feedback from employees to aid in gathering supporting data on the results.

3R2: Results

A. Summary results of measures (include tables and figures when possible)

The data for this portion of the portfolio is presented in this category data [document](#).

Additionally, we offer the list of faculty who have been promoted or granted tenure over the last several years.

- [2016](#)

- [2017](#)
- [2018](#)
- [2019](#)

B. Comparison of results with internal targets and external benchmarks

The College has not identified internal or external benchmarks for these measurements.

C. Interpretation of results and insights gained

Review of employee turnover rates, as well as the results of the PACE surveys provides data that demonstrates that employee satisfaction continues to be positive overall among faculty and staff. The PACE results have consistently been higher than the NILIE norm base in each survey administration.

3I2: Improvement

Within the past year, the College implemented a new performance management software used for the evaluation of staff. One of the key improvements offered by the software is the ability to establish employee goals that move forward into the next year to track employee progress toward completion. The new system will also be able to track the percentage of employees who have completed their professional development hours annually.

Additionally, there is room for improvement by putting a process in place to track evaluation compliance for the other employee groups. This will be contingent upon working with the specific union groups to develop such a process and will require further exploration in the upcoming years.

Sources

- 2013-2016-facilities-management-afscme-agreement
- 3 003 Faculty Selection
- 3 010 Promotion and Tenure Standards
- 3 012 Program Accreditation
- 3 021 Faculty Progressive Discipline
- 3 045 Faculty Admin Staff Joint Appointments
- 3 055 Faculty Professional Development
- 3 060 Faculty Evaluations
- 3 061 Faculty Evaluations - Admin Initiated
- 5 005 AP Appointment
- 5 015 AP Progressive Discipline

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- 5 020 Admin Staff Teaching
- 5 030 AP Evaluation
- 6 015 Support Staff Progressive Discipline
- 6 020 Support Staff Teaching
- 6 030 Support Staff Evaluation
- 6 055 Support Staff Professional Development
- AP and SS Staff Teaching Procedure
- Benefit Compensation Systems
- Classroom Observation Guidelines
- Data Category 3_2 Evaluation and Recognition
- Educational Opportunities - Support Staff
- Faculty Promotion Tenure Appeal
- Informational Sharing Meeting-Food Service
- PDA for AP
- PDA for Support Staff
- Performance Management System
- Performance Management System for Administrative Professional Staff
- Performance Management System for Support Staff
- Professional Development Allowance for Faculty
- Progressive Discipline
- Promotion and Tenure Faculty Template
- Promotion Tenure List 2016
- Promotion Tenure List 2017
- Promotion Tenure List 2018
- Promotion Tenure List 2019
- Student Feedback To Instructor
- Tuition Waiver Program 12-2-10

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Delta College identifies training needs through coordinated discussions between the Center for Organization Success (COS), Human Resources, senior leadership, division leadership, and departmental managers. These training needs include orientation for new employees as well as continued professional development for existing employees. Additional training needs are identified through faculty and staff advisory committees, surveys such as Community College Survey of Student Engagement (CCSSE) and others performed by outside consultants such as the CLARUS Corporation.

Professional development plans for all employees are tied to the College's mission through the strategic plan as well as to the employee's performance evaluation. The professional development plans are approved by supervisors and administration and housed within Human Resources. Human Resources anonymously shares established professional development goals with the Center for Organizational Success (COS) to assure that training and development offerings are aligned with the needs of the employees. This information provides the foundation for mapping the College's professional development needs.

The administration, in collaboration with the COS, Faculty Center for Teaching Excellence (FCTE), Human Resources, faculty, staff, and a variety of other employee committees, work together to develop and implement a variety of training and development programs. The COS and FCTE serve as the coordinating body for these programs and initiatives and provide support for professional development for all faculty and staff through workshops, retreats, instructional support, coaching, and mentoring. Types of professional development offerings include

- New Faculty Orientation
- New Employee Orientation
- College-Wide Fall and Winter Learning Days
- Team Development
 - Such as "Five Dysfunctions of a Team"
- Ongoing Workshops and training
- Grass Roots Initiatives (self-directed learning and action projects)
- Health, Wellness, & Safety
- Education Classes (taught and developed for faculty by faculty)
- Leadership & Supervision
 - Such as "Influencing without a Title"
- Technology Training
 - Such as "Creating Accessible Documents"
- Employee Engagement
- Endowed Teaching Chairs and Sabbatical Leaves and Grants

The College provides a self-directed professional development allowance (PDA) for all full-time administrative/professional staff, faculty, and support staff. Opportunities are provided for faculty and staff to learn about their teaching style and communication methods, and how to meet student learning needs through a variety of methods.

The COS offerings extend beyond typical skill development to directly improve job performance. They also offer support for health, safety, and well-being by educating employees about risk-management behaviors to minimize both personal and College liability. Required modules for new hires include

- Bloodborne Pathogens
- Bystander Intervention
- Diversity
- FERPA
- Hazard Communications
- SaVE Act
- Sexual Harassment
- Title IX
- Copyright

Also, all full-time faculty and staff have access to tuition reimbursement as a means for pursuing additional professional development. Additional funding sources are also available through the Senate Assembly for Sabbatical Leaves and Grants.

Adjunct faculty have the opportunity to apply for professional development funding through the FCTE.

B. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

In addition to the PDA that supports faculty professional development plans, eLearning formats and assistance are available through Delta College's eLearning office.

The FCTE encourages innovation in teaching by using several approaches

- Faculty First Year Experience - orientation for new full-time Delta College faculty
- Adjunct Academy – professional development for adjuncts offered on a semester-by-semester basis
- Funding to support adjunct professional development
- Providing resources to support exploration of different pedagogical approaches. This is available to both full-time and adjunct faculty.
- Endowed Teaching Chairs - availability of funding to explore teaching innovation
- Education Classes - courses developed by faculty for faculty

Education Classes

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

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

C. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

All full-time and part-time staff are required to participate in annual professional development to ensure that they remain current in knowledge and skills for their area of expertise. Full-time staff must complete a minimum of 12 hours every fiscal year, while part-time staff must complete a minimum of six hours every fiscal year. This requirement went into effect July 1, 2017 to support the College's People Focus strategic initiative toward being the communities' first choice to learn, work, and grow.

Employees may use external development activities toward their requirement and the COS offers a number of activities that will also qualify toward meeting the minimum requirement. For development opportunities facilitated on campus, the COS will identify and include the number of hours the employee will earn in the marketing material. For opportunities that take place outside of Delta College, the employee's immediate supervisor will have the final approval. Upon request from an employee, the COS will provide a training transcript for all internal professional development opportunities at the end of the semester.

In-house development offerings include

- COS sessions
- Lynda.com training
- Webinars
- e-Learning

- Retreats (Great College, Leadership Experience)
- Team building sessions
- Administrative/professional staff and support staff professional development days (only professional development sections will count towards the requirement)

D. Aligning employee professional development activities with institutional objectives

Professional development plans are developed during the year-end annual performance review for all employees. During this process employees meet with their supervisor and discuss professional development plans to assure that they are both relevant to the employee and aligned with the College's strategic objectives. The professional development plans are reviewed by administration, Human Resources, and the COS to assure appropriateness and identify changing trends in professional development needs.

E. Tracking outcomes/measures utilizing appropriate tools

- % of staff meeting the necessary professional development hours
- trends in COS offerings and participation
- trends in FCTE offerings and participation

3R3: Results

A. Summary results of measures

Because the required professional development standards were put into place for the last academic year, the institution does not yet have conclusive data regarding participation or compliance for this process. We look forward to sharing this information with the site visit team in 2020.

The COS has provided the 2017-2018 programming schedule with numbers of participants for each session. This information is provided in this category data [document](#).

B. Comparison of results with internal targets and external benchmarks

The institution does not have internal or external targets for this data.

C. Interpretation of results and insights gained

Faculty and staff are looking for content rich professional development opportunities that do not take up a lot of their time. Opportunities that meet that criterion are better attended than those that are longer in length and that cannot be immediately applied to their work. We continue to look for subject matter experts (internally and externally) to provide content rich professional development for all employees.

313: Improvement

We are continuously making improvements to the professional development sessions that are offered based on employee demand and feedback. We have built partnerships with an outside agency that has 100 years of experience in designing and delivering professional development. Additionally, we review participant feedback to determine if we should offer a session in the future and if so, what changes and additions need to be made so that it is effective.

Sources

- Data Category 3_3 COS Sessions

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The College mission is the means to achieve the College's measurable vision. The institutional values guide us in achieving both our mission and vision. Deployment of our mission, vision, and values is reflected in the College's strategic plan and the College's operational policies and procedures. This section identifies processes associated with developing and reviewing the institutional mission, vision, and values. Processes associated with updating the College's policies and procedures are described in

- Category 4: Planning and Leading
SubCategory 4P2: Ensuring the institutions actions reflect its values.

The process to develop our mission, vision and values is linked to processes for developing both the strategic plan and the budget. The mission, vision, and values offer a long-term sense of our goals for the College while our strategic plan to realize those goals is developed in a four-year cycle that is broken down into one-year intervals for budgeting and monitoring progress. The College uses a multi-year planning process to maintain and build our fiscal resources and facilities. Our multi-year fiscal and facilities plans are also broken into one-year increments and tied to our annual budget (1.A.1, 1.D.2).

The process used by the College to develop and support the institutional mission, vision and values includes a six month planning process that begins with an environmental scan that is conducted by a third party. The results of the environmental scan are provided to two key leadership committees - Executive Council and the Strategic Planning and Institutional Effectiveness Steering Committee. Executive Council consists of President's Cabinet and their direct reports. President's Cabinet consists of the College President and her direct reports:

- Vice President of Business and Finance
- Vice President of Instruction and Learning Services
- Vice President of Student and Educational Services
- Executive Director of Administrative Services and Institutional Effectiveness
- Executive Director of Institutional Advancement.

Executive Council is an administration group that represents all areas of the College and includes direct reports to the President. President's Cabinet is part of the Executive Council. The Strategic Planning and Institutional Effectiveness Steering Committee consists of about 16 members representing all employee groups across the campus and is led by the Executive Director of Administrative Services and Institutional Effectiveness.

The mission, vision, and values are updated every four years or more frequently when an annual review identifies the need for a significant change. The need for change is prompted by

data collected through regular environmental scanning. The process for revising the institution's mission, vision, and values may include an employee summit that involves community leadership, employers, a cross-section of Delta College's employees, and the members of the Delta College Board of Trustees. All changes to the mission, vision, and values are approved by the Board of Trustees (1.A.1, 1.D.3).

B. Ensuring that institutional actions reflect a commitment to its values

Delta College embraces its institutional values on behalf of its students, its employees, and its community. Our institutional values are reflected in our institutional policies. The Board of Trustees is authorized to appoint a President and delegate to the President a wide range of responsibilities including devising the ways and means of achieving the mission, vision, and values. The Board of Trustees is elected by members of the counties in Delta College's service area - Saginaw, Bay, and Midland counties.

Administrative policies and procedures are the framework through which Delta College's values are implemented. These include the policies that govern interactions with the Board of Trustees, finance practices, health and safety guidelines, employees, and students. These policies are listed in the form of handbooks and procedure manuals and are reviewed regularly to assure that these documents continue to correspond to our values and reflect best practices and comply with federal, state, and local government expectations.

In some, but not all cases, there are proactive programs to educate employees and students about standards that match the institution's values. Examples of these measures include faculty development regarding instructional expectations, Title IX workshops for faculty, staff and students; and new student orientation involving student conduct and academic integrity. These are offered through Human Resources, the Center for Organizational Success (COS), and the Faculty Center for Teaching Excellence (FCTE). Additional information about the role of the offices in employee professional development can be found in

- Category 3: Valuing People
Subcategory 3: Development

It is not enough to outline our values in our policy and procedure manuals. The College strives to institutionalize those values through formal programs such as commencement, student award celebrations, and employee recognition programs. Official forums such as Executive Council, Senate, and President's Forum begin with "living our values" where forum members recognize the contributions of others in the College who have exemplified Delta College's values.

C. Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

Delta College states its mission in a variety of locations for both internal and external stakeholders. Our mission, vision, and values are available through a number of public

documents, including our annual strategic plan and budget document, course catalog, and website. Additionally, this information is made available in campus gathering areas such as employee break rooms and meeting rooms (1.B.1, 1.B.3).

The College also has processes for its employees to propose innovative ideas and secure funding to support the development of these ideas that advance the College's mission. The proposal process requires that employees demonstrate how their innovation aligns with and supports the College mission, vision, and values. An example of one such funding source is the President's Innovation Incubator. Other opportunities to connect employees with the mission, vision, and values are through committees connected to our shared governance process such as the Sabbatical Leaves and Grants Committee, and the Endowed Teaching Chair.

The presentation of the College's mission, vision, and values in the context of documents such as the College's website, catalog, annual strategic plan and budget document identify the nature, scope, and intended constituents of the programs and services (1.B.2, 1.B.3).

The College continuously communicates the mission, vision, and values through formal programming including New Student Orientation, New Employee Orientation, New Faculty Orientation, Fall Learning Days, and the Student Leadership Program. The COS, FCTE, and Instructional Support Services (for adjunct faculty) provide value based faculty development and faculty support services.

Many of these programming opportunities are discussed in more detail in other areas of this portfolio:

- New Student Orientation
Category 2: Meeting Student Needs
Subcategory 2: Retention, Persistence and Completion
- Student Leadership Program
Category 1: Helping Students Learn
Process F: Designing, aligning and delivering co-curricular activities
- New Employee Orientation / New Faculty Orientation
Category 3: Valuing Employees
Subcategory 1: Hiring
- Center for Organizational Success / Faculty Center for Teaching Excellence
Category 3: Valuing Employees
Subcategory 3: Development

D. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

President's Cabinet is responsible for ensuring that academic programs and services are consistent with our mission. All areas of the College report to one of the members of the President's Cabinet and ultimately the President is accountable to the Board of Trustees. The members of President's Cabinet are also members of Executive Council, which supports the implementation of strategic initiatives and measures. The Strategic Planning and Institutional Effectiveness Steering Committee monitors the strategic plan progress and ensures that action projects address the needs of the College. The priorities established by these groups are reflected in the College's annual budget which is approved by the Board of Trustees (1.A.2).

Course and program curriculum is developed, delivered, and evaluated by faculty. All curriculum recommendations from the development and vetting process are reviewed by the Vice President of Instruction and Learning Services, who also notifies the President of any new developments or changes. The President, then the Board of Trustees approves new programs and the elimination of old programs (1.A.2).

Additional information concerning curriculum approval is addressed in more detail in Category 1 of this portfolio.

- Category 1 – Helping Students Learn
1P2 Program Learning Outcomes

The College also offers a number of services to the community beyond its traditional post-secondary educational opportunities. Examples of these services include the Delta College Planetarium and its associated programming, the Delta College Fitness Center which is available to employees and the community through membership, the off-campus instructional centers, and Delta College's public broadcasting radio and TV stations. The Board of Trustees approve any start-up and on-going funding for these types of services.

E. Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

All employee groups have the opportunity to provide input during the development of the the College's annual budget. This input is given through the employee group's Budget Cabinet representative. Budget Cabinet prioritizes resource requests based on the mission, vision, and values and makes recommendations to Executive Council.

Executive Council uses environmental scanning data, Budget Cabinet recommendations, and staffing requests to determine the budgetary priorities in the context of our mission, vision, and strategic plan. The prioritization of new staffing needs is recommended by Executive Council to the President and President's Cabinet. The finalized budget is reviewed and approved by the Board of Trustees each year (1.4.3, 1.D.1).

F. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

The College coordinates and references data from its environmental scanning reports, SWOT analysis, and strategic planning sessions to develop a long-term strategic plan that is ultimately approved by the Board of Trustees. The measures for these items are the following documents

- SWOT analysis,
- Long-term Strategic Plan,
- Institutional Mission,
- Institutional Vision,
- Institutional Values,
- Board minutes approving the mission, vision, and values (2006, 2012, 2015).

The College adheres to its long-term strategic plan by renewing its commitment through an annual strategic plan that drives institutional budget planning.

- Adherence to the strategic planning process and revision process is documented by board approval of the annual strategic plan and budget.

The College mission, vision, and values are communicated through:

- Availability of the mission, vision, and values through publicly accessible documents and websites.
- Availability of the mission, vision, and values through internally accessible documents and meeting areas.
- List of projects funded through mission aligned sources such as Innovation Incubator, Sabbatical Leaves and Grants, and Endowed Chair Funding.

Ensuring that academic programs and services are consistent with the institution's mission is accomplished by processes described in other areas of the portfolio and the metrics associated with those processes. These processes can be referenced in

- Category 1 – Helping Student Learn
1P1 – Common Learning Outcomes
1R1 – Aligning common outcomes to the mission.

1P2 – Program Learning Outcomes
1R2 – Aligning learning outcomes for programs to the mission.
- Category 4 – Planning and Leading
4P2 – Strategic Planning
4R2 – Aligning operations with the institution's mission, vision and values.
- Category 5 – Knowledge Management and Resource Stewardship
5P2 – Resource Management

5R2 – Setting Goals aligned with the institutional mission, resources, opportunities and emerging needs.

Allocating resources to advance the College’s mission and vision, while upholding the values is accomplished through the College's annual budget plan. The budget is reported with the strategic plan and progress toward meeting the plan's goals and approved by the board. The results for these processes are addressed in:

- Category 5 – Knowledge Management and Resource Stewardship
5P2 – Resource Management
5R2 – Setting Goals aligned with the institutional mission, resources, opportunities and emerging needs.

4R1: Results

A. Summary results of measures

Delta’s Mission

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

Delta's Vision

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

Delta's Values

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

- *Diversity:* We actively promote, advocate, respect, and value differences. We foster a welcoming environment of openness and appreciation for all.
- *Integrity:* We are committed to honesty, ethical conduct, and responsibility.
- *Respect:* We stand for trust, caring, loyalty, and academic freedom.
- *Excellence:* We support outstanding achievement in our students, employees, and communities. We have a passion for quality and strive for continuous improvement.
- *Leadership:* We create and communicate inspirational visions for results. We are accountable to our communities.
- *Innovation:* We rejoice in creative change. We are flexible, agile, and risk-taking.
- *Teamwork:* We foster communication and collaboration across boundaries and support shared governance.
- *Learning-Centered Community:* We are an engaging, inclusive, diverse learning organization. We focus on academic excellence, civic responsibility, and community leadership.

Board of Trustee Actions

- [Approval of Mission and Vision by Board of Trustees \(2006\)](#)
- [Approval of new Mission by Board of Trustees \(2012\)](#)
- [SWOT Analysis for 2015-2019 Strategic Planning Cycle](#)
- [Presentation of 2015-2019 Strategic Plan to Board of Trustees at Dinner Meeting](#)
- [Approval of 2015-2019 Strategic Plan by Board of Trustees at Regular Meeting](#)
- [Review of revised Strategic Plan 2016](#)
- [Review of revised Strategic Plan 2017](#)
- [Review of revised Strategic Plan 2018](#)

Long Term Strategic Plan for Cycle 2015-2019

- [Strategic Plan for 2015-2019](#)

Environmental Scanning Summaries

- [2014-2015 Strategic Plan and Budget Report](#)
- [2015-2016 Strategic Plan and Budget Report](#)
- [2016-2017 Strategic Plan and Budget Report](#)
- [2017-2018 Strategic Plan and Budget Report](#)
- [2018-2019 Strategic Plan and Budget Report](#)

Communication of Mission, Vision and Values

- Website - Strategic Plan and Approved Budget page 19 (<https://www.delta.edu/transparency/index.html>)
- [Course Catalog](#)
- Senate Policy
 - [Mission](#)
 - [Vision](#)
 - [Values](#)
 - [Guiding Principles](#)
- [2014-2015 Strategic Plan and Budget Report](#)
- [2015-2016 Strategic Plan and Budget Report](#)
- [2016-2017 Strategic Plan and Budget Report](#)
- [2017-2018 Strategic Plan and Budget Report](#)
- [2018-2019 Strategic Plan and Budget Report](#)
- Funding Opportunities Aligned with Mission, Vision, Values and Strategic Planning Goals
 - [Endowed Teaching Chairs](#) (through FCTE)
 - [Sabbatical Leaves and Grants](#) (through Senate)
 - [Special Projects](#) (through President's Office)

B. Comparison of results with internal targets and external benchmarks

The College has no internal or external targets for these processes. Our mission, vision, values, and strategic plan were developed after considering similar documents for other institutions. In addition, to develop these documents the College obtained feedback from stakeholders throughout the service district.

C. Interpretation of results and insights gained

Through the collection of this data the College came to realize that the original strategic planning cycle was occurring too quickly. We barely identified a direction, made plans, and started to implement before another in-depth strategic planning cycle was due to begin again. Since then we have adjusted our planning cycle to a longer interval with annual reviews. This approach seems to offer the College the best balance between staying with a consistent plan while being responsive to our changing environment.

This approach has let us move to setting targets for measuring the effectiveness of our activities at an institutional level. In this process, we came to realize the need for a better approach for turning our data into usable information and distributing that information.

4I1: Improvement

The College will begin a new strategic plan in July 2019 based upon a review of the mission, vision, and values and planning process that occurred in January-April 2019. As we move into this new strategic plan, we will revisit the use of our institutional score card, using third party survey data as part of our environmental scanning process, and implementing internal surveys through our Institutional Research Office.

We have also engaged our Board of Trustees more actively in the strategic planning process by including them in our visioning process (including SWOT analysis) for the new planning cycle. The document associated with this involvement is presented [here](#).

Sources

- 1 000 Vision
- 1 005 Mission
- 1 007 Guiding Principles
- 1 010 Values
- Data Category 4_1_A Mission Board Approval 2006
- Data Category 4_1_B Mission Board Approval 2012
- Data Category 4_1_C SWOT 2015
- Data Category 4_1_D Strategic Plan 2015_2019
- Data Category 4_1_E Plan Approval - Dinner
- Data Category 4_1_F Plan Approval Regular
- Data Category 4_1_G Approval 2016

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- Data Category 4_1_H Approval 2017
- Data Category 4_1_I Approval 2018
- Data Category 4_1_J 2019 Board SWOT Analysis
- Data Category 4_1_K Special Projects History
- Data Category 4_1_L Chart of Awards
- Data Category 4_1_M Endowed Chairs
- strategic-plan-budget-2014-2015
- strategic-plan-budget-2014-2015 (page number 18)
- strategic-plan-budget-2014-2015 (page number 19)
- strategic-plan-budget-2015-2016
- strategic-plan-budget-2015-2016 (page number 17)
- strategic-plan-budget-2015-2016 (page number 18)
- strategic-plan-budget-2016-2017
- strategic-plan-budget-2016-2017 (page number 19)
- strategic-plan-budget-2016-2017 (page number 20)
- strategic-plan-budget-2017-2018
- strategic-plan-budget-2017-2018 (page number 21)
- strategic-plan-budget-2017-2018 (page number 23)
- strategic-plan-budget-2018-2019
- strategic-plan-budget-2018-2019 (page number 19)
- strategic-plan-budget-2018-2019 (page number 20)

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Engaging internal and external stakeholders in strategic planning (5.C.3)

External stakeholders, community leaders, employers, and peer educational institutions are part of the employee summit. This process also includes College employees and members of the Board of Trustees. The mission, vision, and values developed from this summit serves as the basis for the College's strategic plan. Along with the mission, vision, and values, the strategic plan is reviewed by the Strategic Planning and Institutional Effectiveness Steering Committee, Executive Council, President's Cabinet, and the Board of Trustees (5.C.3).

More details about the employee summit are provided in

- Category 4: Planning and Leading
Subcategory 1: Mission and Vision

B. Aligning operations with the institution's mission, vision and values (5.C.2)

The College uses a four-year planning cycle based on environmental scanning and the College's mission, vision, and values. This four-year cycle is managed annually and progress toward the planning goals is achieved through manageable six-month to one-year action projects. The strategic plan is aligned with the yearly budget to assure that the plan is appropriately funded to be successful. Funding priorities for different aspects of the strategic plan are prioritized by President's Cabinet (5.C.2).

Along with the mission, vision, and values, the College uses a collaborative process to identify and reaffirm strategic focus areas that serve as the foundation for our strategic plan. Our current plan is built upon the following four strategic focus areas:

- Student Success
- Community Focus
- Sustainability
- People Focus

Each focus area is supported by initiatives and action projects. Initiatives provide a broad, goal-oriented description of the way in which the College is working to attain success in each of our four strategic focus areas. To accomplish these initiatives, institutional action projects have been developed for each strategic focus. They can be short-term or long-term, and as they are completed, new projects will be identified. Action projects may be submitted as formal Higher Learning Commission Action Projects or they may be only monitored internally. Action projects are defined by a brief description, champions, identified resource groups, and an expected length for completion. To monitor progress, each action project also has defined baseline or starting points and defined goals. Progress reports are submitted every six months by champions along with Director of Institutional Effectiveness and provided to President's Cabinet, the President and the Delta College Board of Trustees. These update reports are made available as part of the yearly strategic plan and budget document.

Several of the College's operating areas have developed their own multi-year plans to better support, guide, and align with the College's planning process. These include a multi-year financial projection and a master facilities plan. These plans are also reflected in the College's strategic planning and budget document and are sometimes listed separately as "Additional Strategic Planning Initiatives."

The process of strategic planning, defining action projects, monitoring progress, monitoring results, and strategic plan revisions constitute the College's broadest illustration of the Plan-Do-Check-Act (PDCA) cycle. Within that broad PDCA cycle, action projects represent a nested PDCA cycle.

C. Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

Executive Council is comprised of the President's Cabinet and the positions who are direct reports to President's Cabinet. This allows for cross-departmental coordination and alignment of institutional efforts. Within each unit of the College, including finance, academics, and student services departments develop yearly initiatives to support the College's strategic plan (5.B.3).

These efforts are coordinated with our governance process through the Senate Executive Board, which includes the President and union contracts. Delta College's shared governance process is embodied by the [Senate](#) and its [Assembly](#). The Senate and the Senate Assembly consists of administration, administrative/professional staff, faculty, students, support staff, and the President. All members of the Assembly may serve as Senators and participate in the process of developing, discussing, and implementing policy changes.

D. Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Environmental scanning data are used as the basis for development of the mission, vision, values, and the strategic plan through [SWOT analysis](#) carried out by the Board of Trustees, Executive Council and the Strategic Planning and Institutional Effectiveness Steering Committee. The environmental scanning process provides information that allows the College to anticipate population shifts and employment as well as monitor the value of the College's brand in our community. Through the [SWOT analysis](#), these groups are able to identify the current institutional strengths, weaknesses, opportunities, and threats. We use results to move forward with developing and/or validating the mission, vision, and values and subsequently to develop a strategic plan and supporting budget (5.C.4, 5.C.5).

E. Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Delta College uses a SWOT analysis to understand our strengths and future threats. These are addressed in the four-year planning cycle and made actionable through strategic focus areas, initiatives, and action plans which are aligned to the budget to assure appropriate funding. Funding priorities for different aspects of the strategic plan are prioritized by President's Cabinet. The annual budget and strategic plan, including the mission, vision, and values are all approved by the Board of Trustees (5.C.1, 5.C.4).

F. Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

Compliance with Strategic Planning Schedule

- Long-term planning cycle
- Annual planning cycle for institution

Use of Environmental Scanning Reports

The environmental scanning reports are critical information at the center of the processes used to develop the mission, vision, values, strategic plan, and budget. These reports are provided as part of the results for

- 4P1 – Mission, Vision and Values
- 4R1 – Environmental Scanning Data

Institutional Effectiveness Report

The Institutional Effectiveness Report is the College's scorecard using measurements identified by Executive Council with the Executive Director of Administrative Services and Institutional Effectiveness. Each strategic focus area has multiple measures and target values. The overall rating of the focus area is determined by the College's ability to meet measured goals associated with that focus area.

Each measure is evaluated as a percentage of its target goal and assigned a performance score based on the percentage that is achieved. These standards were chosen through a review of scorecards from other institutions.

- Score of 3 = 90% or more of target is achieved. If 110% or more of the goal is achieved, the goal is reevaluated for the next planning year.
- Score of 2 = 80 - 90% of target is achieved.
- Score of 1 = Less than 80% of target is achieved.

These individual measurement rankings are then aggregated to produce an evaluation of the focus area. The aggregated focus area ranking is the sum of the scores for its individual measurements out of the maximum sum of possible scores. Example: If there are five individual

measures in a single focus area and those measures are scored as: 2, 3, 2, 1, and 2. There is a possible 15 points (5 measures possibly ranked as high as 3 each). In this example, there is a total of 10 points earned of the possible 15. This is 67% for that focus area.

The focus area is then scored:

- Green = 90% of target is achieved
- Yellow = 80 - 90% of target is achieved
- Red = Less than 80% of target is achieved

The current standards and measures were chosen through discussion within Executive Council.

4R2: Results

A. Summary results of measures

Compliance with Planning Schedule

Using the processes described above, the College maintains a long-term planning horizon and develops a shorter-term annual strategic plan for each academic year in our current accreditation cycle.

Annual Strategic Planning and Budget Reports

The annual Strategic Planning and Budget Reports are a result of the strategic planning process. The following links provide access to the annual Strategic Planning and Budget Report. This document is produced annually and includes the strategic plan, supporting initiatives, and budget model for that year.

The campus initiatives since the 2014-2015 report are presented here because that was the point of Delta College's last portfolio submission. Our current long-term planning cycle started a year later in 2015-2016. The 2018-2019 set of initiatives represents the last year of that long-term planning cycle. The College is actively developing the next long-term strategic plan for the 2019-2023 planning cycle.

Each year within the long-term planning cycle includes an annual process of identifying goals, outlining initiatives, setting measurable outcomes, and developing a budget to support these activities. This directly supports the strategic planning focus areas, initiatives overview, action plans and additional initiatives for each year. The action plans approved by HLC were frequently filed with the HLC as part of the the AQIP pathway.

The measurable outcomes for these initiatives are also reported. Progress updates occur twice per year as a mid-year report and end-of-year report. The mid-year reports are published as a

section of the following year's strategic planning report. For example, the 2015-2016 Mid-Year Report will appear as part of the 2016-2017 Strategic Plan.

Since 2015, Delta College's Strategic Plan has had four focus areas, ten initiatives, and 24 different action projects. This [document](#) provides a very broad overview of how these different pieces integrate to form an integrated strategic plan.

2012-2015 Planning Cycle (completed since last portfolio)

- 2014-2015 Initiatives
 - [Strategic Focus Areas for 2012-2015](#)
 - [Current Year's Implementation Plan](#)
 - [Additional Institutional Strategic Planning Initiatives](#)

2015-2019 Planning Cycle

- 2015-2016 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)
 - [2015-2016 Mid-Year Report](#) (published in 2016-2017)
- 2016-2017 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)
 - [2016-2017 Mid-Year Report](#) (published in 2017-2018)
- 2017-2018 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)
 - [2017-2018 Mid-Year Report](#) (published in 2018-2019)
- 2018-2019 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)

2019-2023 Planning Cycle

- Currently under development

Institutional Effectiveness Report

The annual strategic plan improves the College's scorecard measurements as identified in the annual Institutional Effectiveness Report. The following links access graphs showing trends over time for the measurements used in the Institutional Effectiveness Report.

The College produced a formal report document in academic years 2015-2016 and 2017-2018. These reports include data sets that provide a multi-year look-back. While similar data was collected and tracked during 2014-2015 and 2016-2017, we experimented with on-line reporting for those years and therefore do not have a formalized published report for those years. Again, the data for these years can be reviewed in the data sets in any subsequent year's report. The 2017-2018 report was not created because of shifts in the state standards for reporting similar information. In the future, the report will be reformatted to meet state standards.

- [2013-2014](#) (on-line reporting, no formal report)
- [2014-2015](#) (formal report, published Winter 2016)
- [2015-2016](#) (on-line reporting, no formal report)
- [2016-2017](#) (formal report, published Fall 2017)

B. Comparison of results with internal targets and external benchmarks

Since beginning the AQIP accreditation process in 2005, Delta College has carried out two in-depth reviews of its mission, vision, and values. The 2006 review resulted in a three-year strategic plan. The 2009 review of the mission, vision, and values statements found that they were still relevant. These statements were retained with minimal change and a new three-year Strategic Plan was developed.

In 2012, the mission, vision, and values were revised extensively, and a new three-year strategic plan was developed based on these revisions. In 2015, the mission, vision, and values were retained with minimal changes and the strategic planning horizon was extended to a four-year horizon.

C. Interpretation of results and insights gained

Since beginning the AQIP process, the College has evolved in its use of the strategic plan as a tool for moving the College forward. The plan is truly a living document that changes to meet the needs of Delta College and the community we serve.

4I2: Improvement

The College is in the last year of its current four-year planning cycle. The next four-year planning cycle began in January 2019. The strategic plan resulting from these activities will be implemented July 1, 2019.

Executive Council has determined that the scorecard needs to be revised. The values in the scorecard will be aligned to the indicators of success for each strategic focus area in the new plan.

Sources

- 0 000 Assembly Membership 2018
- 0 000 Roster of Senators and Alternates for 2018
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Fall 2017
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Winter 2016
- Institutional Effectiveness Data for 2014
- Institutional Effectiveness Data for 2016
- Strategic Plan Cycle Overview.pdf
- strategic-plan-budget-2014-2015
- strategic-plan-budget-2014-2015 (page number 21)
- strategic-plan-budget-2014-2015 (page number 23)
- strategic-plan-budget-2014-2015 (page number 53)
- strategic-plan-budget-2015-2016
- strategic-plan-budget-2015-2016 (page number 20)
- strategic-plan-budget-2015-2016 (page number 21)
- strategic-plan-budget-2015-2016 (page number 22)
- strategic-plan-budget-2015-2016 (page number 39)
- strategic-plan-budget-2016-2017
- strategic-plan-budget-2016-2017 (page number 22)
- strategic-plan-budget-2016-2017 (page number 23)
- strategic-plan-budget-2016-2017 (page number 24)
- strategic-plan-budget-2016-2017 (page number 41)
- strategic-plan-budget-2016-2017 (page number 67)
- strategic-plan-budget-2017-2018
- strategic-plan-budget-2017-2018 (page number 24)
- strategic-plan-budget-2017-2018 (page number 25)
- strategic-plan-budget-2017-2018 (page number 26)
- strategic-plan-budget-2017-2018 (page number 38)
- strategic-plan-budget-2017-2018 (page number 52)
- strategic-plan-budget-2018-2019
- strategic-plan-budget-2018-2019 (page number 22)
- strategic-plan-budget-2018-2019 (page number 23)
- strategic-plan-budget-2018-2019 (page number 24)
- strategic-plan-budget-2018-2019 (page number 37)
- strategic-plan-budget-2018-2019 (page number 53)

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

Michigan law defines the relationship between a community college and the college's Board of Trustees (Chapter 389, Section 121 of the Michigan Compiled Law Index). Delta College's operation district serves Bay, Midland, and Saginaw counties. The trustees are elected from each county and serve six-year terms. The Board of Trustees autonomously represents the community in the affairs of the College. The relationship between the Board of Trustees and Delta College is defined in its Bylaws and Operating Parameters (2.C.4).

Delegation of its daily operations and faculty oversight of academic matters is outlined later in this portion of the portfolio:

- Category 4: Planning and Leading
 - Subcategory 3: Leadership
 - Process C: Maintaining Board Oversight and Delegation

B. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

The Delta College Board of Trustees conducts business according to its bylaws and operating parameters in compliance with state statutes. The bylaws and operating parameters address board responsibilities, obligations to the institution and conflict of interest disclosures (2.C.3). The Board of Trustee bylaws address board responsibilities regarding

- The Board's organization and purpose
- Defines
 - The Board as a governing body
 - The Board's Powers and Responsibilities
 - The Roles of the Board's Officers
- Meetings
- Committees
- Rules of Order
- Administration of the Institution
- Fiscal Oversight
- Use of the Board Seal
- Amendment of Bylaws
- Indemnification
- Operating Standards and Procedures

The Board of Trustee operating parameters address board responsibilities regarding:

- Ethical Standards

- Roles and Responsibilities
- Conflict of Interest Policies and Forms
- Grievance Procedures
- Scholarship Policies
- Notice and Delivery of Meeting Materials
- Guidelines for Board Committees
- Requirements for the Open Meetings Act
- Robert's Rules
- Order of Business
- Board Development Activities
- Reimbursement Guidelines
- Requests for Information and Legal Opinions

Board dinner meetings usually consist of presentations by administration and staff to inform board members of the state of the College. These presentations address the budget including financial concerns, instruction initiatives, and outreach projects. The Board is responsible for approving the annual budget and releasing funds for significant expenditures such as renovations, purchases and start-up funding for new programs (5.B.1).

The College has a system of shared governance that is embodied in its Senate and Senate Assembly and several other committees outside of the Senate (i.e. Budget Cabinet, Diversity and Inclusion Committee, Retention Council), as well as its collective bargaining units. The Senate develops policies that are associated with handbooks, manuals, and procedures for daily operations. The Board of Trustees approves all changes to the senate policies. These policies apply to all assembly members. This system is laid out in [Senate Policy 1.025](#) (5.B.2).

C. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

Board bylaws ([Article IX on page 11](#)) allow the Board of Trustees to delegate specific duties and responsibilities to the College President (2.C.4). The article reads

The Board of Trustees shall:

1. *Contract with, appoint, and employ a competent executive officer who shall not be a member of the board and who shall possess the qualifications required by law. His/her title shall be President of Delta College. S/he shall be directly responsible to the Board of Trustees and shall devise ways and means for executing efficiently the policies adopted by the Board and shall keep the Board informed of progress. The President's discretionary powers shall be broad enough to meet the duties and responsibilities of the office. The President shall keep the Board of Trustees informed in matters concerning the operation and welfare of the College.*
2. *Delegate to the President of the College the Board's authority to:*
 - *select and employ personnel of the College*

- *pay claims and demand against the College*
 - *purchase, lease, or otherwise acquire personal property for the college subject to the policies adopted by the Board*
 - *invest College funds as per Board adopted investment policy and applicable statutes*
 - *accept contributions, capital grants, gifts, donations, services, or other financial assistance from the public or private entity*
 - *delegate to appropriate persons the President's authority*
 - *receive and respond to FOIA appeals*
3. *Evaluate the president annually.*

Board interaction with faculty/curriculum is addressed in three areas of the Board's Operating Parameters (2.C.4).

- Delta College Trustee Roles and Responsibilities
 - [Set the Policy Direction \(page 5\)](#) (yellow highlight)
 - [Support and Be Advocates for the College \(page 7\)](#)
- Delta College Board of Trustees Conflict of Interest Policy
 - [Article V – Examples of Improper Activities \(page 12\)](#)

Curriculum is developed and delivered by faculty. Faculty design, review, and approve course and program curriculum. The process includes representation from faculty across the College as well as Student and Educational Services representation from advising, financial aid, and registration to advise the faculty on student issues and federal regulations. Curriculum is recommended for adoption by the Curriculum Council and is approved by the Vice President, President and the Board of Trustees.

D. Ensuring open communication between and among all colleges, divisions and departments

The College uses a variety of communication methods to assure open communication.

Board Meetings

All members of the public are invited to address the Board of Trustees during a public board meeting. This is listed in the [Board of Trustees Bylaws page 10](#). (green highlight)

Article VI – Meetings

Section 8. Public Comments at Board Meetings

1. *Public comments shall be permitted at the beginning of each Board Meeting.*
2. *Speakers shall give their name and may state their residency (or may indicate title, if they are a Delta College Employee) at the outset of their remarks.*
3. *Speakers' comments shall be limited to five minutes unless the time is increased or decreased for all speakers by vote of the Board.*

4. *Speakers' comments should be germane to the proposed action or to the operation of the College.*

Senate

Delta College's shared governance model allows for the exchange of views and ideas regarding policies that affect the entire College. The Senate includes all full-time faculty, all full-time administrative/professional staff, and all full-time support staff. The Senate Handbook was written and is updated by senate members and approved by the Board of Trustees.

College-Wide Communication

- The College provides an email address to all employees. For department heads, the email service provides the ability to send blanket emails to the work group that they supervise. Additionally, employees may communicate with each other based on classification.
- The campus has an intranet/portal system for employees and students. This system allows for defining of working groups and supports creating web pages, surveys and documents to enhance communication and accessibility.
- Department and employee groups meet regularly to address issues specific to that group's function.
- For emergencies, the College uses a texting/email service (Nixle) to notify employees and students of situations such as College closures, traffic hazards, and other safety issues.

E. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

A number of strategically populated committees provide line of communication and maintenance of standards.

Senate Policy

College Senate policies address Academic Freedom in [Senate Policy 2.011](#). By stating:

A joint statement from the American Association of University Professors and the Council for Higher Education declares that "the success of American higher education, including the high regard in which it is held worldwide, is explained in good measure by the observance of academic freedom. This freedom is manifested institutionally." In furtherance of our values of diversity, integrity, and respect, Delta College supports the open, civil exchange of ideas in any setting associated with the College.

An Assembly Member who believes that his or her institutional academic freedom has been violated should use the Senate grievance process.

President's Cabinet

President's Cabinet consists of the President, the Vice President of Business and Finance, the Vice President of Instruction and Learning Services, the Vice President of Student and Educational Services, the Executive Director of Institutional Advancement and the Executive Director of Administrative Services and Institutional Effectiveness. They assure that academic standards are appropriate and met.

Executive Council

Executive Council consists of President's Cabinet, Deans, and Directors who directly report to the President's Cabinet. This group is key to prioritizing the College's activities, maintaining academic standards, implementing the College's Strategic Plan, and coordinating institutional effort.

Curriculum Council

This integrated committee reviews and determines the merit of all academic proposals. Supported proposals are forwarded to the Vice President of Instructional and Learning Services for adoption. Some academic proposals are also approved by the President and the Board of Trustees, because of budgetary concerns.

Quality curriculum is assured by the membership of Curriculum Council. Faculty members of each academic division, the Director of General Education, and the Director of the Student Learning Assessment Committee. Academic Advisors and representatives from the Registrar's Office are part of the curriculum approval process to help assure consistency with the Catalog records and point out issues with pre-requisites and scheduling that might not be apparent to faculty working within a single department. Alignment with our mission, vision, and values as well as the strategic plan is assured by the presence of our Academic Deans for career programs, faculty, and finance.

President's Forum

President's Forum includes the managers and directors of major College departments; heads of faculty; administrative/professional staff; support staff; and maintenance and food service groups. Its function is to react to proposals and ideas for College activity and to communicate to members of the Council the concerns and perspectives of other College employees. The Council meets with the President on a regular basis.

F. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The Delta College Board of Trustees relationship with College employees is defined in their operating parameters. Employees are specifically identified in three areas. (2.C.1, 2.C.2)

- Delta College Trustee Roles and Responsibilities
 - [Act as a Unit \(page 4\)](#)
 - [Employ, Evaluate and Support the Chief Executive Office \(page 5\)](#) (green highlight)
 - [Define Policy Standards for College Operations \(page 6\)](#) (yellow highlight)

G. Developing leaders at all levels within the institution

Delta College encourages employees to grow as leaders by providing a variety of opportunities.

Professional Development for Board of Trustee Members

The Board's operating parameters outline expectations for professional development that are designed to educate board members regarding issues facing community colleges and our accreditation process. This is referenced in [XII. Memberships and Board Development Activities \(page 22\)](#).

Trustees are encouraged to engage in Board development activities. These activities may include, but are not limited to, events sponsored by the Association of Community College Trustees (ACCT), the League for Innovation in the Community College, and the Michigan Community College Association (MCCA).

Ordinarily, the entire Board of Trustees is invited to attend the MCCA Summer Workshop. In addition, ordinarily, 3 trustees (1 from each county) will be invited to attend the ACCT Annual Leadership Congress, and 3 trustees (1 from each county) will be invited to attend the ACCT Legislative Summit. Attendees should rotate to provide each trustee with a chance to attend at least one event every 2 years.

Utilizing input from the College President and Vice Chairperson of the Board, and at his or her discretion requesting input from other Board members or from the Board as a whole, the Chairperson of the Board will provide guidance, make decisions, and set direction regarding Board development activities.

Shared Governance

The College encourages leadership among our faculty, staff, and administrators in many ways. The Senate embodies our shared governance process and has been in existence since the College's inception. The Senate includes faculty, administrative/professional staff, students, and support staff. The Senate presidency is rotated among faculty, administrative/professional staff, and support staff.

Shared governance encompasses a number of elected committees which include the Senate Executive Board, the Faculty Executive Committee, the Executive Committee of Administrative/Professional Staff, Support Staff Executive Committee, Sabbatical Leaves and

Grants Committee, and Faculty Salary Committee. Five additional standing committees are in place and ad hoc committees are formed as necessary. Shared governance at Delta College goes beyond the Senate and includes numerous committees which provide a voice for faculty and staff. This structure provides opportunity for involvement, leadership, and communication.

Center for Organizational Success

The Center for Organizational Success (COS) provides professional development for all employees. These target faculty, staff, and administrative positions and includes development, workshops, coaching, and orientation programs.

Faculty Leadership

Leadership is strongly encouraged and opportunities are provided at the discipline, division, and College level. Leadership opportunities at the discipline level include new program development or revision, adjunct and new faculty mentoring, and project leadership. Division opportunities include leadership in division sponsored events such as STEM Festival; Math and Science Manufacturing Experience for middle and high school teachers; Arts Festival; Camp Heath and Wellness; Middle School Girls Day Out for Computer Programming; and the Humanities Speaker Series. College level leadership opportunities include working with the Presidential Speaker Series; the Multicultural Committee; Human Relations Committee; Sustainability projects; and Budget Cabinet. In addition, faculty may display leadership through the College's shared governance process or by accepting an administrative assignment or projects that focus on goals outside of the classroom. Also, leadership is included in the promotion criteria for full professor.

H. Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

The College uses a collaborative approach to demonstrate its mission and vision. This process helps to assure a transparent agenda for the College. Additionally, the College has a number of policies that address conflicts of interests and methods for making decisions to reinforce its mission and vision (2.C.3).

These are provided here

- [State of Michigan Statute Chapter 15, Section 261 – Open Meetings Act](#)
- Delta College Board of Trustees Bylaws regarding
 - [Conflict of Interests \(page 6\)](#) (yellow highlight)
 - [Powers and Responsibilities of the Board \(page 6\)](#) (green highlight)
 - [Open Meetings Act \(page 9\)](#) (green highlight)
- Operating Parameters
 - [Ethical Standards \(page 3-4\)](#) (yellow highlight)
 - [Roles and Responsibilities \(page 4-7\)](#) (green highlight)
- Senate Policy

- [Conflicts of Interest](#)
- [Nepotism](#)

I. Tracking outcomes/measures utilizing appropriate tools

- To assure that leadership opportunities are available to all levels of the College, our shared governance system allows all individuals a means to participate or be represented.
- The COS offers sessions for the development of leadership skills.
- Faculty are expected to demonstrate leadership in various steps of their promotion and tenure process.

4R3: Results

A. Summary results of measures

- *Current members of the Senate Assembly*
 - [2016](#)
 - [2017](#)
 - [2018](#)
 - [2019](#)
- [Center for Organizational Success Programming](#)

B. Comparison of results with internal targets and external benchmarks

The College has not identified internal or external targets for these data.

C. Interpretation of results and insights gained

The membership of our Senate Assembly demonstrates the inclusive nature of our current shared governance system. We recognize that since the faculty voted to become a part of a collective bargaining unit in January 2019 there may be changes in our overall governance structure.

4I3: Improvement

Notable improvements in this area include the revision of the curriculum for the leadership experience program to expand leadership skills for all employees.

Sources

Delta College
Systems Portfolio 2019-2020

- 1 025 Governance
- 2 011 Academic Freedom
- 2 020 Conflicts of Interest
- 2 068 Nepotism
- 2014.11.11.BOT Operating parameters.pdf
- 2014.11.11.BOT Operating parameters.pdf (page number 3)
- 2014.11.11.BOT Operating parameters.pdf (page number 4)
- 2014.11.11.BOT Operating parameters.pdf (page number 5)
- 2014.11.11.BOT Operating parameters.pdf (page number 6)
- 2014.11.11.BOT Operating parameters.pdf (page number 7)
- 2014.11.11.BOT Operating parameters.pdf (page number 12)
- 2014.11.11.BOT Operating parameters.pdf (page number 22)
- 2014.11.12-BOT By-Laws.pdf
- 2014.11.12-BOT By-Laws.pdf (page number 6)
- 2014.11.12-BOT By-Laws.pdf (page number 9)
- 2014.11.12-BOT By-Laws.pdf (page number 10)
- 2014.11.12-BOT By-Laws.pdf (page number 11)
- 4_3 COS Sessions Weekly Attendee Count 17-18
- 4_3 Roster of Senators and Alternates for 2016.pdf
- 4_3 Roster of Senators and Alternates for 2017.pdf
- 4_3 Roster of Senators and Alternates for 2018.pdf
- 4_3 Roster of Senators and Alternates for 2019.pdf
- State Open Meetings Act.15.261

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Developing and communicating standards

The College uses shared governance to develop and communicate our operating standards. These standards are recorded in Senate policies, our procedures manuals, and our philosophical guidelines. In addition, the Board of Trustees also revises and abides by its own set of bylaws and operating parameters. These policies address, among others

- [Conflicts of Interest Policies applied to the Board of Trustees \(page 6\)](#)
- [Operating Parameters for the Board of Trustees \(page 4\)](#)
- [Senate Policy 2.020 Conflicts of Interest](#)
- [Senate Policy 2.068 Nepotism](#)
- [Senate Policy 2.095 Harassment](#)
- [ACCT Guide to Ethical Governance](#)

Professional development is offered to raise awareness of issues where appropriate policies are already in place. Examples include Title IX compliance and continued vigilance against workplace harassment. In these cases professional development is offered to employees through the Center for Organizational Success (COS) and Human Resources in the form of seminars and interactive training videos.

B. Training employees and modeling for ethical and legal behavior across all levels of the institution

The College's Human Resources Department and our Equity Office, with assistance from outside legal counsel, provide guidance and ensure policies and procedures are up-to-date. Multiple resources are available to handle issues related to equity, harassment, conflict, and ethical behavior. All employees are required to participate in Protected Class training, conducted by the COS, Human Resources, and the Equity Office and to report inappropriate behavior. These training sessions are offered conveniently through online access and require demonstrating an understanding of the material.

Required training include the following topics:

- Protected Class
- Harassment
- Blood Borne Pathogens
- FERPA
- Fair Use Guidelines

C. Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

Core Component (2.A) - In addition to the conflicts of interest policies and nepotism policies identified in these areas of the portfolio,

- Category 4: Planning and Leading
Sub-Category 3: Leadership
Bullet H: Ensuring the institution's ability to act in accordance with its mission and vision
- Category 4: Planning and Leading
Sub-Category 4: Integrity
Bullet A: Developing and communicating standards
Bullet B: Training employees and modeling for ethical and legal behavior across all levels of the institution.

The College has the following safeguards to assure that operations are carried out with integrity and in adherence with our mission, vision, and values. There are a variety of other policies to address behavior of individuals which reflect on the College and institutional reporting methods to assure greater transparency regarding our operations.

Integrity of Employees

- [Senate Policy 1.006 on Ethical Conduct](#)
- [Senate Policy 1.007 on Guiding Principles](#)
- [Senate Policy 2.012 on Professional Integrity](#)
- [Senate Policy 2.075 on Rules of Conduct](#)
- [Senate Policy 2.076 on Whistleblowers](#)

Integrity of Students

- [Senate Policy 8.001 Student Ethical Conduct](#)
- [Senate Policy 8.030 Student Privacy Rights](#) (FERPA)
- [Senate Policy 8.045 Student Violation of Rules](#)
- [Senate Policy 8.055 Student Rights of Expression](#)

Transparency in Reporting

Reports regarding the College's meetings, operations, budgets, and plans are available to the public on our website. In the footer of every publicly available web page, there are the following links to create transparency regarding institutional operations. These links will be available through the data portion of this portion of the portfolio.

- Membership for the Board of Trustees
 - Board Bylaws
 - Board Operating Parameters
- Public Meeting Notices for compliance with the Public Meeting Act
 - Links to Meeting Agendas and Archives
- Equity
- On-Line Privacy Statement

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- Campus Safety Information
- Budget Performance and Transparency Reporting
 - Financial Overview Statements
 - Debt and Service Obligations
 - Budgets & Financial Statements
 - Audited Financial Statements
 - Strategic Plans
 - Capital Outlay Plan
 - FERPA
 - FOIA
 - Student Right to Know
 - Collective Bargaining Agreements
 - Employee Benefits
 - Bi-Annual Use and Finance Reports

D. Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Core Component (2.B) - Delta College's website provides a great deal of information about the College's academic offerings and business operations. From the home page at www.delta.edu, it is possible to link to the following items that are relevant to this portion of the portfolio. Program requirements are available through the on-line Catalog and are explained in a meeting with an Academic Advisor. These links will be made available through the data in this portion of the portfolio.

Website Link: [Academics](#)

- Accreditation
 - Current Program Accreditation
 - Institutional History & AQIP Participation
- [Catalog](#)
- Degrees & Certificates
- Courses
- Programs
- Faculty
- On-Line Learning
- Transfer Information

Web-Site Link: [Admission & Aid](#)

- Costs & Financial Aid
 - Tuition, Costs & Fees
 - Net Price Calculator

Web-Site Link: [Transparency in Reporting](#) (Image in lower right footer of all public web pages.)

- Student Right to Know

4R4: Results

A. Summary results of measures

The data for this portion of the portfolio is presented in this category data [document](#).

Additionally the following [information](#) regarding student success is made available to the public.

B. Comparison of results with internal targets and external benchmarks

Delta College meets 100% on-time posting deadlines for required public information.

C. Interpretation of results and insights gained

Delta College continues to demonstrate high levels of integrity across the College. As stated above, copious amounts of data about cost, control, and operation of the College are available for public access on our website.

4I4: Improvement

Our process for our public webpages has improved. Pages are regularly reviewed to assure all links work and the data is up-to-date and accurate. In addition, we have implemented improved processes to ensure that information is accessible by 508 and WCAG 2.1 standards.

Internally, Senate policies are reviewed on a regular basis and updated as necessary.

Sources

- 1 006 Ethical Conduct
- 1 007 Guiding Principles
- 2 012 Professional Integrity
- 2 020 Conflicts of Interest
- 2 068 Nepotism
- 2 075 Rules of Conduct
- 2 076 Whistleblower
- 2 095 Harassment

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- 2014.11.11.BOT Operating parameters.pdf
- 2014.11.11.BOT Operating parameters.pdf (page number 4)
- 2014.11.12-BOT By-Laws.pdf
- 2014.11.12-BOT By-Laws.pdf (page number 6)
- 8 001 Student Ethical Conduct
- 8 030 Student Privacy Rights
- 8 045 Student Violotion of Rules
- 8 055 Student Rights of Expression
- Data Category 4_4 Transparency
- Data Category 4_4 Transparency (page number 2)
- Data Category 4_4 Transparency (page number 3)
- Guide to Ethical Governance
- retention-and-grad-rates-right-to-know-update-march-2019

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

College level assessment and key performance measures are identified at the level of the President, the Vice Presidents, and Executive Council. The choice of institutional performance measures is informed by environmental scanning data and the strategic plan. Performance data for these measures are reviewed twice annually and are included as part of the College's Strategic Plan and Budget.

Data representing the success of the process that support key performance indexes are collected and monitored within the department area that is responsible for the specific process. Where data from other areas of the College needs to be shared, the data is requested through the Office of Institutional Research.

B. Determining data, information and performance results that units and departments need to plan and manage effectively.

The institutional key performance measures are tied to the strategic plan through initiatives and action plans which are chosen to advance the mission, vision, and values. The key performance measures help Executive Council focus on the necessary areas across the Collegen.

When departments have specific data needs that cannot be addressed within that department, they can request the data report through the Office of Institutional Research. This data will be developed into a standardized report which is available through the College's intranet. The Office of Institutional Research also works with a group of faculty and staff called the Data Ambassadors who work with other faculty and staff to help them become familiar with data already available and to provide assistance in making data requests.

Data requests that are received by the Office of Information Technology (OIT) are logged and tracked through their cloud-based ticketing system. The system that OIT utilizes is based on the Information Technology Infrastructure Library (ITIL) Framework. Technology help desk requests are monitored and managed to enable effective support and communication as the usage and the environment evolve. In addition to assisting faculty and staff with data, one of the primary roles of both the OIT and the Office of Institutional Research is completion of mandatory federal and state reports.

C. Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements

The Office of Institutional Research offers data and performance results available through the College's portal as a link in the Office of Institutional Research's intranet site. "Delta Data for

Decisions” offers an overview of the data types that are available within Delta College and sources that are necessary to make informed decisions. The Delta College dashboard presents key performance measures for quick reference by Delta employees. These measures include:

- New Applicants
- Enrolled Credit Hours
- Enrolled Unduplicated Headcount
- Budgeted Credit Hours
- High School Penetration
- Degrees Conferred
- Occupational Placement Rates
- Student Success Scale
- Fall-to-Fall Student Retention
- Fall-to-Winter Student Retention
- Returning Student Applications
- Application by Program
- Student Application Summary
- Student Enrollment Profiles
- Enrollment by First Active Major
- Student Enrollment by Semester
- Off-Campus Centers Summary Report
- Other State and Federal Reports

The Data Cookbook allows access to data reports and definitions to explain how different data sets are defined and distinguishes between data sets that are closely related. The Data Ambassadors produce a report that presents key information that largely supports our Achieving the Dream initiatives. This report is available through the College portal.

D. Ensuring the timeliness, accuracy, reliability and security of the institution’s knowledge management system(s) and related processes

The robust and secure operations of Delta College's information systems are the product of an infrastructure that operates as an ecosystem. Each system depends on the others to be able to provide a steady stream of timely, reliable information. Even in a time of lower student populations and tighter budgets; the President, Board of Trustees, and the College leadership work to ensure that programs are funded to maintain the dynamically evolving environment. Delta College's information systems are primarily managed by their strategic technology partner, Ellucian. They work in concert with Delta College’s Director of Information Technology Services to deliver an information system that is not only strong and secure, but cost effective.

Delta College continuously works to improve the security of the computer network and information systems that are housed on campus and in the cloud. Delta College evaluates the network and information systems by utilizing information security standards based on the ISO 27001 control framework that is modified for higher education. As part of this process, Delta

College's team has implemented a disaster recovery plan and testing plan that includes a warm location and ensures off-site back-ups for systems that are housed on campus. An operational communication plan is in place to ensure user awareness when access to the network or data systems is impacted. Our information systems and network are also audited by an independent department within Ellucian every other year. The audit is also based on the same ISO 27001 control framework.

While developing new systems, tools, and reports is a joint effort by many departments throughout the college, the OIT and Institutional Research are the primary resources for technology and reporting. As new systems are developed and legacy systems updated, the departments within the College work together to test and ensure the accuracy of the systems and the data they collect and distribute.

Access to data reporting is controlled primarily through Active Directory. Access to information systems is based on position control and the "need to know" concept. Access requests are processed by the OIT after it has been initiated by an end user or a manager and approved by the user's manager and person/party that is responsible for the data access being requested. Additional concerns are reviewed by the FERPA (Family Educational Rights and Privacy Act) Officer. Processes are also in place to change or remove access due to a person's position change or departure from the College. Both processes are initiated by Delta College's Human Resources department.

E. Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1 Results:

A. Summary results of measures

The data for this portion of the portfolio is show in this category data [document](#).

B. Comparison of results with internal targets and external benchmarks

The College uses the data presented here to inform all levels of the College. One of the primary uses is to use the dashboard to gauge the credit hour production as compared to established targets for credit hours. The division level targets are developed by the academic area after the Vice President of Business and Finance sets the overall annualized target with input from Budget Cabinet and Executive Council.

Over the last few years, the College has not achieved the annualized target due to larger than expected decreases in enrollment.

C. Interpretation of results and insights gained

After using the dashboard for a few years, modifications were made to expand the amount of data available to meet requested needs. To support the needs of individual faculty in helping with retention efforts at the College, the Data Ambassador's group put forth a series of data points that all faculty said they needed in the area of retention. This was developed as the Data Ambassador's Retention Report, which is available to all faculty at the institution.

With the increase of data usage, we also saw the need for improved data governance. This led to the purchase of the iData Data Cookbook, which is used to house the official data definitions for Delta College so that all are speaking the same language when we meet to discuss data.

5I1 Improvements

With staff changes coming, the increasing prevalence of technology, and the fact that Delta College outsources information technology operations to Ellucian, the President has established a new position, Director of Information Technology Services. This position was established to assure that our information technology interests were being met and to act as a liaison with Ellucian. The position works with internal constituents to assure the best technology solutions are being obtained and to act as the administration's representative with Ellucian to assure smooth implementation.

The iData Data Cookbook continues to make a foothold at Delta College. It is requiring a larger than expected culture shift. Over the next year, the College will be strengthening its data steward model to better reflect the responsibilities. The function will be focusing more on data quality and accuracy than developing and entering definitions into the system.

Sources

- Data Category 5_1.pdf

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

Fiscal

Educational programming and supporting operations are critical to fulfilling the College's mission. In this context, the processes for allocating resources is closely tied to the processes that define our mission, vision, and values, the strategic plan and allocation of resources to support the strategic plan. The following list directs to the areas of the portfolio that address processes for developing mission, vision, values, strategic planning, and allocation of resources.

- Category 4: Planning and Leading
 - Subcategory 1: Mission and Vision
 - Bullet E: Allocating Resources to advance the institution's mission
 - Subcategory 2: Strategic Planning
 - Bullet B: Aligning operations with the institution's mission.
 - Bullet D: Capitalizing on opportunities and institutional strengths

The College's strategic plan is built in the context of a four-year budget forecast which considers long-term plans for the maintenance and advancement of both College facilities and technological capabilities while remaining fiscally sustainable. The four-year budget forecast is built by the Vice President of Business and Finance. We develop yearly plans that serve as the basis for the annual budget and strategic initiatives. The different employee groups are represented on Budget Cabinet, the entity for broadly setting budget priorities. Executive Council works within the context of the budget to identify and implement strategic initiatives to support the College's mission.

Sixty percent of our general fund expenditures are allocated for instruction and instructional support areas. We maintain facility maintenance; equipment replacement funds, and building and site funds. Each year funds are transferred to these "plant funds," from our general fund to support facility and infrastructure needs (5.A.1).

Specific processes used to build budgets are explained at a later point in this category:

- Category 5: Knowledge and Resource Management
 - Subcategory 3: Operational Effectiveness
 - Bullet A: Building Budgets to Accomplish Institutional Goals
 - Bullet B: Monitoring Financial Position and Adjusting Budgets

Physical Facilities

Building and renovation projects are approved by the President and Executive Council. Facilities management works with the employee groups to seek input on use and design considerations to assure that new or renovated facilities are sustainable and functional in helping students succeed. The facilities management team also works with external consultants to help identify best practices and design elements.

Specific processes used to manage facilities in supporting academic programs is addressed at a later point in this Category:

- Category 5: Knowledge and Resource Management
Subcategory 3: Operational Effectiveness
Bullet D: Maintaining a physical infrastructure that is reliable, secure and user-friendly

Technological

Ellucian manages Delta's Office of Information Technology (OIT). Ellucian is a third-party group which employs staff to work full-time on Delta College's campus. The Ellucian contract is managed by the College through the Director of Information Technology who reports directly to the President.

Ellucian evaluates technology for both employee workstations as well as for instruction. The technology computer standards are also managed through procedures outlined in the procedures manual. Upgrades and replacement expenses are submitted and prioritized against other needs through the budget process.

Software and equipment needs that directly impact instruction are also reviewed through the budgeting process to establish prioritization for funding.

- Category 5: Knowledge and Resource Management
Subcategory 3: Operational Effectiveness
Bullet C: Maintaining a technology infrastructure that is reliable, secure and user-friendly.

B. Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

Executive Council and President's Cabinet are responsible for setting goals and assuring that they are aligned with the College's mission and available resources. This is done in the context of a SWOT analysis and other forms of environmental scanning that are performed as part of our strategic planning process. The following links identify the portions of the portfolio where these processes are explained in the context of strategic planning.

- Category 4: Planning and Leading
Subcategory 1: Mission and Vision
Bullet E: Allocating Resources to advance the institution's mission.

Subcategory 2: Strategic Planning

Bullet B: Aligning operations with the institution's mission.

Bullet E: Creating and implementing strategies and action plans that maximize current resources and meet future needs.

C. Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

The mission, vision, and values for the College is supported by the strategic planning process described in Category 4, Subcategory 2. Budget forecasting and development is tied to the strategic planning process and ultimately reviewed and approved by the Delta College Board of Trustees.

D. Tracking outcomes/measures utilizing appropriate tools

The College tracks outcomes using three methods.

The first is the institutional scorecard described in

- Category 4: Planning and Leading
Subcategory 3: Strategic Planning

The second method is the metrics for success associated with each strategic action project. These metrics can be noted by reviewing the strategic plan in the strategic plan and budget document.

The third method of tracking is the annual budget.

5R2: Results

A. Summary results of measures

Institutional Score:

- [2015-2016](#)
- [2017-2018](#)

The annual budget is presented here with two sets of links for each year. The budget link will display the overall annual budget. This is followed by a more detailed breakdown of revenue sources and expenditures. The second set of links specifically shows the budget for supporting the facilities.

Overall Budget

- [2014-2015](#)
- [2015-2016](#)
- [2016-2017](#)
- [2017-2018](#)
- [2018-2019](#)

Facilities-Specific Allocations

- [2014-2015](#)
- [2015-2016](#)
- [2016-2017](#)
- [2017-2018](#)
- [2018-2019](#)

B. Comparison of results with internal targets and external benchmarks

The College uses its scorecard as its internal target.

C. Interpretation results and insights gained

The College scorecard has indicated that instructional and instructional support expenditures are above the target levels established. Our auditors have presented that our instructional and instructional support expenditures on average about 5% higher than our peer comparison group.

5I2: Improvement

In January 2019, the College agreed to implement an employee severance package in order to expedite staffing levels through an incentive to exit the College. This option was considered in order to right size the compensation costs of the budget. An incentive like this has not been offered in over 20 years.

A company was contracted by the College, EPC Employees Preferred Corporation. They developed a severance package that the Board approved. The incentive model presented, projected 38 people would take the buy-out. The actual results were 57 employees will exit the College within the next two fiscal years. This is expected to provide a quick start of reducing compensation levels as well as rewarding our long-term serving employees.

In addition, this is a part of the College's long-term sustainability actions to right size the College to align with resources available for compensation. Over the next three years, the College will be monitoring total compensation and staffing levels, since this is the largest expenditure of our budget, to align with available revenue sources.

Sources

- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Fall 2017
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Winter 2016

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- strategic-plan-budget-2014-2015
- strategic-plan-budget-2014-2015 (page number 58)
- strategic-plan-budget-2014-2015 (page number 118)
- strategic-plan-budget-2015-2016
- strategic-plan-budget-2015-2016 (page number 44)
- strategic-plan-budget-2015-2016 (page number 102)
- strategic-plan-budget-2016-2017
- strategic-plan-budget-2016-2017 (page number 73)
- strategic-plan-budget-2016-2017 (page number 131)
- strategic-plan-budget-2017-2018
- strategic-plan-budget-2017-2018 (page number 59)
- strategic-plan-budget-2017-2018 (page number 121)
- strategic-plan-budget-2018-2019
- strategic-plan-budget-2018-2019 (page number 59)
- strategic-plan-budget-2018-2019 (page number 124)

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

A. Building budgets to accomplish institutional goals

The College's annual budget is developed in the context of the strategic plan which directly supports the mission, vision, and values. Department heads submit funding requests to assist in developing each annual budget. Requests for funding renewal are submitted with rationale. All requests for new funding must be linked to one of the strategic focus areas. Individuals who

seek funding for new initiatives are asked to identify how the funding request will positively impact the focus area. Department budgets are then forwarded to Budget Cabinet for review.

Budget Cabinet makes recommendations to the President regarding budget allocations, changes in tuition, fees, and other budget-related issues. Budget Cabinet is also responsible for establishing and maintaining effective two-way communication with all faculty and staff regarding budget related issues. Each year, Budget Cabinet provides prioritized recommendations to Executive Council. There are two types of requests; one-time expenditures and ongoing funding needs. Executive Council reviews the requests and approves as appropriate, giving primary consideration to those that best support the mission, vision, and strategic plan.

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

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

Revenue Considerations

Delta College's Finance Department and Budget Cabinet use multiple sets of data to develop the budget, including comparative tuition and fee data from the other 27 Michigan community colleges, to evaluate and discuss the philosophical basis for the tuition and fee structure, and the economic impact on students and the College in order to develop the annual tuition and fee recommendation to the President and the Board of Trustees. The sources of data comparison include the Michigan Postsecondary Data Inventory (MPDI), which is under the umbrella organization Center for Educational Performance and Information (CEPI). These are state-run organizations that show comparison data between Michigan public schools and community colleges.

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

The College's Finance Department collects data through annual satisfaction surveys and service requests from walk-in visitors, by phone or electronically. The department also obtains feedback through conducting annual performance reviews with preferred vendors.

Expenditure Considerations

The College observes the appropriate standards in our policies for purchasing and supply acquisition. Collaborative relationships are maintained to the extent permissible where competitive bids are required by our stewardship obligations and by Michigan law. A cross-functional team participates in the annual budget process to review requests for new and existing resources for each department. These requests are prioritized and presented to the Board of Trustees as part of the mandated annual college budget. The College has a standardized open bid process for purchases that exceed a set limit.

The Business and Purchasing Office collects and analyzes a variety of data to assure that our monetary resources are used as effectively as possible. Examples of data that is collected to identify potential areas for cost savings are

- Annual reviews of purchasing patterns with designated vendors to identify high-volume items that may be re-priced for cost savings. This conversation also allows all parties to identify concerns before they become problems.
- Cost saving tallies for individual purchases to identify the most effective low-cost vendors.
- Implementation of a distributed purchasing card program providing departments flexibility for low dollar purchases.

B. Monitoring financial position and adjusting budgets (5.A.5)

The College uses a decentralized approach to budgeting and financial expenditures. Each of our cost center managers has authority to spend and move budgeted dollars within and between cost centers during the year to meet departmental needs. Real-time online financial reports are available for managers to use in decision making, and a written quarterly and annual budget accountability process ensures accountability and responsibility in financial management at the departmental level.

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

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

The College recently moved to using SQL (structured query language) tables as the basis for reporting and as a result, a new set of financial reports is available to all cost center managers so they may accurately track revenues and expenses within their areas, resulting in greater efficiency.

C. Maintaining a technological infrastructure that is reliable, secure and user-friendly

Technology Infrastructure

Colleague is the College's main data collection and storage system for operational data. Over the past year we have made a major migration from Colleague proprietary databases to Microsoft SQL based tables. Non-operational data and reports are stored on a shared hard drive system. Within this shared drive system, access to information is established for groups or individuals which ensures the security and privacy of the data. The College uses a login system associated with employee usernames and passwords to control access for each employee to appropriate records.

Forms

In addition to the above mentioned web-based communication management, since May of 2012 our Registrar's Office has converted many key forms to an online format, which has improved access for students and efficiency for all those involved in the process.

IT Tracking

The Office of Information Technology (OIT) tracks every help request from faculty, staff, and students by assigning a help ticket. Once the issue is resolved and closed, a satisfaction survey is sent electronically to gather feedback on the service and process. Results are tracked and reported monthly.

Meeting Institutional Needs

Ellucian manages the College's information systems, hardware, wiring, and the student labs. They collect usage statistics and when a problem arises or a new request is made, they have a ticketing system to track the completion of the task and the satisfaction level with the service.

D. Maintaining a physical infrastructure that is reliable, secure and user-friendly

Our facilities management team files an annual five-year capital outlay plan with the State of Michigan. This five-year plan accounts for the conditions of our current facilities, their current replacement values and strategic planning initiatives. This is required to qualify for state-based capital outlay funding. The long-term capital outlay plan is developed based on age and condition of the building infrastructure and strategic need.

The physical infrastructure is maintained through regular inspections of building conditions to identify necessary repairs and anticipate future repairs. Longer term maintenance and construction projects are incorporated into the College's strategic plan. All employees who notice a maintenance or safety concern can report needed repairs to our facilities department to have it addressed. During the development of construction or renovation plans, information is gathered from users and from other institutions to develop plans that will support operational needs.

E. Managing risks to ensure operational stability, including emergency preparedness

The College has several processes in place to enable the evaluation and timely communication of information when emergencies impact the College's operations. Our Crisis Management Plan, Crisis Communication Plan, and Behavioral Intervention Review Board include procedures to protect students, staff, and employees. These include use of defined protocols to evaluate inclement weather conditions and hostile intruder situations. Communications can be distributed through email, the public address system, and a subscription to Delta College's texting service, Nixle.

F. Tracking outcomes/measures utilizing appropriate tools

The College develops a [five-year capital outlay plan](#) which is updated annually. These five-year plans are associated with a five-year capital outlay request, which is mandated by the State of Michigan to be approved by the College's Board of Trustees.

5R3: Results

A. Summary results of measures

The following documents provide the data for this portion of the portfolio

- [Costs per headcount and credit hour](#)
- [Tuition Comparison](#)
- [National Community College Benchmark Project Data \(NCCBP\)-Credit Hour](#)
- [NCCBP - Service Area Income](#)
- [NCCBP - Institutional Expenses](#)

B. Comparison of results with internal targets and external benchmarks

The College utilizes various data points to analyze operations. Trends are tracked internally to predict future operational costs and set targets. External data is used to compare Delta College to other Michigan community colleges and those surrounding four-year institutions within or near the Great Lakes Bay Region.

C. Interpretation of results and insights gained

Recognizing that the College needed to re-align staffing levels to reflect a smaller student population, Delta College offered a voluntary employee severance plan in the Winter of 2019 to allow eligible employees to exit the College with an incentive. This realignment is a three- to five-year process. As employees exit, President's Cabinet will continue to evaluate the need to replace employees.

5I3 Improvements

As we looked at operational efficiencies of our facilities, the College implemented a facilities work order system. The system will better provide the College with operating efficiencies and long-term planning as it relates to the infrastructure of our facilities. The collection of data will take approximately a full two to three years before data can be measured and analyzed. The College recognizes that the environmental, instructional, and financial landscape is constantly changing. Within the next two years, the facilities department will have an updated assessment of College facilities.

Sources

- Data Category 5_3
- Finance ACS Tables
- NCCBP 02 Tuition and Fees
- NCCBP 02c Tuition and Fees
- NCCBP 11 Institutional Expenses
- Tuition Comparison Budget Cabinet 2019

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

A. Selecting, deploying and evaluating quality improvement initiatives

Delta College chooses its quality improvement initiatives through the processes used to identify its mission, vision, values, strategic plan, and budget. These processes are identified in more detail in

- Category 4: Leading
Subcategory 1: Mission, Vision, Values
Subcategory 2: Strategic Planning

- Category 5: Knowledge and Resource Management
Subcategory 2: Resource Management

These processes are informed through environmental scanning data, the College dashboard, the institutional scorecard, and several levels of review by committee and College leadership. Quality action projects are created as a result of the information learned through these processes.

B. Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

The College uses AQIP related activities as tools to support our planning process and many of our strategic action projects have been aligned as AQIP action projects. Strategy forums provide us much needed time for focused team planning to sort through approaches of the College's more challenging strategic concerns. Preparing the portfolio and preparing for Comprehensive Quality Review (CQR) updates allow us to informally gauge our cultural shifts toward being more engaged in process improvement and challenges us to reconsider the efficiency of our access to and use of data.

6R1: Results

A. Summary results of measures (include tables and figures when possible)

Nearly all of our quality initiatives are directed at addressing strategic concerns as illustrated by our scorecard and our dashboard. Examples include initiatives targeted at stabilizing enrollment, improving retention, and our focus on diversity and inclusion.

An alignment of strategic focus areas, supporting initiatives and strategic action projects are shown in this [document](#). Many of the strategic action projects have been developed at AQIP strategy forums and used as AQIP action projects.

The measurable outcomes for these actions can be reviewed in the institutional effectiveness reports.

- [2015-2016](#) (published 2016-2017)
- [2016-2017](#) (published 2017-2018)

B. Comparison of results with internal targets and external benchmarks

The College sets internal goals through the system described in

- Category 4: Planning and Leading
Subcategory 3: Strategic Planning
Institutional Effectiveness Data

As internal targets were met, the goals were raised to encourage the next round of improvement. In cases where targets were not met, additional data was gathered to gain understanding and plans were modified to include this additional information. In other cases, action projects were completed and next steps were identified.

C. Interpretation of results and insights gained

The regular use of the AQIP pathway's key tools - Process Based Analysis of Institutional Operation, strategy forums and action projects have become central pillars to our strategy-planning process and means of tracking institutional progress.

6I1: Improvement

The College continues to use this basic template for strategic planning as it moves into the 2019-2023 strategic-planning cycle. Annual projects will be selected as actionable items to support the initiatives defined as part of this new planning cycle.

Sources

- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Fall 2017
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Winter 2016
- Strategic Plan Cycle Overview.pdf

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

A. Developing an infrastructure and providing resources to support a culture of quality

The Executive Director of Administrative Services and Institutional Effectiveness has the primary responsibility of assuring that the College's action plans are embedded within a quality framework. As such, the College's Institutional Research Office reports to the Executive Director of Administrative Services and Institutional Effectiveness to help with data reporting and identify the opportunities for improvement while working within a continuous quality improvement (CQI) framework.

The Executive Director of Administrative Services and Institutional Effectiveness is a member of President's Cabinet. The Executive Director's input helps assure that actions are implemented and monitored in a manner that corresponds to a quality culture.

B. Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

The Executive Director of Administrative Services and Institutional Effectiveness directs Strategic Planning in a manner that supports the institution's scorecard and dashboard.

The Executive Director of Administrative Services and Institutional Effectiveness works collaboratively with the Center for Organizational Success (COS) to provide professional development for employees to help refocus activities to a process-based management model and for feedback through data collection.

C. Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The members of President's Cabinet and members of Executive Council are the primary drivers of the quality culture at Delta College by leading through example and encouraging a CQI culture within each of the areas that they lead.

Through the leadership of the President, Executive Director of Administrative Services and Institutional Effectiveness, Strategic Planning and Institutional Effective Steering Committee, Executive Council, and President's Cabinet review how CQI tools such as scorecards and institutional success metrics are used to facilitate discussions for identifying, implementing, and reviewing strategic initiatives. These discussions have helped us come to a greater understanding of how to strategically approach change and new challenges.

D. Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Delta College's commitment to quality principles and the AQIP Pathway is inculcated by processes supporting our institutional strategic planning process and is reaffirmed through professional development opportunities for College leadership positions that are responsible for helping to apply these principles in the spirit of continuous improvement.

6R2: RESULTS

Delta College's efforts toward developing a CQI infrastructure have been devoted to

- developing more detailed process maps;
- identifying College level measures; and
- developing a more accessible data reporting system.

These improvements represent huge leaps forward compared to the College's earlier - more siloed - operational style. This infrastructure allows the College to move to the next steps in CQI culture that include developing a deeper process-based culture and increased understanding of how to use these data delivery tools.

6I2: IMPROVEMENTS

Since starting on the AQIP Pathway in 2005, Delta College's culture has shifted. Any cultural shift occurs incrementally. To varying degrees across the College culture has moved beyond defining the basic parts of a process and identifying the needs for data. Our most recent initiatives have sought to build on this growth.

Professional Development for Process-based Management

During the last academic year, we have reinforced process-based management and challenged employee groups to develop process maps that are more detailed and integrated. This has been supported through professional development. More than 100 employees have participated in process-based management training. This year's goal was to map college wide processes and begin to document the processes that are being used at the department level. This documentation will serve as a starting point to begin formally aligning the processes at the department level with other departments and identifying points where efficiencies may be gained through changes in work flow.

Professional Development in Data-use Reform

In addition to professional development in process mapping, Executive Council have embarked upon additional professional development through studying data use reforms introduced by Achieving the Dream (AtD) Data Coach, Dr. Brad Phillips, CEO of the Institute for Evidence-Based Change and author of the book "Creating a Data-Informed Culture in Community Colleges". Executive Council members read Dr. Phillips' book for professional development in data use reform. Members took turns presenting and discussing chapters from the book to the group and led discussions with Executive Council on lessons learned in viewing Delta College's data.

In April 2019, the President's Office sponsored a team of eight faculty and staff to attend Odessa College's Leadership Institute. Odessa is one of the three colleges profiled in Dr. Phillips' book for the use of data-driven student success reforms, and an Aspen Rising Star Award recipient for 2017 and 2019. The Delta College team learned Odessa's success story in student achievement and retention, and identified six goals to implement with work already begun for academic year 2019-2020. These goals are:

1. Coffee and Conversation with Dr. Goodnow. Rationale: faculty and staff meetings from the past year have had good attendance and employees asked for this to continue. The President's

office is already working to implement monthly coffee and conversations. Implementation: Fall 2019. Measure of Success: Meeting frequency and meeting attendance.

2. Develop draft of goals that will describe what commitment faculty, staff, and students will bring to their engagement at Delta College. Implementation: Present the draft at Fall Learning Days, with frequent opportunities for faculty, staff, and students, to comment and edit their respective commitment goals in fall semester. Present the goals in Winter 2020 Learning Day for formal launch. Measure of Success: 50% of faculty and staff agree to the commitment goals.

3. College success course: Pilot course is already planned for selected developmental education students over the summer, free through a grant from the Foundation. Implementation: Summer 2019; one offering at new Downtown Saginaw Center and one offering at main campus. Measure of Success: Successful completion of summer attendees of their fall semester courses, and retention from fall-to-winter and fall-to-fall with increased persistence.

4. Ten sets of accelerated course sections will replace respective 15-week sections in the fall 2020 schedule. Implementation: Fall 2020 Measure of Success: Accelerated sections will run as scheduled.

5. Self-assessment tool for faculty: Provide faculty with data indicating number of student drops, persistence (no drops or withdrawals), student success (C or better) for their courses at the end of each semester. Implementation: Submit work request to the Office of Information Technology (OIT) for consideration of this project over academic year 2019-2020, so by the end of winter 2020 semester, full-time faculty have access to their data going forward for each semester they teach.

6. Develop a self-assessment tool for disciplines, so faculty can see aggregate data for all sections. Implementation: Submit work request to the Office of Institutional Research for consideration of this project over academic year 2019-2020, so full-time faculty have access to discipline data going forward to assess their individual data against discipline data.

Departmental Line-of-Site to Institutional Mission

The College has a strategic plan that includes measures to track incremental progress toward achievement of goals. The 2019-2023 Strategic Plan will include indicators which will measure overall success in each focus area. These measures will become the institutional scorecard and support the strategic initiatives. This will allow departments within each unit to more clearly connect their efforts to the strategic plan.

Data Access

The College has also recognized that one of the most significant impediments to continued growth has been limited use of available data. As a College, a great deal of data is collected. We

also recognize that many key employees lack the general understanding of what data is available, how to access it, and how to turn data into usable information. Our Institutional Research Office is working to address this issue through the following initiatives.

For the past several years, the Institutional Research Office has been working with a group of data stewards from areas throughout the College to develop a standardized data dictionary. This effort is known on the campus as the Data Cookbook and is available online to all employees. In addition a group of Data Ambassadors are working to help promote the use of the data dictionary and to raise awareness of the types of available data. The Institutional Research Office will build on these efforts by updating the Data Cookbook as new data and reports are needed. The Institutional Research Office continues to build and organize the list of available data reports for access by the College community.

Data Need

In some areas, the College struggles with finding comparative data that is expected by our accreditation process. Comparisons have been typically limited to broadly defined measurements that can be found through the Integrated Postsecondary Education Data System (IPEDS), National Community College Benchmarking Project (NCCBP), and Voluntary Framework of Accountability (VFA).

The College has been participating in the NCCBP for 11 years. This source is rich in data that corresponds to information requested by our accreditation report and offers some comparisons. The project is limited in that institutional participation is voluntary. These comparisons are offered as a national composite for all participating institutions and the ability to limit the comparison pool to meaningful peer institutions. We broadly defined our peer group as community colleges in the state of Michigan.

Analysis of this data has led to the development of the graphs used in this portfolio that show the College's measurements against national percentiles of participating schools and peer institutions across the state. Future plans are to make this data more widely available to relevant areas of the school for planning purposes.

Sources

There are no sources.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Responses

4.1: Mission and Vision

A. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The College mission is the means to achieve the College's measurable vision. The institutional values guide us in achieving both our mission and vision. Deployment of our mission, vision, and values is reflected in the College's strategic plan and the College's operational policies and procedures. This section identifies processes associated with developing and reviewing the institutional mission, vision, and values. Processes associated with updating the College's policies and procedures are described in

- Category 4: Planning and Leading
SubCategory 4P2: Ensuring the institutions actions reflect its values.

The process to develop our mission, vision and values is linked to processes for developing both the strategic plan and the budget. The mission, vision, and values offer a long-term sense of our goals for the College while our strategic plan to realize those goals is developed in a four-year cycle that is broken down into one-year intervals for budgeting and monitoring progress. The College uses a multi-year planning process to maintain and build our fiscal resources and facilities. Our multi-year fiscal and facilities plans are also broken into one-year increments and tied to our annual budget (1.A.1, 1.D.2).

The process used by the College to develop and support the institutional mission, vision and

values includes a six month planning process that begins with an environmental scan that is conducted by a third party. The results of the environmental scan are provided to two key leadership committees - Executive Council and the Strategic Planning and Institutional Effectiveness Steering Committee. Executive Council consists of President's Cabinet and their direct reports. President's Cabinet consists of the College President and her direct reports:

- Vice President of Business and Finance
- Vice President of Instruction and Learning Services
- Vice President of Student and Educational Services
- Executive Director of Administrative Services and Institutional Effectiveness
- Executive Director of Institutional Advancement.

Executive Council is an administration group that represents all areas of the College and includes direct reports to the President. President's Cabinet is part of the Executive Council. The Strategic Planning and Institutional Effectiveness Steering Committee consists of about 16 members representing all employee groups across the campus and is led by the Executive Director of Administrative Services and Institutional Effectiveness.

The mission, vision, and values are updated every four years or more frequently when an annual review identifies the need for a significant change. The need for change is prompted by data collected through regular environmental scanning. The process for revising the institution's mission, vision, and values may include an employee summit that involves community leadership, employers, a cross-section of Delta College's employees, and the members of the Delta College Board of Trustees. All changes to the mission, vision, and values are approved by the Board of Trustees (1.A.1, 1.D.3).

B. Ensuring that institutional actions reflect a commitment to its values

Delta College embraces its institutional values on behalf of its students, its employees, and its community. Our institutional values are reflected in our institutional policies. The Board of Trustees is authorized to appoint a President and delegate to the President a wide range of responsibilities including devising the ways and means of achieving the mission, vision, and values. The Board of Trustees is elected by members of the counties in Delta College's service area - Saginaw, Bay, and Midland counties.

Administrative policies and procedures are the framework through which Delta College's values are implemented. These include the policies that govern interactions with the Board of Trustees, finance practices, health and safety guidelines, employees, and students. These policies are listed in the form of handbooks and procedure manuals and are reviewed regularly to assure that these documents continue to correspond to our values and reflect best practices and comply with federal, state, and local government expectations.

In some, but not all cases, there are proactive programs to educate employees and students about standards that match the institution's values. Examples of these measures include faculty

development regarding instructional expectations, Title IX workshops for faculty, staff and students; and new student orientation involving student conduct and academic integrity. These are offered through Human Resources, the Center for Organizational Success (COS), and the Faculty Center for Teaching Excellence (FCTE). Additional information about the role of the offices in employee professional development can be found in

- Category 3: Valuing People
Subcategory 3: Development

It is not enough to outline our values in our policy and procedure manuals. The College strives to institutionalize those values through formal programs such as commencement, student award celebrations, and employee recognition programs. Official forums such as Executive Council, Senate, and President's Forum begin with "living our values" where forum members recognize the contributions of others in the College who have exemplified Delta College's values.

C. Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

Delta College states its mission in a variety of locations for both internal and external stakeholders. Our mission, vision, and values are available through a number of public documents, including our annual strategic plan and budget document, course catalog, and website. Additionally, this information is made available in campus gathering areas such as employee break rooms and meeting rooms (1.B.1, 1.B.3).

The College also has processes for its employees to propose innovative ideas and secure funding to support the development of these ideas that advance the College's mission. The proposal process requires that employees demonstrate how their innovation aligns with and supports the College mission, vision, and values. An example of one such funding source is the President's Innovation Incubator. Other opportunities to connect employees with the mission, vision, and values are through committees connected to our shared governance process such as the Sabbatical Leaves and Grants Committee, and the Endowed Teaching Chair.

The presentation of the College's mission, vision, and values in the context of documents such as the College's website, catalog, annual strategic plan and budget document identify the nature, scope, and intended constituents of the programs and services (1.B.2, 1.B.3).

The College continuously communicates the mission, vision, and values through formal programming including New Student Orientation, New Employee Orientation, New Faculty Orientation, Fall Learning Days, and the Student Leadership Program. The COS, FCTE, and Instructional Support Services (for adjunct faculty) provide value based faculty development and faculty support services.

Many of these programming opportunities are discussed in more detail in other areas of this portfolio:

- New Student Orientation
Category 2: Meeting Student Needs
Subcategory 2: Retention, Persistence and Completion
- Student Leadership Program
Category 1: Helping Students Learn
Process F: Designing, aligning and delivering co-curricular activities
- New Employee Orientation / New Faculty Orientation
Category 3: Valuing Employees
Subcategory 1: Hiring
- Center for Organizational Success / Faculty Center for Teaching Excellence
Category 3: Valuing Employees
Subcategory 3: Development

D. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

President's Cabinet is responsible for ensuring that academic programs and services are consistent with our mission. All areas of the College report to one of the members of the President's Cabinet and ultimately the President is accountable to the Board of Trustees. The members of President's Cabinet are also members of Executive Council, which supports the implementation of strategic initiatives and measures. The Strategic Planning and Institutional Effectiveness Steering Committee monitors the strategic plan progress and ensures that action projects address the needs of the College. The priorities established by these groups are reflected in the College's annual budget which is approved by the Board of Trustees (1.A.2).

Course and program curriculum is developed, delivered, and evaluated by faculty. All curriculum recommendations from the development and vetting process are reviewed by the Vice President of Instruction and Learning Services, who also notifies the President of any new developments or changes. The President, then the Board of Trustees approves new programs and the elimination of old programs (1.A.2).

Additional information concerning curriculum approval is addressed in more detail in Category 1 of this portfolio.

- Category 1 – Helping Students Learn
1P2 Program Learning Outcomes

The College also offers a number of services to the community beyond its traditional post-secondary educational opportunities. Examples of these services include the Delta College Planetarium and its associated programming, the Delta College Fitness Center which is available to employees and the community through membership, the off-campus instructional centers,

and Delta College’s public broadcasting radio and TV stations. The Board of Trustees approve any start-up and on-going funding for these types of services.

E. Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values (1.D.1, 1.A.3)

All employee groups have the opportunity to provide input during the development of the the College’s annual budget. This input is given through the employee group's Budget Cabinet representative. Budget Cabinet prioritizes resource requests based on the mission, vision, and values and makes recommendations to Executive Council.

Executive Council uses environmental scanning data, Budget Cabinet recommendations, and staffing requests to determine the budgetary priorities in the context of our mission, vision, and strategic plan. The prioritization of new staffing needs is recommended by Executive Council to the President and President’s Cabinet. The finalized budget is reviewed and approved by the Board of Trustees each year (1.4.3, 1.D.1).

F. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

The College coordinates and references data from its environmental scanning reports, SWOT analysis, and strategic planning sessions to develop a long-term strategic plan that is ultimately approved by the Board of Trustees. The measures for these items are the following documents

- SWOT analysis,
- Long-term Strategic Plan,
- Institutional Mission,
- Institutional Vision,
- Institutional Values,
- Board minutes approving the mission, vision, and values (2006, 2012, 2015).

The College adheres to its long-term strategic plan by renewing its commitment through an annual strategic plan that drives institutional budget planning.

- Adherence to the strategic planning process and revision process is documented by board approval of the annual strategic plan and budget.

The College mission, vision, and values are communicated through:

- Availability of the mission, vision, and values through publicly accessible documents and websites.
- Availability of the mission, vision, and values through internally accessible documents and meeting areas.

- List of projects funded through mission aligned sources such as Innovation Incubator, Sabbatical Leaves and Grants, and Endowed Chair Funding.

Ensuring that academic programs and services are consistent with the institution's mission is accomplished by processes described in other areas of the portfolio and the metrics associated with those processes. These processes can be referenced in

- Category 1 – Helping Student Learn
1P1 – Common Learning Outcomes
1R1 – Aligning common outcomes to the mission.

1P2 – Program Learning Outcomes
1R2 – Aligning learning outcomes for programs to the mission.
- Category 4 – Planning and Leading
4P2 – Strategic Planning
4R2 – Aligning operations with the institution's mission, vision and values.
- Category 5 – Knowledge Management and Resource Stewardship
5P2 – Resource Management
5R2 – Setting Goals aligned with the institutional mission, resources, opportunities and emerging needs.

Allocating resources to advance the College's mission and vision, while upholding the values is accomplished through the College's annual budget plan. The budget is reported with the strategic plan and progress toward meeting the plan's goals and approved by the board. The results for these processes are addressed in:

- Category 5 – Knowledge Management and Resource Stewardship
5P2 – Resource Management
5R2 – Setting Goals aligned with the institutional mission, resources, opportunities and emerging needs.

4R1: Results

A. Summary results of measures

Delta's Mission

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

Delta's Vision

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

Delta's Values

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

- *Diversity:* We actively promote, advocate, respect, and value differences. We foster a welcoming environment of openness and appreciation for all.
- *Integrity:* We are committed to honesty, ethical conduct, and responsibility.
- *Respect:* We stand for trust, caring, loyalty, and academic freedom.
- *Excellence:* We support outstanding achievement in our students, employees, and communities. We have a passion for quality and strive for continuous improvement.
- *Leadership:* We create and communicate inspirational visions for results. We are accountable to our communities.
- *Innovation:* We rejoice in creative change. We are flexible, agile, and risk-taking.
- *Teamwork:* We foster communication and collaboration across boundaries and support shared governance.
- *Learning-Centered Community:* We are an engaging, inclusive, diverse learning organization. We focus on academic excellence, civic responsibility, and community leadership.

Board of Trustee Actions

- [Approval of Mission and Vision by Board of Trustees \(2006\)](#)
- [Approval of new Mission by Board of Trustees \(2012\)](#)
- [SWOT Analysis for 2015-2019 Strategic Planning Cycle](#)
- [Presentation of 2015-2019 Strategic Plan to Board of Trustees at Dinner Meeting](#)
- [Approval of 2015-2019 Strategic Plan by Board of Trustees at Regular Meeting](#)
- [Review of revised Strategic Plan 2016](#)
- [Review of revised Strategic Plan 2017](#)
- [Review of revised Strategic Plan 2018](#)

Long Term Strategic Plan for Cycle 2015-2019

- [Strategic Plan for 2015-2019](#)

Environmental Scanning Summaries

- [2014-2015 Strategic Plan and Budget Report](#)
- [2015-2016 Strategic Plan and Budget Report](#)
- [2016-2017 Strategic Plan and Budget Report](#)
- [2017-2018 Strategic Plan and Budget Report](#)
- [2018-2019 Strategic Plan and Budget Report](#)

Communication of Mission, Vision and Values

- Website - Strategic Plan and Approved Budget page 19 (<https://www.delta.edu/transparency/index.html>)
- [Course Catalog](#)
- Senate Policy
 - [Mission](#)
 - [Vision](#)
 - [Values](#)
 - [Guiding Principles](#)
- [2014-2015 Strategic Plan and Budget Report](#)
- [2015-2016 Strategic Plan and Budget Report](#)
- [2016-2017 Strategic Plan and Budget Report](#)
- [2017-2018 Strategic Plan and Budget Report](#)
- [2018-2019 Strategic Plan and Budget Report](#)
- Funding Opportunities Aligned with Mission, Vision, Values and Strategic Planning Goals
 - [Endowed Teaching Chairs](#) (through FCTE)
 - [Sabbatical Leaves and Grants](#) (through Senate)
 - [Special Projects](#) (through President's Office)

B. Comparison of results with internal targets and external benchmarks

The College has no internal or external targets for these processes. Our mission, vision, values, and strategic plan were developed after considering similar documents for other institutions. In addition, to develop these documents the College obtained feedback from stakeholders throughout the service district.

C. Interpretation of results and insights gained

Through the collection of this data the College came to realize that the original strategic planning cycle was occurring too quickly. We barely identified a direction, made plans, and started to implement before another in-depth strategic planning cycle was due to begin again. Since then we have adjusted our planning cycle to a longer interval with annual reviews. This approach seems to offer the College the best balance between staying with a consistent plan while being responsive to our changing environment.

This approach has let us move to setting targets for measuring the effectiveness of our activities at an institutional level. In this process, we came to realize the need for a better approach for turning our data into usable information and distributing that information.

4I1: Improvement

The College will begin a new strategic plan in July 2019 based upon a review of the mission, vision, and values and planning process that occurred in January-April 2019. As we move into this new strategic plan, we will revisit the use of our institutional score card, using third party

survey data as part of our environmental scanning process, and implementing internal surveys through our Institutional Research Office.

We have also engaged our Board of Trustees more actively in the strategic planning process by including them in our visioning process (including SWOT analysis) for the new planning cycle. The document associated with this involvement is presented [here](#).

Sources

- 1 000 Vision
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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Responses

4.1: Mission and Vision

A. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The College mission is the means to achieve the College's measurable vision. The institutional values guide us in achieving both our mission and vision. Deployment of our mission, vision, and values is reflected in the College's strategic plan and the College's operational policies and procedures. This section identifies processes associated with developing and reviewing the institutional mission, vision, and values. Processes associated with updating the College's policies and procedures are described in

- Category 4: Planning and Leading
SubCategory 4P2: Ensuring the institutions actions reflect its values.

The process to develop our mission, vision and values is linked to processes for developing both the strategic plan and the budget. The mission, vision, and values offer a long-term sense of our goals for the College while our strategic plan to realize those goals is developed in a four-year cycle that is broken down into one-year intervals for budgeting and monitoring progress. The College uses a multi-year planning process to maintain and build our fiscal resources and facilities. Our multi-year fiscal and facilities plans are also broken into one-year increments and tied to our annual budget (1.A.1, 1.D.2).

The process used by the College to develop and support the institutional mission, vision and values includes a six month planning process that begins with an environmental scan that is conducted by a third party. The results of the environmental scan are provided to two key leadership committees - Executive Council and the Strategic Planning and Institutional

Effectiveness Steering Committee. Executive Council consists of President's Cabinet and their direct reports. President's Cabinet consists of the College President and her direct reports:

- Vice President of Business and Finance
- Vice President of Instruction and Learning Services
- Vice President of Student and Educational Services
- Executive Director of Administrative Services and Institutional Effectiveness
- Executive Director of Institutional Advancement.

Executive Council is an administration group that represents all areas of the College and includes direct reports to the President. President's Cabinet is part of the Executive Council. The Strategic Planning and Institutional Effectiveness Steering Committee consists of about 16 members representing all employee groups across the campus and is led by the Executive Director of Administrative Services and Institutional Effectiveness.

The mission, vision, and values are updated every four years or more frequently when an annual review identifies the need for a significant change. The need for change is prompted by data collected through regular environmental scanning. The process for revising the institution's mission, vision, and values may include an employee summit that involves community leadership, employers, a cross-section of Delta College's employees, and the members of the Delta College Board of Trustees. All changes to the mission, vision, and values are approved by the Board of Trustees (1.A.1, 1.D.3).

B. Ensuring that institutional actions reflect a commitment to its values

Delta College embraces its institutional values on behalf of its students, its employees, and its community. Our institutional values are reflected in our institutional policies. The Board of Trustees is authorized to appoint a President and delegate to the President a wide range of responsibilities including devising the ways and means of achieving the mission, vision, and values. The Board of Trustees is elected by members of the counties in Delta College's service area - Saginaw, Bay, and Midland counties.

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In some, but not all cases, there are proactive programs to educate employees and students about standards that match the institution's values. Examples of these measures include faculty development regarding instructional expectations, Title IX workshops for faculty, staff and students; and new student orientation involving student conduct and academic integrity. These are offered through Human Resources, the Center for Organizational Success (COS), and the

Faculty Center for Teaching Excellence (FCTE). Additional information about the role of the offices in employee professional development can be found in

- Category 3: Valuing People
Subcategory 3: Development

It is not enough to outline our values in our policy and procedure manuals. The College strives to institutionalize those values through formal programs such as commencement, student award celebrations, and employee recognition programs. Official forums such as Executive Council, Senate, and President's Forum begin with "living our values" where forum members recognize the contributions of others in the College who have exemplified Delta College's values.

C. Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

Delta College states its mission in a variety of locations for both internal and external stakeholders. Our mission, vision, and values are available through a number of public documents, including our annual strategic plan and budget document, course catalog, and website. Additionally, this information is made available in campus gathering areas such as employee break rooms and meeting rooms (1.B.1, 1.B.3).

The College also has processes for its employees to propose innovative ideas and secure funding to support the development of these ideas that advance the College's mission. The proposal process requires that employees demonstrate how their innovation aligns with and supports the College mission, vision, and values. An example of one such funding source is the President's Innovation Incubator. Other opportunities to connect employees with the mission, vision, and values are through committees connected to our shared governance process such as the Sabbatical Leaves and Grants Committee, and the Endowed Teaching Chair.

The presentation of the College's mission, vision, and values in the context of documents such as the College's website, catalog, annual strategic plan and budget document identify the nature, scope, and intended constituents of the programs and services (1.B.2, 1.B.3).

The College continuously communicates the mission, vision, and values through formal programming including New Student Orientation, New Employee Orientation, New Faculty Orientation, Fall Learning Days, and the Student Leadership Program. The COS, FCTE, and Instructional Support Services (for adjunct faculty) provide value based faculty development and faculty support services.

Many of these programming opportunities are discussed in more detail in other areas of this portfolio:

- New Student Orientation
Category 2: Meeting Student Needs
Subcategory 2: Retention, Persistence and Completion
- Student Leadership Program
Category 1: Helping Students Learn
Process F: Designing, aligning and delivering co-curricular activities
- New Employee Orientation / New Faculty Orientation
Category 3: Valuing Employees
Subcategory 1: Hiring
- Center for Organizational Success / Faculty Center for Teaching Excellence
Category 3: Valuing Employees
Subcategory 3: Development

D. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

President's Cabinet is responsible for ensuring that academic programs and services are consistent with our mission. All areas of the College report to one of the members of the President's Cabinet and ultimately the President is accountable to the Board of Trustees. The members of President's Cabinet are also members of Executive Council, which supports the implementation of strategic initiatives and measures. The Strategic Planning and Institutional Effectiveness Steering Committee monitors the strategic plan progress and ensures that action projects address the needs of the College. The priorities established by these groups are reflected in the College's annual budget which is approved by the Board of Trustees (1.A.2).

Course and program curriculum is developed, delivered, and evaluated by faculty. All curriculum recommendations from the development and vetting process are reviewed by the Vice President of Instruction and Learning Services, who also notifies the President of any new developments or changes. The President, then the Board of Trustees approves new programs and the elimination of old programs (1.A.2).

Additional information concerning curriculum approval is addressed in more detail in Category 1 of this portfolio.

- Category 1 – Helping Students Learn
1P2 Program Learning Outcomes

The College also offers a number of services to the community beyond its traditional post-secondary educational opportunities. Examples of these services include the Delta College Planetarium and its associated programming, the Delta College Fitness Center which is available to employees and the community through membership, the off-campus instructional centers,

and Delta College’s public broadcasting radio and TV stations. The Board of Trustees approve any start-up and on-going funding for these types of services.

E. Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values (1.D.1, 1.A.3)

All employee groups have the opportunity to provide input during the development of the the College’s annual budget. This input is given through the employee group's Budget Cabinet representative. Budget Cabinet prioritizes resource requests based on the mission, vision, and values and makes recommendations to Executive Council.

Executive Council uses environmental scanning data, Budget Cabinet recommendations, and staffing requests to determine the budgetary priorities in the context of our mission, vision, and strategic plan. The prioritization of new staffing needs is recommended by Executive Council to the President and President’s Cabinet. The finalized budget is reviewed and approved by the Board of Trustees each year (1.4.3, 1.D.1).

F. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

The College coordinates and references data from its environmental scanning reports, SWOT analysis, and strategic planning sessions to develop a long-term strategic plan that is ultimately approved by the Board of Trustees. The measures for these items are the following documents

- SWOT analysis,
- Long-term Strategic Plan,
- Institutional Mission,
- Institutional Vision,
- Institutional Values,
- Board minutes approving the mission, vision, and values (2006, 2012, 2015).

The College adheres to its long-term strategic plan by renewing its commitment through an annual strategic plan that drives institutional budget planning.

- Adherence to the strategic planning process and revision process is documented by board approval of the annual strategic plan and budget.

The College mission, vision, and values are communicated through:

- Availability of the mission, vision, and values through publicly accessible documents and websites.
- Availability of the mission, vision, and values through internally accessible documents and meeting areas.

- List of projects funded through mission aligned sources such as Innovation Incubator, Sabbatical Leaves and Grants, and Endowed Chair Funding.

Ensuring that academic programs and services are consistent with the institution's mission is accomplished by processes described in other areas of the portfolio and the metrics associated with those processes. These processes can be referenced in

- Category 1 – Helping Student Learn
1P1 – Common Learning Outcomes
1R1 – Aligning common outcomes to the mission.

1P2 – Program Learning Outcomes
1R2 – Aligning learning outcomes for programs to the mission.
- Category 4 – Planning and Leading
4P2 – Strategic Planning
4R2 – Aligning operations with the institution's mission, vision and values.
- Category 5 – Knowledge Management and Resource Stewardship
5P2 – Resource Management
5R2 – Setting Goals aligned with the institutional mission, resources, opportunities and emerging needs.

Allocating resources to advance the College's mission and vision, while upholding the values is accomplished through the College's annual budget plan. The budget is reported with the strategic plan and progress toward meeting the plan's goals and approved by the board. The results for these processes are addressed in:

- Category 5 – Knowledge Management and Resource Stewardship
5P2 – Resource Management
5R2 – Setting Goals aligned with the institutional mission, resources, opportunities and emerging needs.

4R1: Results

A. Summary results of measures

Delta's Mission

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

Delta's Vision

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

Delta's Values

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

- *Diversity:* We actively promote, advocate, respect, and value differences. We foster a welcoming environment of openness and appreciation for all.
- *Integrity:* We are committed to honesty, ethical conduct, and responsibility.
- *Respect:* We stand for trust, caring, loyalty, and academic freedom.
- *Excellence:* We support outstanding achievement in our students, employees, and communities. We have a passion for quality and strive for continuous improvement.
- *Leadership:* We create and communicate inspirational visions for results. We are accountable to our communities.
- *Innovation:* We rejoice in creative change. We are flexible, agile, and risk-taking.
- *Teamwork:* We foster communication and collaboration across boundaries and support shared governance.
- *Learning-Centered Community:* We are an engaging, inclusive, diverse learning organization. We focus on academic excellence, civic responsibility, and community leadership.

Board of Trustee Actions

- [Approval of Mission and Vision by Board of Trustees \(2006\)](#)
- [Approval of new Mission by Board of Trustees \(2012\)](#)
- [SWOT Analysis for 2015-2019 Strategic Planning Cycle](#)
- [Presentation of 2015-2019 Strategic Plan to Board of Trustees at Dinner Meeting](#)
- [Approval of 2015-2019 Strategic Plan by Board of Trustees at Regular Meeting](#)
- [Review of revised Strategic Plan 2016](#)
- [Review of revised Strategic Plan 2017](#)
- [Review of revised Strategic Plan 2018](#)

Long Term Strategic Plan for Cycle 2015-2019

- [Strategic Plan for 2015-2019](#)

Environmental Scanning Summaries

- [2014-2015 Strategic Plan and Budget Report](#)
- [2015-2016 Strategic Plan and Budget Report](#)
- [2016-2017 Strategic Plan and Budget Report](#)
- [2017-2018 Strategic Plan and Budget Report](#)
- [2018-2019 Strategic Plan and Budget Report](#)

Communication of Mission, Vision and Values

- Website - Strategic Plan and Approved Budget page 19 (<https://www.delta.edu/transparency/index.html>)
- [Course Catalog](#)
- Senate Policy
 - [Mission](#)
 - [Vision](#)
 - [Values](#)
 - [Guiding Principles](#)
- [2014-2015 Strategic Plan and Budget Report](#)
- [2015-2016 Strategic Plan and Budget Report](#)
- [2016-2017 Strategic Plan and Budget Report](#)
- [2017-2018 Strategic Plan and Budget Report](#)
- [2018-2019 Strategic Plan and Budget Report](#)
- Funding Opportunities Aligned with Mission, Vision, Values and Strategic Planning Goals
 - [Endowed Teaching Chairs](#) (through FCTE)
 - [Sabbatical Leaves and Grants](#) (through Senate)
 - [Special Projects](#) (through President's Office)

B. Comparison of results with internal targets and external benchmarks

The College has no internal or external targets for these processes. Our mission, vision, values, and strategic plan were developed after considering similar documents for other institutions. In addition, to develop these documents the College obtained feedback from stakeholders throughout the service district.

C. Interpretation of results and insights gained

Through the collection of this data the College came to realize that the original strategic planning cycle was occurring too quickly. We barely identified a direction, made plans, and started to implement before another in-depth strategic planning cycle was due to begin again. Since then we have adjusted our planning cycle to a longer interval with annual reviews. This approach seems to offer the College the best balance between staying with a consistent plan while being responsive to our changing environment.

This approach has let us move to setting targets for measuring the effectiveness of our activities at an institutional level. In this process, we came to realize the need for a better approach for turning our data into usable information and distributing that information.

4I1: Improvement

The College will begin a new strategic plan in July 2019 based upon a review of the mission, vision, and values and planning process that occurred in January-April 2019. As we move into this new strategic plan, we will revisit the use of our institutional score card, using third party

survey data as part of our environmental scanning process, and implementing internal surveys through our Institutional Research Office.

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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Responses

1.3: Academic Program Design

A. Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

The larger context for these processes is presented in

- Category 2: Meeting Student and Other Stakeholder Needs
SubCategory 1: Current and Prospective Student Need
Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College is an open enrollment community college, meaning that anyone possessing the equivalent of a high school diploma may apply for admission and register for classes appropriate to their skill level.

Delta College offers a variety of credentials that include certificates of completion, certificates of achievement, advanced certificates, post secondary certificates, dual degrees, applied associate degrees, and associate degrees. It serves as the first college for many students seeking to begin their bachelor's degree and transfer credits to the four-year institution of their choice. Some students also enroll in our classes for enrichment, professional advancement, or to pursue personal interests. The broad student groupings of career, transfer, and enrichment are in alignment with the College's mission of being a responsive and dynamic community college to the community we serve. We educate, inspire, challenge and support a diverse community of learners to achieve academic, professional, and personal excellence.

After the admissions process, all first-year students are required to meet in person with an academic advisor to identify the student's educational interests. This meeting helps the student identify the curriculum path that best suits them, and initiates their student academic plan. (1.C.1)

The meeting occurs in the context of the student's orientation to Delta College which includes a review of placement scores, planning courses for the first year, and a review of resources to help students meet their goals. A comprehensive description of this process is presented in

- Category 1: Helping Students Learn
Subcategory 1P4: Academic Program Quality

B. Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Delta College works with current partners through two key processes, advisory committees and the Articulation Office (1.C.2).

Advisory committees are groups of 10-16 and consist of program faculty, the Academic Associate Dean of the area, the Dean of Career Education and Learning Partnerships, and community members working in the related field. The advisory committee provides input regarding curriculum design, learning outcomes, and compliance with program accreditation standards. They also examine new or updated skills needed to better prepare students to enter the local workforce.

While advisory committees help the College identify the changing needs of local employers, our Articulation Office is instrumental in helping us identify the changing needs of our peer educational institutions and is dedicated to articulating credits between Delta College and local high schools and four-year institutions (1.C.2). The Articulation Office works with four-year institutions to develop agreements that promote course and program transfer.

C. Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

The need for change in programming can be identified by recognizing student needs; key stakeholder needs from advisory committees, employers, transfer partners; through research of employment databases; or through the College's academic assessment cycle. Links to more detailed descriptions of these processes are given here

- Category 1: Helping Students Learn
Subcategory 3: Academic Program Design
1P3.A: Identifying student stakeholder needs
1P3.B: Identifying key stakeholder groups and their needs.
- Category 1: Helping Students Learn
Subcategory 4: Program Rigor
1P4.E: Assessing outcomes attainment

When a need for curriculum change is identified, faculty and administration work collaboratively to develop a solution to address the needs of transfer institutions, employers, and students. Once faculty identify their solution, they propose the change through the curriculum process. The proposal is submitted with the rationale for the change which can include advisory committee recommendations or input from community stakeholders, including employers and partner colleges. The proposal is reviewed by faculty, Student and

Educational Services, and administration (1.C.1, 1.C.2). These processes are presented in more detail in another portion of the portfolio

- Category 1: Helping Student Learn
Subcategory 2: Designing Program Outcomes
1P2.B: Aligning Program Outcomes to Mission

D. Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

Delta College uses feedback from program advisory committees, direct assessment of student learning, and program review as a primary means to monitor program effectiveness.

E. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Active courses are reviewed as they are offered by the faculty who make updates while teaching the content. They propose curriculum changes through the discipline/division and formally as needed in the curriculum process.

Programs are reviewed annually by faculty, Academic Associate Deans, and the Dean of Career Education and Learning Partnerships for level of enrollment, completion, and employment. Program changes and/or eliminations are discussed with advisory committees. If the majority agree and faculty positions are not affected, changes or inactivations are completed through the curriculum process.

If the program is recommended for elimination and full-time faculty positions will be affected, the program sustainability is determined by a vitality study. Program vitality study results may lead to program elimination, course changes, increase or decrease of resources or reaffirmation that the program is meeting stakeholder needs. A vitality study can be triggered by several events:

- The program's normal (3-5 year) Program Review of Occupational Education (PROE) assessment required through the federal Perkins Act
- Program resource needs
- Accreditation changes
- Significant and sustained enrollment, graduation, or employment changes
- Changes in satisfaction levels of graduates, employers, or transfer institutions

A vitality study committee is formed to gather, document, and analyze evidence to identify the strengths and opportunities for improvements for an academic career program or discipline. Based on this research, the committee members make recommendations to the Vice President of Instruction and Learning Services on ways to grow or eliminate the program.

If the proposed recommendation is to eliminate a program, the Vice President of Instruction and Learning Services reviews the recommendation and forwards her own recommendation to the College President. The recommendation will include all rationale for the decision and details regarding a completion plan for the students currently in the program. If program elimination requires the reduction of faculty, Senate Policies and procedures are used:

- [Senate Policy 3.023 – Faculty Reduction Due to Academic/Discipline Downsizing or Elimination](#)
- [Senate Policy 3.024 – Faculty Reduction Due to Declining Enrollment](#)
- [Procedures Manual – Program Elimination](#)

1R3 Results

A. Summary results of assessments

As part of Delta College's service to its students and its community, we offer a range of different programs and curriculum tracks. Data regarding this portion of the portfolio is presented in this [category data document](#).

B. Comparison of results with internal targets and external benchmarks

The external benchmarks are based on the timeline to review. We are required to review state approved programs every five years. We are annually reviewing enrollment and completion to guide the need to do a more comprehensive review of the program.

C. Interpretation of results and insights gained

Our data shows that Delta College offers a range of associate and certificate programs and courses designed to meet student and community needs. However, declining birthrates and related demographic data indicate we must critically assess our academic offerings to align with declining enrollment.

1I3 Improvement

Delta College will continue to support strategies for enrollment growth including dual enrollment and online classes and programs.

Delta College will conduct vitality studies on low enrolled programs to determine programs for elimination.

Because of the complexity of the vitality study, a new program review process is being implemented in the summer of 2019. This process has been designed collaboratively with faculty and administration with the goal to create benchmarks for enrollment, retention, completion, and employment. It will integrate program accreditation, Student Learning

Assessment Committee (SLAC), and General Education Curriculum and Assessment Committee (GECAC) compliance.

Sources

- 3 023 Faculty Reduction - Downsizing
- 3 024 Faculty Reduction - Enrollment
- Steps to Follow When Eliminating a Program.pdf

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Responses

4.1: Mission and Vision

A. Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

The College mission is the means to achieve the College's measurable vision. The institutional values guide us in achieving both our mission and vision. Deployment of our mission, vision, and values is reflected in the College's strategic plan and the College's operational policies and procedures. This section identifies processes associated with developing and reviewing the institutional mission, vision, and values. Processes associated with updating the College's policies and procedures are described in

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B. Ensuring that institutional actions reflect a commitment to its values

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It is not enough to outline our values in our policy and procedure manuals. The College strives to institutionalize those values through formal programs such as commencement, student award celebrations, and employee recognition programs. Official forums such as Executive Council, Senate, and President's Forum begin with "living our values" where forum members recognize the contributions of others in the College who have exemplified Delta College's values.

C. Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

Delta College states its mission in a variety of locations for both internal and external stakeholders. Our mission, vision, and values are available through a number of public documents, including our annual strategic plan and budget document, course catalog, and website. Additionally, this information is made available in campus gathering areas such as employee break rooms and meeting rooms (1.B.1, 1.B.3).

The College also has processes for its employees to propose innovative ideas and secure funding to support the development of these ideas that advance the College's mission. The proposal process requires that employees demonstrate how their innovation aligns with and supports the College mission, vision, and values. An example of one such funding source is the President's Innovation Incubator. Other opportunities to connect employees with the mission, vision, and values are through committees connected to our shared governance process such as the Sabbatical Leaves and Grants Committee, and the Endowed Teaching Chair.

The presentation of the College's mission, vision, and values in the context of documents such as the College's website, catalog, annual strategic plan and budget document identify the nature, scope, and intended constituents of the programs and services (1.B.2, 1.B.3).

The College continuously communicates the mission, vision, and values through formal programming including New Student Orientation, New Employee Orientation, New Faculty Orientation, Fall Learning Days, and the Student Leadership Program. The COS, FCTE, and Instructional Support Services (for adjunct faculty) provide value based faculty development and faculty support services.

Many of these programming opportunities are discussed in more detail in other areas of this portfolio:

- New Student Orientation
Category 2: Meeting Student Needs
Subcategory 2: Retention, Persistence and Completion

- Student Leadership Program
Category 1: Helping Students Learn
Process F: Designing, aligning and delivering co-curricular activities
- New Employee Orientation / New Faculty Orientation
Category 3: Valuing Employees
Subcategory 1: Hiring
- Center for Organizational Success / Faculty Center for Teaching Excellence
Category 3: Valuing Employees
Subcategory 3: Development

D. Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

President's Cabinet is responsible for ensuring that academic programs and services are consistent with our mission. All areas of the College report to one of the members of the President's Cabinet and ultimately the President is accountable to the Board of Trustees. The members of President's Cabinet are also members of Executive Council, which supports the implementation of strategic initiatives and measures. The Strategic Planning and Institutional Effectiveness Steering Committee monitors the strategic plan progress and ensures that action projects address the needs of the College. The priorities established by these groups are reflected in the College's annual budget which is approved by the Board of Trustees (1.A.2).

Course and program curriculum is developed, delivered, and evaluated by faculty. All curriculum recommendations from the development and vetting process are reviewed by the Vice President of Instruction and Learning Services, who also notifies the President of any new developments or changes. The President, then the Board of Trustees approves new programs and the elimination of old programs (1.A.2).

Additional information concerning curriculum approval is addressed in more detail in Category 1 of this portfolio.

- Category 1 – Helping Students Learn
1P2 Program Learning Outcomes

The College also offers a number of services to the community beyond its traditional post-secondary educational opportunities. Examples of these services include the Delta College Planetarium and its associated programming, the Delta College Fitness Center which is available to employees and the community through membership, the off-campus instructional centers, and Delta College's public broadcasting radio and TV stations. The Board of Trustees approve any start-up and on-going funding for these types of services.

E. Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

All employee groups have the opportunity to provide input during the development of the the College's annual budget. This input is given through the employee group's Budget Cabinet representative. Budget Cabinet prioritizes resource requests based on the mission, vision, and values and makes recommendations to Executive Council.

Executive Council uses environmental scanning data, Budget Cabinet recommendations, and staffing requests to determine the budgetary priorities in the context of our mission, vision, and strategic plan. The prioritization of new staffing needs is recommended by Executive Council to the President and President's Cabinet. The finalized budget is reviewed and approved by the Board of Trustees each year (1.4.3, 1.D.1).

F. Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

The College coordinates and references data from its environmental scanning reports, SWOT analysis, and strategic planning sessions to develop a long-term strategic plan that is ultimately approved by the Board of Trustees. The measures for these items are the following documents

- SWOT analysis,
- Long-term Strategic Plan,
- Institutional Mission,
- Institutional Vision,
- Institutional Values,
- Board minutes approving the mission, vision, and values (2006, 2012, 2015).

The College adheres to its long-term strategic plan by renewing its commitment through an annual strategic plan that drives institutional budget planning.

- Adherence to the strategic planning process and revision process is documented by board approval of the annual strategic plan and budget.

The College mission, vision, and values are communicated through:

- Availability of the mission, vision, and values through publicly accessible documents and websites.
- Availability of the mission, vision, and values through internally accessible documents and meeting areas.
- List of projects funded through mission aligned sources such as Innovation Incubator, Sabbatical Leaves and Grants, and Endowed Chair Funding.

Ensuring that academic programs and services are consistent with the institution's mission is accomplished by processes described in other areas of the portfolio and the metrics associated with those processes. These processes can be referenced in

- Category 1 – Helping Student Learn
1P1 – Common Learning Outcomes
1R1 – Aligning common outcomes to the mission.

1P2 – Program Learning Outcomes
1R2 – Aligning learning outcomes for programs to the mission.
- Category 4 – Planning and Leading
4P2 – Strategic Planning
4R2 – Aligning operations with the institution's mission, vision and values.
- Category 5 – Knowledge Management and Resource Stewardship
5P2 – Resource Management
5R2 – Setting Goals aligned with the institutional mission, resources, opportunities and emerging needs.

Allocating resources to advance the College's mission and vision, while upholding the values is accomplished through the College's annual budget plan. The budget is reported with the strategic plan and progress toward meeting the plan's goals and approved by the board. The results for these processes are addressed in:

- Category 5 – Knowledge Management and Resource Stewardship
5P2 – Resource Management
5R2 – Setting Goals aligned with the institutional mission, resources, opportunities and emerging needs.

4R1: Results

A. Summary results of measures

Delta's Mission

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

Delta's Vision

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

Delta's Values

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

- *Diversity:* We actively promote, advocate, respect, and value differences. We foster a welcoming environment of openness and appreciation for all.
- *Integrity:* We are committed to honesty, ethical conduct, and responsibility.
- *Respect:* We stand for trust, caring, loyalty, and academic freedom.
- *Excellence:* We support outstanding achievement in our students, employees, and communities. We have a passion for quality and strive for continuous improvement.
- *Leadership:* We create and communicate inspirational visions for results. We are accountable to our communities.
- *Innovation:* We rejoice in creative change. We are flexible, agile, and risk-taking.
- *Teamwork:* We foster communication and collaboration across boundaries and support shared governance.
- *Learning-Centered Community:* We are an engaging, inclusive, diverse learning organization. We focus on academic excellence, civic responsibility, and community leadership.

Board of Trustee Actions

- [Approval of Mission and Vision by Board of Trustees \(2006\)](#)
- [Approval of new Mission by Board of Trustees \(2012\)](#)
- [SWOT Analysis for 2015-2019 Strategic Planning Cycle](#)
- [Presentation of 2015-2019 Strategic Plan to Board of Trustees at Dinner Meeting](#)
- [Approval of 2015-2019 Strategic Plan by Board of Trustees at Regular Meeting](#)
- [Review of revised Strategic Plan 2016](#)
- [Review of revised Strategic Plan 2017](#)
- [Review of revised Strategic Plan 2018](#)

Long Term Strategic Plan for Cycle 2015-2019

- [Strategic Plan for 2015-2019](#)

Environmental Scanning Summaries

- [2014-2015 Strategic Plan and Budget Report](#)
- [2015-2016 Strategic Plan and Budget Report](#)
- [2016-2017 Strategic Plan and Budget Report](#)
- [2017-2018 Strategic Plan and Budget Report](#)
- [2018-2019 Strategic Plan and Budget Report](#)

Communication of Mission, Vision and Values

- Website - Strategic Plan and Approved Budget page 19 (<https://www.delta.edu/transparency/index.html>)
- [Course Catalog](#)
- Senate Policy
 - [Mission](#)
 - [Vision](#)
 - [Values](#)
 - [Guiding Principles](#)
- [2014-2015 Strategic Plan and Budget Report](#)
- [2015-2016 Strategic Plan and Budget Report](#)
- [2016-2017 Strategic Plan and Budget Report](#)
- [2017-2018 Strategic Plan and Budget Report](#)
- [2018-2019 Strategic Plan and Budget Report](#)
- Funding Opportunities Aligned with Mission, Vision, Values and Strategic Planning Goals
 - [Endowed Teaching Chairs](#) (through FCTE)
 - [Sabbatical Leaves and Grants](#) (through Senate)
 - [Special Projects](#) (through President's Office)

B. Comparison of results with internal targets and external benchmarks

The College has no internal or external targets for these processes. Our mission, vision, values, and strategic plan were developed after considering similar documents for other institutions. In addition, to develop these documents the College obtained feedback from stakeholders throughout the service district.

C. Interpretation of results and insights gained

Through the collection of this data the College came to realize that the original strategic planning cycle was occurring too quickly. We barely identified a direction, made plans, and started to implement before another in-depth strategic planning cycle was due to begin again. Since then we have adjusted our planning cycle to a longer interval with annual reviews. This approach seems to offer the College the best balance between staying with a consistent plan while being responsive to our changing environment.

This approach has let us move to setting targets for measuring the effectiveness of our activities at an institutional level. In this process, we came to realize the need for a better approach for turning our data into usable information and distributing that information.

4I1: Improvement

The College will begin a new strategic plan in July 2019 based upon a review of the mission, vision, and values and planning process that occurred in January-April 2019. As we move into this new strategic plan, we will revisit the use of our institutional score card, using third party

survey data as part of our environmental scanning process, and implementing internal surveys through our Institutional Research Office.

We have also engaged our Board of Trustees more actively in the strategic planning process by including them in our visioning process (including SWOT analysis) for the new planning cycle. The document associated with this involvement is presented [here](#).

Sources

- 1 000 Vision
- 1 005 Mission
- 1 007 Guiding Principles
- 1 010 Values
- Data Category 4_1_A Mission Board Approval 2006
- Data Category 4_1_B Mission Board Approval 2012
- Data Category 4_1_C SWOT 2015
- Data Category 4_1_D Strategic Plan 2015_2019
- Data Category 4_1_E Plan Approval - Dinner
- Data Category 4_1_F Plan Approval Regular
- Data Category 4_1_G Approval 2016
- Data Category 4_1_H Approval 2017
- Data Category 4_1_I Approval 2018
- Data Category 4_1_J 2019 Board SWOT Analysis
- Data Category 4_1_K Special Projects History
- Data Category 4_1_L Chart of Awards
- Data Category 4_1_M Endowed Chairs
- strategic-plan-budget-2014-2015
- strategic-plan-budget-2014-2015 (page number 18)
- strategic-plan-budget-2014-2015 (page number 19)
- strategic-plan-budget-2015-2016
- strategic-plan-budget-2015-2016 (page number 17)
- strategic-plan-budget-2015-2016 (page number 18)
- strategic-plan-budget-2016-2017
- strategic-plan-budget-2016-2017 (page number 19)
- strategic-plan-budget-2016-2017 (page number 20)
- strategic-plan-budget-2017-2018
- strategic-plan-budget-2017-2018 (page number 21)
- strategic-plan-budget-2017-2018 (page number 23)
- strategic-plan-budget-2018-2019
- strategic-plan-budget-2018-2019 (page number 19)
- strategic-plan-budget-2018-2019 (page number 20)

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Responses

4.4: Integrity

A. *Developing and communicating standards*

The College uses shared governance to develop and communicate our operating standards. These standards are recorded in Senate policies, our procedures manuals, and our philosophical guidelines. In addition, the Board of Trustees also revises and abides by its own set of bylaws and operating parameters. These policies address, among others

- [Conflicts of Interest Policies applied to the Board of Trustees \(page 6\)](#)
- [Operating Parameters for the Board of Trustees \(page 4\)](#)
- [Senate Policy 2.020 Conflicts of Interest](#)
- [Senate Policy 2.068 Nepotism](#)
- [Senate Policy 2.095 Harassment](#)
- [ACCT Guide to Ethical Governance](#)

Professional development is offered to raise awareness of issues where appropriate policies are already in place. Examples include Title IX compliance and continued vigilance against workplace harassment. In these cases professional development is offered to employees through the Center for Organizational Success (COS) and Human Resources in the form of seminars and interactive training videos.

B. *Training employees and modeling for ethical and legal behavior across all levels of the institution*

The College's Human Resources Department and our Equity Office, with assistance from outside legal counsel, provide guidance and ensure policies and procedures are up-to-date. Multiple resources are available to handle issues related to equity, harassment, conflict, and ethical behavior. All employees are required to participate in Protected Class training,

conducted by the COS, Human Resources, and the Equity Office and to report inappropriate behavior. These training sessions are offered conveniently through online access and require demonstrating an understanding of the material.

Required training include the following topics:

- Protected Class
- Harassment
- Blood Borne Pathogens
- FERPA
- Fair Use Guidelines

C. Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

Core Component (2.A) - In addition to the conflicts of interest policies and nepotism policies identified in these areas of the portfolio,

- Category 4: Planning and Leading
Sub-Category 3: Leadership
Bullet H: Ensuring the institution's ability to act in accordance with its mission and vision
- Category 4: Planning and Leading
Sub-Category 4: Integrity
Bullet A: Developing and communicating standards
Bullet B: Training employees and modeling for ethical and legal behavior across all levels of the institution.

The College has the following safeguards to assure that operations are carried out with integrity and in adherence with our mission, vision, and values. There are a variety of other policies to address behavior of individuals which reflect on the College and institutional reporting methods to assure greater transparency regarding our operations.

Integrity of Employees

- [Senate Policy 1.006 on Ethical Conduct](#)
- [Senate Policy 1.007 on Guiding Principles](#)
- [Senate Policy 2.012 on Professional Integrity](#)
- [Senate Policy 2.075 on Rules of Conduct](#)
- [Senate Policy 2.076 on Whistleblowers](#)

Integrity of Students

- [Senate Policy 8.001 Student Ethical Conduct](#)
- [Senate Policy 8.030 Student Privacy Rights \(FERPA\)](#)
- [Senate Policy 8.045 Student Violation of Rules](#)
- [Senate Policy 8.055 Student Rights of Expression](#)

Transparency in Reporting

Reports regarding the College's meetings, operations, budgets, and plans are available to the public on our website. In the footer of every publicly available web page, there are the following links to create transparency regarding institutional operations. These links will be available through the data portion of this portion of the portfolio.

- Membership for the Board of Trustees
 - Board Bylaws
 - Board Operating Parameters
- Public Meeting Notices for compliance with the Public Meeting Act
 - Links to Meeting Agendas and Archives
- Equity
- On-Line Privacy Statement
- Campus Safety Information
- Budget Performance and Transparency Reporting
 - Financial Overview Statements
 - Debt and Service Obligations
 - Budgets & Financial Statements
 - Audited Financial Statements
 - Strategic Plans
 - Capital Outlay Plan
 - FERPA
 - FOIA
 - Student Right to Know
 - Collective Bargaining Agreements
 - Employee Benefits
 - Bi-Annual Use and Finance Reports

D. Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Core Component (2.B) - Delta College's website provides a great deal of information about the College's academic offerings and business operations. From the home page at www.delta.edu, it is possible to link to the following items that are relevant to this portion of the portfolio. Program requirements are available through the on-line Catalog and are explained in a meeting with an Academic Advisor. These links will be made available through the data in this portion of the portfolio.

Website Link: [Academics](#)

- Accreditation
 - Current Program Accreditation
 - Institutional History & AQIP Participation
- [Catalog](#)
- Degrees & Certificates
- Courses
- Programs
- Faculty
- On-Line Learning
- Transfer Information

Web-Site Link: [Admission & Aid](#)

- Costs & Financial Aid
 - Tuition, Costs & Fees
 - Net Price Calculator

Web-Site Link: [Transparency in Reporting](#) (Image in lower right footer of all public web pages.)

- Student Right to Know

4R4: Results

A. Summary results of measures

The data for this portion of the portfolio is presented in this category data [document](#).

Additionally the following [information](#) regarding student success is made available to the public.

B. Comparison of results with internal targets and external benchmarks

Delta College meets 100% on-time posting deadlines for required public information.

C. Interpretation of results and insights gained

Delta College continues to demonstrate high levels of integrity across the College. As stated above, copious amounts of data about cost, control, and operation of the College are available for public access on our website.

4I4: Improvement

Our process for our public webpages has improved. Pages are regularly reviewed to assure all links work and the data is up-to-date and accurate. In addition, we have implemented improved processes to ensure that information is accessible by 508 and WCAG 2.1 standards.

Internally, Senate policies are reviewed on a regular basis and updated as necessary.

Sources

- 1 006 Ethical Conduct
- 1 007 Guiding Principles
- 2 012 Professional Integrity
- 2 020 Conflicts of Interest
- 2 068 Nepotism
- 2 075 Rules of Conduct
- 2 076 Whistleblower
- 2 095 Harassment
- 2014.11.11.BOT Operating parameters.pdf
- 2014.11.11.BOT Operating parameters.pdf (page number 4)
- 2014.11.12-BOT By-Laws.pdf
- 2014.11.12-BOT By-Laws.pdf (page number 6)
- 8 001 Student Ethical Conduct
- 8 030 Student Privacy Rights
- 8 045 Student Violation of Rules
- 8 055 Student Rights of Expression
- Data Category 4_4 Transparency
- Data Category 4_4 Transparency (page number 2)
- Data Category 4_4 Transparency (page number 3)
- Guide to Ethical Governance
- retention-and-grad-rates-right-to-know-update-march-2019

2.B - 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.

Responses

4.4: Integrity

A. *Developing and communicating standards*

The College uses shared governance to develop and communicate our operating standards. These standards are recorded in Senate policies, our procedures manuals, and our philosophical guidelines. In addition, the Board of Trustees also revises and abides by its own set of bylaws and operating parameters. These policies address, among others

- [Conflicts of Interest Policies applied to the Board of Trustees \(page 6\)](#)
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Professional development is offered to raise awareness of issues where appropriate policies are already in place. Examples include Title IX compliance and continued vigilance against workplace harassment. In these cases professional development is offered to employees through the Center for Organizational Success (COS) and Human Resources in the form of seminars and interactive training videos.

B. *Training employees and modeling for ethical and legal behavior across all levels of the institution*

The College's Human Resources Department and our Equity Office, with assistance from outside legal counsel, provide guidance and ensure policies and procedures are up-to-date. Multiple resources are available to handle issues related to equity, harassment, conflict, and ethical behavior. All employees are required to participate in Protected Class training, conducted by the COS, Human Resources, and the Equity Office and to report inappropriate behavior. These training sessions are offered conveniently through online access and require demonstrating an understanding of the material.

Required training include the following topics:

- Protected Class
- Harassment
- Blood Borne Pathogens
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- Fair Use Guidelines

C. Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

Core Component (2.A) - In addition to the conflicts of interest policies and nepotism policies identified in these areas of the portfolio,

- Category 4: Planning and Leading
Sub-Category 3: Leadership
Bullet H: Ensuring the institution's ability to act in accordance with its mission and vision
- Category 4: Planning and Leading
Sub-Category 4: Integrity
Bullet A: Developing and communicating standards
Bullet B: Training employees and modeling for ethical and legal behavior across all levels of the institution.

The College has the following safeguards to assure that operations are carried out with integrity and in adherence with our mission, vision, and values. There are a variety of other policies to address behavior of individuals which reflect on the College and institutional reporting methods to assure greater transparency regarding our operations.

Integrity of Employees

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 - Capital Outlay Plan
 - FERPA
 - FOIA
 - Student Right to Know
 - Collective Bargaining Agreements
 - Employee Benefits
 - Bi-Annual Use and Finance Reports

D. Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

Core Component (2.B) - Delta College's website provides a great deal of information about the College's academic offerings and business operations. From the home page at www.delta.edu, it is possible to link to the following items that are relevant to this portion of the portfolio. Program requirements are available through the on-line Catalog and are explained in a meeting with an Academic Advisor. These links will be made available through the data in this portion of the portfolio.

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- Programs
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 - Tuition, Costs & Fees
 - Net Price Calculator

Web-Site Link: [Transparency in Reporting](#) (Image in lower right footer of all public web pages.)

- Student Right to Know

4R4: Results

A. Summary results of measures

The data for this portion of the portfolio is presented in this category data [document](#).

Additionally the following [information](#) regarding student success is made available to the public.

B. Comparison of results with internal targets and external benchmarks

Delta College meets 100% on-time posting deadlines for required public information.

C. Interpretation of results and insights gained

Delta College continues to demonstrate high levels of integrity across the College. As stated above, copious amounts of data about cost, control, and operation of the College are available for public access on our website.

4I4: Improvement

Our process for our public webpages has improved. Pages are regularly reviewed to assure all links work and the data is up-to-date and accurate. In addition, we have implemented improved processes to ensure that information is accessible by 508 and WCAG 2.1 standards.

Internally, Senate policies are reviewed on a regular basis and updated as necessary.

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- Data Category 4_4 Transparency
- Data Category 4_4 Transparency (page number 2)
- Data Category 4_4 Transparency (page number 3)
- Guide to Ethical Governance
- retention-and-grad-rates-right-to-know-update-march-2019

2.C - 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.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Responses

4.3: Leadership

A. Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

Michigan law defines the relationship between a community college and the college's Board of Trustees (Chapter 389, Section 121 of the Michigan Compiled Law Index). Delta College's operation district serves Bay, Midland, and Saginaw counties. The trustees are elected from each county and serve six-year terms. The Board of Trustees autonomously represents the community in the affairs of the College. The relationship between the Board of Trustees and Delta College is defined in its Bylaws and Operating Parameters (2.C.4).

Delegation of its daily operations and faculty oversight of academic matters is outlined later in this portion of the portfolio:

- Category 4: Planning and Leading
Subcategory 3: Leadership
Process C: Maintaining Board Oversight and Delegation

B. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

The Delta College Board of Trustees conducts business according to its bylaws and operating parameters in compliance with state statutes. The bylaws and operating parameters address board responsibilities, obligations to the institution and conflict of interest disclosures (2.C.3). The Board of Trustee bylaws address board responsibilities regarding

- The Board's organization and purpose
- Defines
 - The Board as a governing body
 - The Board's Powers and Responsibilities
 - The Roles of the Board's Officers
- Meetings
- Committees
- Rules of Order
- Administration of the Institution
- Fiscal Oversight
- Use of the Board Seal
- Amendment of Bylaws
- Indemnification
- Operating Standards and Procedures

The Board of Trustee operating parameters address board responsibilities regarding:

- Ethical Standards
- Roles and Responsibilities
- Conflict of Interest Policies and Forms
- Grievance Procedures
- Scholarship Policies
- Notice and Delivery of Meeting Materials
- Guidelines for Board Committees
- Requirements for the Open Meetings Act
- Robert's Rules
- Order of Business
- Board Development Activities
- Reimbursement Guidelines
- Requests for Information and Legal Opinions

Board dinner meetings usually consist of presentations by administration and staff to inform board members of the state of the College. These presentations address the budget including financial concerns, instruction initiatives, and outreach projects. The Board is responsible for approving the annual budget and releasing funds for significant expenditures such as renovations, purchases and start-up funding for new programs (5.B.1).

The College has a system of shared governance that is embodied in its Senate and Senate Assembly and several other committees outside of the Senate (i.e. Budget Cabinet, Diversity and Inclusion Committee, Retention Council), as well as its collective bargaining units. The Senate develops policies that are associated with handbooks, manuals, and procedures for daily operations. The Board of Trustees approves all changes to the senate policies. These policies apply to all assembly members. This system is laid out in [Senate Policy 1.025](#) (5.B.2).

C. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

Board bylaws ([Article IX on page 11](#)) allow the Board of Trustees to delegate specific duties and responsibilities to the College President (2.C.4). The article reads

The Board of Trustees shall:

1. *Contract with, appoint, and employ a competent executive officer who shall not be a member of the board and who shall possess the qualifications required by law. His/her title shall be President of Delta College. S/he shall be directly responsible to the Board of Trustees and shall devise ways and means for executing efficiently the policies adopted by the Board and shall keep the Board informed of progress. The President's discretionary powers shall be broad enough to meet the duties and responsibilities of the office. The President shall keep the Board of Trustees informed in matters concerning the operation and welfare of the College.*
2. *Delegate to the President of the College the Board's authority to:*
 - *select and employ personnel of the College*
 - *pay claims and demand against the College*
 - *purchase, lease, or otherwise acquire personal property for the college subject to the policies adopted by the Board*
 - *invest College funds as per Board adopted investment policy and applicable statutes*
 - *accept contributions, capital grants, gifts, donations, services, or other financial assistance from the public or private entity*
 - *delegate to appropriate persons the President's authority*
 - *receive and respond to FOIA appeals*
3. *Evaluate the president annually.*

Board interaction with faculty/curriculum is addressed in three areas of the Board's Operating Parameters (2.C.4).

- Delta College Trustee Roles and Responsibilities
 - [Set the Policy Direction \(page 5\)](#) (yellow highlight)
 - [Support and Be Advocates for the College \(page 7\)](#)
- Delta College Board of Trustees Conflict of Interest Policy
 - [Article V – Examples of Improper Activities \(page 12\)](#)

Curriculum is developed and delivered by faculty. Faculty design, review, and approve course and program curriculum. The process includes representation from faculty across the College as well as Student and Educational Services representation from advising, financial aid, and registration to advise the faculty on student issues and federal regulations. Curriculum is recommended for adoption by the Curriculum Council and is approved by the Vice President, President and the Board of Trustees.

D. Ensuring open communication between and among all colleges, divisions and departments

The College uses a variety of communication methods to assure open communication.

Board Meetings

All members of the public are invited to address the Board of Trustees during a public board meeting. This is listed in the [Board of Trustees Bylaws page 10](#). (green highlight)

Article VI – Meetings

Section 8. Public Comments at Board Meetings

1. *Public comments shall be permitted at the beginning of each Board Meeting.*
2. *Speakers shall give their name and may state their residency (or may indicate title, if they are a Delta College Employee) at the outset of their remarks.*
3. *Speakers' comments shall be limited to five minutes unless the time is increased or decreased for all speakers by vote of the Board.*
4. *Speakers' comments should be germane to the proposed action or to the operation of the College.*

Senate

Delta College's shared governance model allows for the exchange of views and ideas regarding policies that affect the entire College. The Senate includes all full-time faculty, all full-time administrative/professional staff, and all full-time support staff. The Senate Handbook was written and is updated by senate members and approved by the Board of Trustees.

College-Wide Communication

- The College provides an email address to all employees. For department heads, the email service provides the ability to send blanket emails to the work group that they supervise. Additionally, employees may communicate with each other based on classification.
- The campus has an intranet/portal system for employees and students. This system allows for defining of working groups and supports creating web pages, surveys and documents to enhance communication and accessibility.
- Department and employee groups meet regularly to address issues specific to that group's function.
- For emergencies, the College uses a texting/email service (Nixle) to notify employees and students of situations such as College closures, traffic hazards, and other safety issues.

E. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

A number of strategically populated committees provide line of communication and maintenance of standards.

Senate Policy

College Senate policies address Academic Freedom in [Senate Policy 2.011](#). By stating:

A joint statement from the American Association of University Professors and the Council for Higher Education declares that “the success of American higher education, including the high regard in which it is held worldwide, is explained in good measure by the observance of academic freedom. This freedom is manifested institutionally.” In furtherance of our values of diversity, integrity, and respect, Delta College supports the open, civil exchange of ideas in any setting associated with the College.

An Assembly Member who believes that his or her institutional academic freedom has been violated should use the Senate grievance process.

President’s Cabinet

President’s Cabinet consists of the President, the Vice President of Business and Finance, the Vice President of Instruction and Learning Services, the Vice President of Student and Educational Services, the Executive Director of Institutional Advancement and the Executive Director of Administrative Services and Institutional Effectiveness. They assure that academic standards are appropriate and met.

Executive Council

Executive Council consists of President’s Cabinet, Deans, and Directors who directly report to the President’s Cabinet. This group is key to prioritizing the College's activities, maintaining academic standards, implementing the College's Strategic Plan, and coordinating institutional effort.

Curriculum Council

This integrated committee reviews and determines the merit of all academic proposals. Supported proposals are forwarded to the Vice President of Instructional and Learning Services for adoption. Some academic proposals are also approved by the President and the Board of Trustees, because of budgetary concerns.

Quality curriculum is assured by the membership of Curriculum Council. Faculty members of each academic division, the Director of General Education, and the Director of the Student Learning Assessment Committee. Academic Advisors and representatives from the Registrar's Office are part of the curriculum approval process to help assure consistency with the Catalog records and point out issues with pre-requisites and scheduling that might not be apparent to

faculty working within a single department. Alignment with our mission, vision, and values as well as the strategic plan is assured by the presence of our Academic Deans for career programs, faculty, and finance.

President's Forum

President's Forum includes the managers and directors of major College departments; heads of faculty; administrative/professional staff; support staff; and maintenance and food service groups. Its function is to react to proposals and ideas for College activity and to communicate to members of the Council the concerns and perspectives of other College employees. The Council meets with the President on a regular basis.

F. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The Delta College Board of Trustees relationship with College employees is defined in their operating parameters. Employees are specifically identified in three areas. (2.C.1, 2.C.2)

- Delta College Trustee Roles and Responsibilities
 - [Act as a Unit \(page 4\)](#)
 - [Employ, Evaluate and Support the Chief Executive Office \(page 5\)](#) (green highlight)
 - [Define Policy Standards for College Operations \(page 6\)](#) (yellow highlight)

G. Developing leaders at all levels within the institution

Delta College encourages employees to grow as leaders by providing a variety of opportunities.

Professional Development for Board of Trustee Members

The Board's operating parameters outline expectations for professional development that are designed to educate board members regarding issues facing community colleges and our accreditation process. This is referenced in [XII. Memberships and Board Development Activities \(page 22\)](#).

Trustees are encouraged to engage in Board development activities. These activities may include, but are not limited to, events sponsored by the Association of Community College Trustees (ACCT), the League for Innovation in the Community College, and the Michigan Community College Association (MCCA).

Ordinarily, the entire Board of Trustees is invited to attend the MCCA Summer Workshop. In addition, ordinarily, 3 trustees (1 from each county) will be invited to attend the ACCT Annual Leadership Congress, and 3 trustees (1 from each county) will be invited to attend the ACCT Legislative Summit. Attendees should rotate to provide each trustee with a chance to attend at least one event every 2 years.

Utilizing input from the College President and Vice Chairperson of the Board, and at his or her discretion requesting input from other Board members or from the Board as a whole, the Chairperson of the Board will provide guidance, make decisions, and set direction regarding Board development activities.

Shared Governance

The College encourages leadership among our faculty, staff, and administrators in many ways. The Senate embodies our shared governance process and has been in existence since the College's inception. The Senate includes faculty, administrative/professional staff, students, and support staff. The Senate presidency is rotated among faculty, administrative/professional staff, and support staff.

Shared governance encompasses a number of elected committees which include the Senate Executive Board, the Faculty Executive Committee, the Executive Committee of Administrative/Professional Staff, Support Staff Executive Committee, Sabbatical Leaves and Grants Committee, and Faculty Salary Committee. Five additional standing committees are in place and ad hoc committees are formed as necessary. Shared governance at Delta College goes beyond the Senate and includes numerous committees which provide a voice for faculty and staff. This structure provides opportunity for involvement, leadership, and communication.

Center for Organizational Success

The Center for Organizational Success (COS) provides professional development for all employees. These target faculty, staff, and administrative positions and includes development, workshops, coaching, and orientation programs.

Faculty Leadership

Leadership is strongly encouraged and opportunities are provided at the discipline, division, and College level. Leadership opportunities at the discipline level include new program development or revision, adjunct and new faculty mentoring, and project leadership. Division opportunities include leadership in division sponsored events such as STEM Festival; Math and Science Manufacturing Experience for middle and high school teachers; Arts Festival; Camp Health and Wellness; Middle School Girls Day Out for Computer Programming; and the Humanities Speaker Series. College level leadership opportunities include working with the Presidential Speaker Series; the Multicultural Committee; Human Relations Committee; Sustainability projects; and Budget Cabinet. In addition, faculty may display leadership through the College's shared governance process or by accepting an administrative assignment or projects that focus on goals outside of the classroom. Also, leadership is included in the promotion criteria for full professor.

H. Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

The College uses a collaborative approach to demonstrate its mission and vision. This process helps to assure a transparent agenda for the College. Additionally, the College has a number of policies that address conflicts of interests and methods for making decisions to reinforce its mission and vision (2.C.3).

These are provided here

- [State of Michigan Statute Chapter 15, Section 261 – Open Meetings Act](#)
- Delta College Board of Trustees Bylaws regarding
 - [Conflict of Interests \(page 6\)](#) (yellow highlight)
 - [Powers and Responsibilities of the Board \(page 6\)](#) (green highlight)
 - [Open Meetings Act \(page 9\)](#) (green highlight)
- Operating Parameters
 - [Ethical Standards \(page 3-4\)](#) (yellow highlight)
 - [Roles and Responsibilities \(page 4-7\)](#) (green highlight)
- Senate Policy
 - [Conflicts of Interest](#)
 - [Nepotism](#)

I. Tracking outcomes/measures utilizing appropriate tools

- To assure that leadership opportunities are available to all levels of the College, our shared governance system allows all individuals a means to participate or be represented.
- The COS offers sessions for the development of leadership skills.
- Faculty are expected to demonstrate leadership in various steps of their promotion and tenure process.

4R3: Results

A. Summary results of measures

- *Current members of the Senate Assembly*
 - [2016](#)
 - [2017](#)
 - [2018](#)
 - [2019](#)
- [Center for Organizational Success Programming](#)

B. Comparison of results with internal targets and external benchmarks

The College has not identified internal or external targets for these data.

C. Interpretation of results and insights gained

The membership of our Senate Assembly demonstrates the inclusive nature of our current shared governance system. We recognize that since the faculty voted to become a part of a collective bargaining unit in January 2019 there may be changes in our overall governance structure.

4I3: Improvement

Notable improvements in this area include the revision of the curriculum for the leadership experience program to expand leadership skills for all employees.

Sources

- 1 025 Governance
- 2 011 Academic Freedom
- 2 020 Conflicts of Interest
- 2 068 Nepotism
- 2014.11.11.BOT Operating parameters.pdf
- 2014.11.11.BOT Operating parameters.pdf (page number 3)
- 2014.11.11.BOT Operating parameters.pdf (page number 4)
- 2014.11.11.BOT Operating parameters.pdf (page number 5)
- 2014.11.11.BOT Operating parameters.pdf (page number 6)
- 2014.11.11.BOT Operating parameters.pdf (page number 7)
- 2014.11.11.BOT Operating parameters.pdf (page number 12)
- 2014.11.11.BOT Operating parameters.pdf (page number 22)
- 2014.11.12-BOT By-Laws.pdf (page number 6)
- 2014.11.12-BOT By-Laws.pdf (page number 9)
- 2014.11.12-BOT By-Laws.pdf (page number 10)
- 4_3 COS Sessions Weekly Attendee Count 17-18
- 4_3 Roster of Senators and Alternates for 2016.pdf
- 4_3 Roster of Senators and Alternates for 2017.pdf
- 4_3 Roster of Senators and Alternates for 2018.pdf
- 4_3 Roster of Senators and Alternates for 2019.pdf
- State Open Meetings Act.15.261

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Responses

1.5: Academic Integrity

A. Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

Delta College senate policies address institutional academic freedom in [Senate Policy 2.011](#) by stating:

A joint statement from the American Association of University Professors and the Council for Higher Education declares that “the success of American higher education, including the high regard in which it is held worldwide, is explained in good measure by the observance of academic freedom. This freedom is manifested institutionally.” In furtherance of our values of diversity, integrity, and respect, Delta College supports the open, civil exchange of ideas in any setting associated with the College.

An Assembly Member who believes that his or her institutional academic freedom has been violated should use the Senate grievance process.

The College also has policies addressing the academic freedom and intellectual property of individuals and the institution.

- [Senate Policy 2.040 outlines intellectual property and freedoms](#)
- [Senate Policy 3.085 addresses academic freedom and scholarship](#)
- [Senate Policy 8.055 Student Rights of Expression](#)

The College also has an internal Institutional Review Board (IRB) which reviews and monitors research involving human subjects to ensure research is following ethical standards.

B. Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

Student learning and research is addressed by the policies presented in the previous section as well as the following policy that addresses honesty in student work submitted in the context of a class:

- [Senate Policy 4.060 Academic Integrity for Student Work](#)

The College makes available to faculty a software tool to aid in identifying plagiarism called Turn It In. Additionally, when there is an academic honesty infraction the instructor implements the appropriate penalty as documented in the syllabus and the student has the option to appeal the decision to the Academic Associate Dean.

C. Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

Ethical teaching and research by faculty is addressed by policies provided in the first portion of this subcategory. Professional integrity is addressed for all Delta College employees in the following policy.

- [Senate Policy 2.012 on Professional Integrity](#)

A variety of other measures are used by the College to assure that employees are aware of expected behaviors and to educate employees about relevant laws that affect their function at the College. These policies and measures are addressed in more detail in:

- Category 4: Planning and Leading
 - Subcategory 4P4: Integrity
 - 4P4.A: Developing and Communicating Standards
 - 4P4.B: Training Employees and Modeling for Ethic and Legal Behavior

D. Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

Delta College has moved to using Maxient as an electronic means of tracking concerns that have been formally submitted to the College by students, faculty or community members.

1R5 Results

A. Summary results of measures

Delta College has a set of policies and procedures to encourage academic freedom and academic integrity. Links to these policies are provided above.

The Dean of Teaching and Learning and the Dean of Students review student, staff, and faculty complaints logged in the Maxient system on a regular basis and follow-up as indicated by the nature of the complaint. One of the data categories studied using Maxient were complaints related to academic integrity of students. There has been a decrease which has been attributed to the implementation of mandatory new student orientation in which academic honesty is presented. This data is [shown here](#).

B. Comparison of results with internal targets and external benchmarks

Delta College does not have benchmarks set for these processes.

C. Interpretation of results and insights gained

Interpretations and insights are described in the [document referencing the data from Maxient](#). Delta College recognizes a correlation between initiating mandatory student orientations and a drop in complaints about academic integrity.

115 Improvement

Maxient has been implemented and used for the past three years after an initial slow start. Strategies to improve awareness of the complaint process for students, faculty and the community are ongoing.

Academic Services along with Student and Educational Services will identify trends from the Maxient data and determine improvements strategies. An example of a positive intervention has been the decline in complaints related to academic integrity which supports the College's integrity value.

Sources

- 2 011 Academic Freedom
- 2 012 Professional Integrity
- 2 040 Intellectual Property
- 3 085 Academic Freedom and Scholarship
- 4.060 Academic Integrity of Student Work
- 8 055 Student Rights of Expression
- Data Category 1_5 Academic Integrity

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Responses

1.5: Academic Integrity

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- 2 012 Professional Integrity
- 2 040 Intellectual Property
- 3 085 Academic Freedom and Scholarship
- 4.060 Academic Integrity of Student Work
- 8 055 Student Rights of Expression
- Data Category 1_5 Academic Integrity

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Responses

1.4: Academic Program Quality

A. Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

Context for the process is presented in this subcategory under

- Category 2: Student and Other Stakeholder Needs
Subcategory 1: Current and Prospective Student Needs
Process A: Identifying Underprepared and At-risk Students
Process B: Deploying Academic Support Services
Process H: Deploying Non-Academic Services
--- New Student Orientation.

The preparation required of students for specific curricula is established through the College's curriculum process. (4.A.4) The overall framework of the curriculum process is described in:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Learning Outcomes
1P2.A: Aligning Learning Outcomes to Mission

In the College's curriculum processes, prerequisite requirements are subject to review. Faculty examine past student success rates and course outcomes and objectives to determine possible prerequisite knowledge/skills necessary for student success in a specific course. Faculty then propose what they believe to be appropriate prerequisites for a specific course as part of a routine curriculum proposal. The proposal is reviewed by faculty experts and academic advisors to assure that the proposal is appropriate given the course content and the College's testing and placement criteria. The proposal is also reviewed to assure that a series of prerequisites do not unreasonably extend the time for completion when pursued by a successful full-time student. Finally, where prerequisites are considered appropriate, remediation paths are identified for those students who do not initially meet the minimum requirements. A more detailed description of our student placement and developmental education pathway is provided in:

- Category 2: Meeting Student and Other Key Stakeholder Needs
Subcategory 2P1: Current and Prospective Student Needs
2P1.A: Identifying under-prepared and at-risk students, and determining their academic support needs.

The prerequisites that are established through the curriculum process are then communicated to the students through the college catalog which is available online and through the College's advising process. Students meet with an academic advisor as part of their orientation process and are encouraged to meet with their advisor during the registration period each year. Advisors review the student's placement test scores, course prerequisites, and course progress to date, to outline a curriculum plan for the student that assures the best chance of success.

B. Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

The College assures curriculum rigor through three sets of processes.

1. Curriculum Design
2. Assessment Practices
3. Instructional Quality

Curriculum Design

Curriculum design decisions such as learning outcomes and objectives apply to all sections of the course regardless of where the sections are offered, how it is delivered, or the instructor. As part of this process, outcomes and objectives are reviewed along with the curriculum map between the course and the general education program and associated occupational programs. An overall discussion of Delta College's curriculum process is provided at

- Category 1: Helping Students Learn
Subcategory 1P2: Program Learning Outcomes
1P2.A: Aligning Learning Outcomes to Mission

Assessment Practices

The College's assessment practices examine evidence of student learning, gathered from representative sample sections from main campus, learning centers, and online sections. The data from the assessment practices are collected to allow the examination of subsets and facilitates the confirmation that the learning levels are comparable across delivery modes and locations. A broader discussion of our assessment process is presented in

- Category 1: Helping Students Learn
Subcategory 1P4: Program Rigor
1P4.E Assessing outcomes attainment.

Instructional Quality

Full-time and adjunct faculty are hired using consistently defined standards. The review process used to hire faculty and to identify minimum credentials are described in

- Category 3: Valuing Employees
Sub-Category 3P1: Hiring
3P1.A: Recruiting, hiring and orienting staff and administrators.
3P1.B: Developing and meeting academic credentialing standards for faculty

A faculty qualifications database of full-time and adjunct faculty is maintained. It contains all courses in the College's course inventory, with the necessary requirements for teaching, in alignment with HLC Assumed Practices. For each faculty member (full-time and adjunct) it includes documentation of college transcripts, documentation of other credentials, special exceptions/tested experience, and indicators of approved courses to teach based on HLC Assumed Practices.

Full-time and adjunct faculty are also reviewed regularly for teaching effectiveness. This review process used to evaluate faculty is presented in

- Category 3: Valuing Employees
Sub-Category 3P2: Evaluation and Recognition
3P2.A: Designing performance evaluation systems for all employees.

C. Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Delta College recognizes there are many ways for a student to gain knowledge outside the classroom and seeks to award credit for these experiences where possible. When traditional

methods of earning credit are being used, credit is granted through the Registrar's Office. Where the conditions for prior learning are unique and require alignment with learning standards, faculty are asked to evaluate the appropriateness of awarding credit for prior learning.

Experiential Learning

Delta College offers students a variety of paths to gain credit for experiential learning. The office of Academic Career Experience and Service Learning provides and coordinates service learning opportunities, education placement, and internship placements. Internship courses are offered for career education courses. Additionally, the Registrar's Office evaluates credit for military training. Academic Associate Deans are responsible for evaluating portfolio work for the areas in their division, and the College offers a number of standardized tests that allow for advanced placement and for students to gain credit by exam. In addition, the College has sent staff to training for portfolio assessment to be used as a further resource for the Registrar's Office and Academics in assessment of experiential learning.

High Schools & Technical Centers

Delta College continues to foster relationships with regional public schools and the home school system in the tri-county district for articulation and dual enrollment opportunities. The Director of Dual Enrollment, Manager of Strategic Partnerships, and the Dean of Career Education and Learning Partnerships maintain contact with area high schools, intermediate school districts, and transfer institutions to provide an avenue for seamless transfer into and out of Delta College.

D. Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

The College maintains specialized accreditation where it is of benefit to the student's employment to have the curriculum accredited by an outside agency or association. This decision is made through interactions between the program faculty, external accreditation organizations, administration, and Delta College's curriculum process. The roles of faculty and administration to seek program accreditation is outlined in [Senate Policy 3.012](#). The curriculum process is described in detail in:

- Category 1: Helping Students Learning
 - Subcategory 1P2: Program Learning Outcomes
 - 1P2.A: Aligning outcomes with mission

Once the commitment to seek and maintain accreditation is agreed upon by Delta College, the discipline faculty use the curriculum development process to meet the requirements of the accreditation. The proposal is then vetted through the curriculum review process and a recommendation is made to administration.

E. Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

This information was presented earlier in the portfolio

- Category 1: Helping Students Learn
Subcategory 2: Program Learning Outcomes
Process G: Assessing Outcomes

F. Selecting the tools, methods and instruments used to assess program rigor across all modalities

Delta College tracks student success rates (C or better) by final course grades for traditional, blended, and online courses. The College also compares student success data between the main campus and the off-campus learning centers.

Delta College tracks and supports programs achieving third-party accreditation. Student results on third-party examinations are compared to national benchmarks.

1R4 Results

A. Summary results of assessments

Articulations and program accreditations are listed in Delta College's [Catalog](#) in the "Transfer, Validation and Program Overview" section. Current, pending and renewed agreement information is reported here:

- [Secondary Articulation Agreements 2015-2019](#)
- [Post-Secondary Articulation Agreements 2017-2019](#)
- [Post-Secondary Articulation Current and Renewing Agreements](#)
- [Post-Secondary Articulation In Progress Report 2019](#)

Results of assessments are in the [category data document](#).

B. Comparison of results with internal targets and external bench marks

In this portion of the portfolio student success rates for online or learning center courses are compared to success rates at our main campus. The College's goal is that the success rates in all locations and modalities are comparable.

Currently, 100% of required programs are fully accredited.

The results of national and credentialing examinations show 95% of the programs are above the national benchmark. The breakdown in results is found in the [category data document](#).

C. Interpretation of results and insights gained

There is a 3-7% difference in success rates for on-line/blended courses versus face-to-face courses, where students in a face-to-face setting are more successful. This is an improvement in recent years but needs to be studied further to improve professional development for online faculty to strengthen student engagement. The e-Learning Committee, consisting of faculty, e-Learning staff, and faculty from the Faculty Center for Teaching Excellence, are currently developing a badging system to encourage faculty participation in professional development designed to strengthen student engagement and performance in online courses.

If a program does not meet the national benchmark for credentialing examination, faculty research the gaps in performance and change curriculum to improve the students' preparation for the assessment. The most recent program not reaching the performance benchmark was the Paramedic to RN program which is currently under review for areas of needed improvements in curriculum and support systems.

114 Improvement

Delta College continues to grow articulations with partner universities to ensure seamless program pathways for our students, including 3 + 1 agreements with Ferris State University and Northwood University. Michigan does not have a state system for higher education, but recent initiatives by the Michigan Community College Association (MCCA) support the development of a common core curriculum for the first two years in popular baccalaureate majors. This core curriculum is being designed to be fully transferable between community colleges and universities, and across community colleges.

The disciplines under pathway development for transfer are grouped into three phases and include, Phase I: Psychology, Biotechnology, Criminal Justice, Business; Phase II: Communication, Computer Science, Mechanical Engineering, Social Work, and; Phase III: Art, English, Exercise Science, and Public Health. Delta College representatives have participated in all pathways under development.

In addition, Delta College will continue to develop employer partnerships to identify and meet demand of industry and occupations and, when applicable, integrate that work into the transfer pathway strategies through MCCA.

Sources

- 3 012 Program Accreditation
- Data 1_4 Current Agreements
- Data 1_4 Post Secondary Articulation
- Data 1_4 Post Secondary Pending
- Data 1_4 Secondary Articulation

Delta College
Systems Portfolio 2019-2020 – CQR

- Pass Rates Flyer 2018

3.B - 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.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Responses

1.1: Common Learning Outcomes

A. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Delta College has adopted four Institutional Student Learning Outcomes (ISLOs). The outcomes are designed with the goal of identifying broad skills that are both meaningful to employers, applicable to many different curriculum paths and flexible enough to be used as a standard of assessment by non-academic areas of the campus that also interact with students. The ISLOs were developed through an inclusive process with faculty, Student and Educational Services staff, and administration.

Within the academic area of the College, the ISLOs are further defined by the General Education Learning Outcomes (GELOs), (which were decreased from 38 to six after the 2014 HLC site visit). For purposes of assessing student learning at an institutional level, the assessment data for GELOs are aggregated with assessment data for ISLOs. GELOs are assessed on a three-year cycle, two each year. GELOs and their corresponding ISLOs are shown below:

(3.B.1, 3.E.2)

Students will:

1. GELO: Think Civically: Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life (Assessed Winter Semester 2017).
 1. Supports ISLO: Think Civically
2. GELO: Cultivate Wellness: Demonstrate an understanding of wellness principles to promote physical and personal health (Assessed Winter Semester 2017).
 1. Supports ISLO: Act Responsibly
3. GELO: Utilize Technology Effectively: Solve a problem or accomplish a task using technology (Assessed Winter Semester 2018).
 1. Supports ISLO: Apply knowledge and skills
4. GELO Reason Quantitatively: Use quantitative information or analyze data within context to arrive at meaningful results (Assessed Winter Semester 2018).
 1. Supports ISLO: Apply knowledge and skills
5. GELO: Communicate Effectively: Communicate effectively in oral, written, or symbolic expression (Assessed Winter Semester 2019).
 1. Supports ISLO: Communicate Effectively
6. GELO: Think Critically: Produce a defensible conclusion or solution using critical or creative thinking (Assessed Winter Semester 2019).
 1. Supports ISLO: Think Critically

The process of determining the ISLOs and aligning them to the College's mission was organized by the chair of the [Student Learning Assessment Committee](#) (SLAC) in cooperation with the chair of the [General Education Curriculum Assessment Committee](#) (GECAC) and included faculty and Student and Education Services staff. The best practice models used were from the Lumina Report, American Association of Colleges and Universities Essential Learning Outcomes, and HLC statement on Assessment of Student Learning. These documents helped the College identify broad measurable outcomes appropriate for two-year associate degree level graduates. Focus groups worked with this information and provided input that led to the development of our current set of ISLOs and GELOs. We gathered input from over 50 faculty, staff and administrators across the College. (S3.E.2, 4.B.4)

The outcomes generated from this process were approved by a full-faculty vote before being reviewed by Curriculum Council and Executive Council. This process was last completed in February of 2014. GELO curriculum mapping and assessment design for the six GELOs were completed in academic year 2015-2016. GELO/ISLO assessment has occurred each successive Winter, from 2017-2019, with data review from the assessment happening the following Fall semester. Faculty make changes after data reviews to improve student learning in the GELOs. In academic year 2019-2020, assessment of the six GELOs will be completed. GECAC will evaluate overall data results, design an improvement plan based on those results, and implement a new round of GELO assessments for the next three years beginning in academic year 2020-2021 and ending in academic year 2022-2023.

Additional information regarding the College's curriculum approval and revision process is described in:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Outcomes

B. Determining common outcomes (3.B.2, 4.B.4)

Common learning outcomes are determined by the same processes that align the outcomes with the College mission. This is described in:

- Category 1: Helping Students Learn
Sub-Category 1P1: Common Learning Outcomes
1P1.A – Aligning Common Learning Outcomes

C. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

The College uses a [common rubric](#) to identify student proficiency for any given GELO. This rating system aids in the aggregation of institutional data and defines a passing (Level 2 or 3) or non-passing (Level 0 or 1) proficiency. The rubric defines student proficiency in GELO knowledge and skills in each course. The collection process allows data to be aggregated broadly across the College or disaggregated to the level of departments/programs (3.B.2).

Proficiency levels for each GELO are derived from a model provided by the Lumina Foundation Degree Qualifications Profile and reinforced by assessment [resource groups](#) that promote skill standards for the different GELOs. The resource groups promote content, assessment strategies, and rigor during the assessment process. Rigor is validated by having members of the resource group apply the various assignment rubrics to assure that standards of performance are well explained and reported data is not misrepresenting student learning levels (4.B.1).

D. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

In our mission we recognize that our students' personal educational goals range from personal development to studying for a career or occupation, to obtaining an associate degree or transferring credit to a four-year degree institution. To support these varied learning goals, Delta College offers a variety of [credentials and degrees](#), including 141 active transfer and career education programs. These are split into 76 degrees and 65 certificates. Approximately 40% of our students have declared plans to transfer for a bachelor's degree and 60% are either in an occupational program leading to employment upon completion or are upgrading skills for employment advancement or promotion. Sixty-five percent of Delta College's students are part-time, 58% are female, and most students work while going to classes.

Delta College has designed degree requirements through our curriculum process to address the educational, training, and transfer needs of our students. The approval process for degree requirements gathers input from faculty, staff, and administration to assure alignment with the College's mission, educational offerings, and degree levels. This results in a vote through our shared governance process to adopt the new graduation requirements.

The curriculum process is described in further detail in:

- Category 1: Helping Students Learn
Sub-Category 2: Program Learning Outcomes
1P2.A: Aligning Program Learning Outcomes with Mission

Delta College's [graduation requirements](#) ensure that our graduates have opportunities to introduce, practice, and master each GELO. Every course offered by the College was mapped against our GELOs in December of 2016 to identify where each GELO was introduced, practiced, or mastered in the College's curriculum offerings. This audit is used to identify assessment sites and to check that the graduation requirements assure exposure to each ISLO (3.B.3, 3.B.5).

To be designated as part of the GELO curriculum map, all sections of a given course must require students to demonstrate some level of proficiency in an embedded assignment.

Additionally, the College reviews programs on an on-going basis by removing outdated curriculum and offering new programs as identified in response to industry need. Career program goals and outcomes and curriculum are reviewed on a regular basis by faculty, associate deans, advisory committee members and the Dean of Career Education in preparation for and during advisory committee meetings.

E. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

To facilitate transfer of earned academic credits between educational institutions within the State of Michigan, a state-wide articulation agreement, the Michigan Association of College Registrars and Officers (MACRAO) Transfer Agreement, was followed. Several years ago, MACRAO was replaced with the Michigan Transfer Agreement (MTA). Our transfer degrees are designed to meet the requirements of the MTA and the unique expectations associated with each degree. To meet these expectations, the degrees are reviewed by a panel consisting of faculty and Student and Educational Services staff. [This link provides the cross-walk between the MACRAO, MTA and each of Delta College's associate degrees](#) (3.B.4).

Delta College offers [other credentials](#) that do not meet the requirements of an associate degree. These are defined by credit hours and program-specific learning outcomes that provide core workforce skills and meet national licensure or certification requirements, and may not include complete coverage of GELOs.

F. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Many co-curricular activities are directly related to curriculum through ideas and proposals generated by faculty, staff, and students. Often faculty, staff and students reach out to the Student and Civic Engagement (SACE) area for assistance with the development and implementation of cocurricular activities, programs, and services that support the learning process (3.E.1).

Student and Educational Services also offers a variety of other opportunities for students to reinforce and expand ISLO skills.

Examples of direct relationships include:

- Service learning opportunities are often initiated by faculty. Faculty incorporate service to the community as an objective for the course and a hands-on approach to student learning. The SACE staff assist students and faculty with site selection as well as project development.
- SACE also supports the Democracy Commitment which is designed to help engage students in civic learning and the democratic process. The Democracy Commitment is led by a committee of faculty and staff who guide the learning process through in-class and out-of-class assignments.

Examples where a context has been created:

1. A new leadership program offered by SACE is the Pioneers Pyramid of Leadership. It is a three-tiered approach by which all students at Delta College have an opportunity to participate at various levels to build leadership skills. Many students are automatically connected to the program through involvement with student clubs, athletics, and mentor programs; others may opt in because of interest.
2. SACE has a number of co-curricular initiatives and activities that focus on diversity and inclusion, leadership development, academic career experiences, athletics, service learning, and civic engagement to expand on the learning process for students.
3. Through the Student Athlete Advisory Council, student athletes help guide the athletic program under the Athletic Director. As a part of this process, students assist in decision making that affect all student athletes, build leadership skills, and create community service programs that have positive impacts throughout the Great Lakes Bay Region.
4. Students are exposed to relevant work experiences through the co-op and internship program, called the Academic Career Experiences (ACE). Students interested in participating in the program must apply, complete the hiring process with potential employers, and complete three ACE courses. ACE courses help students with career development skills such as networking, resume writing, presentation skills, and interviewing skills. As part of this coursework, students also develop a digital portfolio.

G. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Faculty create the tools and methods used to generate examples of student learning called artifacts. These tools and methods are used to qualify a specific course for inclusion in the GELO curriculum map. The artifacts are then evaluated by the faculty as regular course work as well as for assessment of GELOs. Each faculty member scores their own student's work for general education assessment using a rubric aligned with their specific assessment tool. The faculty then use the broader general education assessment [rubric](#) to report the results. The standards used by faculty are checked by the GELO resource groups to maintain proficiency standards.

Student and Educational Services has not yet participated in their own assessment of ISLOs because their focus has been devoted to improving the College's recruitment, retention, and completion processes, a priority given declining enrollment.

H. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The six GELOs are assessed on a rolling cycle, with two GELOs assessed every year so that at the end of a three year cycle, all six GELOs have been assessed. Artifacts of student work are assessed in winter semester and data reviewed the following fall semester. The first assessment/data review cycle began in Winter 2017/Fall 2017 and the last set for the first cycle will be completed Winter 2019/Fall 2019 for a total of six GELOs assessed.

The courses are selected through the GELO curriculum map and artifacts of student work are chosen that include demonstration of mastery of the GELO. This process is used for students who have completed 45 or more credit hours, meaning they are one to two semesters from completing their associate degree (4.B.1, 4.B.4).

Student work is evaluated using the processes described in 1P1.G.

GELO resource groups report findings to GECAC, SLAC, and the full faculty body. Reports are stored in our internally developed database, Outcomes Assessment Tracking System (OATS), for archive purposes.

After a review of the first assessment/data review cycle, changes were made for the baseline standard. The initial baseline of 70% of students achieving a rubric level 2 or 3 was increased to a long term goal of 80% of students achieving a rubric level 2 with an aspirational or stretch goal of 85%. Long-term is defined as occurring by the next assessment/data review cycle.

When concerns are identified in student learning, faculty collaborate to identify the specific skills that need to be addressed. This discussion includes faculty representing the assessment process as well as faculty who specialize in the instructional area being assessed, who together will develop suggested ways to improve the skill set. A 2% incremental goal is set for the next assessment/data review cycle for GELOs that fall between baseline and long-term goals.

1R1 Results

A. Summary results of measures.

The summary of data for these processes are shown in the [category data document](#) in four main areas:

Assessment Schedule for General Education Learning Outcomes: GECAC has established and maintained an assessment schedule for its general education program for the last three years as described earlier. The GECAC and SLAC Coordinators track the assessment reports and follow up with meetings with the Vice President of Instruction and Learning Services, the Dean of Teaching and Learning, and Academic Associate Deans to ensure alignment with the College's mission, vision, and values.

Assessment Schedule for Program Learning Outcomes: Delta College has established best practices for programming learning outcomes utilizing mandatory program accreditation standards and Perkins guidelines for occupational programs. Initial program accreditation and re-accreditation documents which include program learning outcomes and how they are met, are reviewed by the Dean of Career Education and Learning Partnerships. SLAC guidelines indicate programs should assess one or two program outcomes every year which results in a three to four year cycle. Program coordinators are notified by the SLAC Coordinator when the program is due to report on its program outcomes, and to schedule a meeting with SLAC. However, we recognize there is a need to adjust SLAC parameters which are geared towards general education outcomes, to better support program learning outcomes that are aligned with external accrediting agencies. This would mean a dual reporting system for SLAC, one for general education and another for programs, which is a goal for Academic Services to complete within the next two years.

Student Performance: Results from direct assessment of work from students that have earned 45 or more credit hours is collected and summarized. Student performance on GELOs would be assessed at 70% initial baseline goal, 80% for long-term or stretch goal, and 85% as an aspirational goal.

Reliability of Evaluation Standards - Delta College conducted internal checks to assure the standards of rubrics associated with the assessment were appropriately applied.

Relevance to Degrees Awarded - Data representing only those students who received any degree or certificate, those students who received an Associates in Arts, and those students who received an Associates in Science is summarized. This data set also reports the percent of the graduating class represented in our assessment efforts. The goal was for at least 5% of the graduating class to have been involved with the GELO assessment.

B. Comparison of results with internal targets and external benchmarks

Delta College has not identified external benchmarks for this area of the portfolio. The data will compare to the identified internal targets.

Assessment Schedule - Our goal is 100% adherence to our schedule. This has been met for the last three years.

Student Performance - After the initial round of data, Delta College increased its internal targets from 70% to a long term goal of 80%. Long term is defined as within the next cycle of assessment for that GELO.

We currently have data for four out of six GELO outcomes and are assessing the last two outcomes with data collection in Winter 2019 and analysis in Fall 2019. Of the four GELO outcomes that have been assessed:

- Cultivate Wellness - has exceeded the aspirational goal of 85% with 88% of the students meeting minimum standards.
- Think Civically - has exceeded the long-term goal of 80% with 83% of the students meeting minimum standards.
- Utilize Technology and Reason Quantitatively - are above the initial goal of 70% and below the long-term goal of 80%.
 - Utilize Technology - reports 78% of the students meeting the minimum standard.
 - Reason Quantitatively - reports 76% of the students meeting the minimum standard.

Reliability of Evaluation Standards - Reliability was established by spot-checking a subset of the student work used to establish student performance levels. This spot-checking was done by faculty serving on GELO resource groups for the specific general education learning outcomes. The scores awarded by faculty who provided the student work were compared to the scores awarded by faculty from the relevant GELO resource group. Both groups used the same rubric as the basis for their evaluation.

1) For each learning outcome the estimate of students achieving proficiency was within 10% of the estimates established by faculty.

2) The variation between faculty rankings and resource group rankings of number of students at each level was estimated to be 10% or less.

C. Interpretation of results and insights gained

Delta College is pleased to have developed and successfully implemented what appears to be a sustainable assessment process which includes the ability to check for internal consistency. We believe that the data collection process identifies replicable standards and allows us to examine the skill sets of our graduates.

The process that is presented here was developed after several false-starts in assessment design and outcome design which accounts for the two-year gap between identifying GELOs and beginning the actual assessment process. Before the HLC 2014 site visit, initial trials required the assessment of too many general education outcomes (38) and data collection processes that were too labor intensive to be sustainable. The current process will identify the weakest areas of student achievement and interventions to build upon those areas through a sustainable process.

The College recognizes that this assessment process has not been in place long enough to show trends in student learning based on changes in instruction from these results. The first three year cycle of assessment of the six GELOs will be completed in Fall 2019 and the next three-year cycle will begin with lessons learned from the first cycle.

1I1 Improvement (4.B.3)

1) Two skill sets, Utilize Technology and Quantitative Reasoning, have been shown as areas for improvement. Faculty resource groups will help identify strategies for improvement and an implementation plan for these areas. These resource groups consult with subject area faculty. Preliminary efforts include adjustments to curriculum in entry- and pre-college-level courses in mathematics and information technology courses. These entry- and pre-college-level courses serve as preparation for classes in which these outcomes are assessed. Also, several mathematics faculty have participated in state level initiatives for “Right Math at the Right Time” and other projects examining different math pathways for different career tracks. Placing students into a career appropriate mathematics track is a strategy that could be effective in both immediate and long term proficiency levels.

2) After Fall 2019, base-line data for all six GELOs will be complete. Faculty will then assess if changes should be made to long-range and aspirational goals.

3) Student and Educational Services will examine ISLOs assessment with student leadership and development in non-curricular activities over the next two years.

1.2: Program Learning Outcomes

A. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

Delta College uses a broad interpretation of “programs” for this subcategory. Programs include any curriculum pursuit for which a student may be awarded academic credit and includes occupational programs as well as transfer programs.

Delta College aligns program learning outcomes through the same process used to evaluate and adopt new curriculum and curriculum revisions. Curriculum development begins with identifying the need for a new program or course or the need to change existing programs or

courses. The need for changes may come from program advisory committee input, changing course requirements at four-year universities, or industry requests (3.E.2).

Curriculum development is carried out by the faculty who will be responsible for teaching the course or program. The development process varies depending on the subject area (transfer or occupational) and individual faculty (full-time or adjunct). Faculty may receive assistance from the Dean of Career Education and Learning Partnerships, Dean of Teaching and Learning, Academic Associate Deans, and program discipline faculty. As the curriculum is developed and then formally submitted as a proposal, it is reviewed by Curriculum Council which includes representatives from the faculty, Student Learning Assessment Committee (SLAC), General Education Curriculum Assessment Committee (GECAC), advising, articulation, registrar, and financial aid staff.

The [curriculum proposal](#) is reviewed by faculty representatives; Student and Educational Services staff representing financial aid, academic advising, and the registrar's office, and administrators in a multi-faced process. Items reviewed include

- Admission/prerequisite levels/validation process
- General Education Learning Outcomes (GELO) curriculum mapping
- Conflicts with duplication of existing curriculum content
- Measures with learning outcomes (program and course)
- Need assessment data, including capacity and enrollment, graduation, and employment projections
- Credit hour/contact hour designations
- Alignment with Program Review of Occupational Education (PROE) and Perkins core indicators
- Program Advisory Committee recommendations
- Program accreditation requirements
- Consistency with existing degree requirements
- Financial aid eligibility
- Scheduling and course sequencing concerns
- Advising strategies
- Accurate presentation of program and course information for the catalog
- Recruitment strategies
- Alignment with mission
- Financial implications
- Transferability and articulations

After these reviews, the proposal is voted on by Curriculum Council as a recommendation for adoption. This recommendation gets approval from the Vice President of Instruction and Learning Services and the President. The President brings new programs and programs for elimination to the Board of Trustees for final approval.

Discontinuing a course is addressed in another portion of the portfolio.

- Category 1: Helping Students Learn
Subcategory 1P3: Academic Program Design
1P3.E: Reviewing Viability of Courses and Programs

B. Determining program outcomes (4.B.4)

Program outcomes are determined or formally adopted by the same curriculum process as described. In addition, occupational programs' learning outcomes are reviewed by the program advisory committee as required by program accreditation. Program advisory committees consist of program faculty, the Academic Associate Dean of the area, the Dean of Career Education and Learning Partnerships, and 10-16 community members working in related occupations. The advisory committee provides input regarding a variety of program design elements including drafting the program learning outcomes. Advisory committees meet one to three times annually and meeting minutes are documented and distributed (4.B.4).

C. Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Our curriculum process requires curriculum proposals to be submitted with student learning outcomes and objectives at the course and program levels. At Delta College, the learning outcome is a statement of the broader learning goal and the objectives provide more detailed insight that defines the content of the learning outcome (4.B.1).

The faculty who are responsible for assessing a particular program learning outcome develop the assessment tool that defines the purpose, content, and level of achievement expected of the student. In the case of occupational programs, this may be done in conjunction with members of the program's advisory committee and program accreditation materials. The assessment approach is reviewed by SLAC for appropriate design and data collection methodology (4.B.1).

Each academic division has faculty representation on SLAC. The representative is available to assist program faculty in crafting measurable learning outcomes, developing meaningful assessment tools, and interpreting assessment results.

Where the learning outcomes for a degree or certificate match a GELO or ISLO, the assessment processes for GELOs and ISLOs are used. These processes were addressed in:

- Category 1: Helping Students Learn
Subcategory 1P1: Common Learning Outcomes

D. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Program learning outcomes are defined through the College's curriculum adoption and revision process. Assessing the appropriateness of these outcomes occurs on an on-going basis through three main processes.

- Faculty may submit changes to program outcomes at any given time. This may occur as the result of on-going discussions between faculty within the program when considering best practices.
- Recommendations are made through advisory committee meetings, or indicated by program accreditation.
- Comprehensive program reviews may occur for the following reasons:
 - There has been a five-year lapse since the last comprehensive review
 - Enrollment declines
 - Request by a faculty member or administrative member
 - Relevancy of the program to current workforce needs.

E. Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

In addition to acting on faculty and student recommendations for co-curricular activities, Delta College develops co-curricular activities for programs using the same processes described for developing co-curricular activities for ISLOs and GELOs (3.E.1). These processes are described in,

- Category 1: Helping Students Learn
 - Subcategory 1P1: Common Learning Outcomes
 - 1P1.F: Designing, aligning and delivering cocurricular activities to support learning.

F. Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

For many programs, the process for selecting assessment tools, methods, and instruments is integrated with the same processes used to articulate purpose, content, and expected levels of outcomes. (4.B.2) This was presented earlier in this section:

- Category 1: Helping Students Learn
 - Subcategory 1P2: Program Learning Outcomes
 - 1P2.C Articulating the purposes, content and level of achievement of the outcomes.

Additionally, some occupational programs are accredited by external agencies requiring specific forms of assessment, such as licensure or national credentialing exams.

G. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Assessment is done primarily through faculty-developed course-embedded assignments designed to evaluate student work. All program learning outcomes are assessed on a three- to five-year cycle. Program faculty create an assessment curriculum map which identifies the

course serving as the assessment site for each program learning outcome. Assessment results are submitted through SLAC using an internally developed database called Outcome Assessment Tracking System (OATS). Also documented are the actions called for by the results.

Program faculty are scheduled to meet with SLAC on a four-year rotation basis for a face-to-face discussion regarding questions or issues pertaining to their assessment activities or results. During this face-to-face meeting, SLAC members are able to provide feedback regarding the quality of the assessment projects for a given program and discuss observations based on the data. The summary of these meetings are also entered into OATS.

An annual report is generated from OATS indicating the percentage of programs that are meeting their assessment schedule as well as which reports are still not complete. This report is provided to the Vice President of Instructional and Learning Services (4.A.6, 4.B.1, 4.B.2, 4.B.4).

1R2 Results

A. Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

Compliance participation levels of program assessment are shown and discussed in the linked [category data document](#).

B. Summary results of assessments

Please see the [category data document](#) above.

C. Comparison of results with internal targets and external benchmarks

Our internal benchmarks for deployment are 100% for all programs.

D. Interpretation of assessment results and insights gained

Delta College recognizes that participation in program assessment needs to be improved and this is discussed as part of 1.R.1. Challenges that have been addressed include:

- Delta College experienced many difficulties developing a sustainable assessment approach for the College's general education program. In academic year 2014-2015, our general education outcomes were reduced from 38 to our current six which makes assessment more sustainable.
- There has been some difficulty accessing the OATS software relating to the security permissions. These permissions have been addressed for better usability and greater access.

- To help program faculty understand the importance of filing their assessment activities, an email is sent to faculty explaining how to use the reporting spreadsheets and timelines.
- Program faculty are notified of low participation in assessment filing rates and user friendly tools have been developed to assist faculty.
- The focus of the SLAC meetings has shifted from reviewing submitted reports to considering better strategies for improved participation. One result of this focus is that non-reporting programs are being asked to speak with SLAC about their assessment activity.
- All submitted documents are now available through our intranet/portal so that previous program plans can be made available to new program leadership without having to start over.

Attainment of Student Learning Outcomes

Where student learning outcomes have not been met, the programs have developed a remediation plan filed with SLAC through the OATS system. In 100% of the cases where learning outcomes were not met sufficiently, these remediation plans have been filed.

112 Improvement

The Vice President of Instruction and Learning Services receives an annual summary report. The first was submitted in 2018 for the 2017 assessment year. The Vice President of Instruction and Learning Services will collaborate with the Dean of Teaching and Learning, Dean of Career Education and Learning Partnerships, Academic Associate Deans, and SLAC to further define areas for improvement. Identified areas will be evaluated and developed using a four stage Plan-Do-Check-Act process.

The academic area has recently restructured, replacing faculty leadership positions (Division Chairs) with administrative personnel (Academic Associate Deans) who report to the Dean of Teaching and Learning. The members of GECAC and SLAC have met with the Dean of Teaching and Learning to identify ways to leverage the Academic Associate Dean positions to encourage greater participation in program assessment according to the review schedule.

Sources

- Credential Requirements
- Credential Requirements (page number 2)
- Curriculum Form Preview.pdf
- Data Category 1_1 Common Learning Outcomes.pdf
- Data Category 1_2 Program Learning Outcomes.pdf
- GECAC Committee
- GECAC Committee (page number 3)

Delta College
Systems Portfolio 2019-2020 – CQR

- General Education Assessment Rubric
- SLAC Committee

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Responses

2.1: Current and Prospective Student Need

A. Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

The larger context for these processes is presented in this subcategory under

- Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College has developed course prerequisite levels based on core skills that support college-level learning. Those skills are centered on reading, writing, and mathematics. The prerequisite levels are used for most college credit courses in the Delta College catalog. Students must demonstrate minimum prerequisite skill levels through placement testing or successful course completion prior to registering for the course.

The course prerequisites are determined during the curriculum process described in Category 1 and include representation of faculty, student services staff, and administration. The curriculum process is described in more detail in

- Category 1: Helping Students Learn
Subcategory 2: Program Learning Outcomes

With these prerequisite standards in place, Delta College assesses each applicant's prerequisite skill level by correlating student performance with multiple measures to defined prerequisite levels. These measures include high school GPA, SAT test scores, previous college course completion, and Accuplacer testing.

Students take Accuplacer reading, writing, and math placement tests upon application and acceptance to the College unless high school GPA, SAT scores indicate they can bypass the exam. Students may be exempted from the placement tests and prerequisite levels by

1. Meeting minimum scores on the SAT test.
2. Achieving a cumulative high school GPA of 3.0 or better in appropriate courses.
3. Completing the Delta College developmental course or college level course prerequisites with a grades of C or better.
4. Completing equivalent course prerequisites with grades of C or better from another accredited college or university and transferring the credit to Delta College.

Delta College strongly encourages students complete an online Accuplacer preparation module before attempting the Accuplacer placement tests. This provides students with a skill refresher and exposure to an online testing environment. Students may re-take the Accuplacer tests up to three times per year for each subject (reading, writing, and/or math). Students who score between developmental placement and college level placement can be moved up to college level based on high school transcripts.

Students who do not meet the minimum reading, writing, and math skill levels will enroll in developmental course work to improve their skills. Successful completion (C or better) of developmental courses meet the requirements to enroll in college level course work. In some cases, where students place very low in core skill rankings, they may be required to take a sequence of two developmental courses to meet the prerequisite requirements.

During the new student orientation, the academic advisor explains the opportunities that students have to meet course prerequisites, including high school transcripts, SAT, Accuplacer testing and free retesting options, and remediation. Advisors also explain faculty expectations and available resources including the library and tutoring services.

Students are also informed about college support for documented learning disabilities. The Office of Disability Resources works with students to collect the needed documentation to establish that learning disability accommodations are needed. The office will then contact the student's instructors and inform them of the nature of appropriate accommodations. Request for accommodation services must be initiated by the student.

B. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

The larger context for these process is presented in this subcategory under

- Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College has adopted a “Guided Pathways” model for academic advising and career development. When prospective students make initial contact, they are immediately asked about their career plans and goals. Students with identified goals discuss them with admissions advisors and apply directly to the academic program of their choice. Program options include career or transfer programs. The advisor then assists the student in planning a complete Guided Pathway.

Students who are unsure are referred to six program grouping called meta-majors:

1. Arts, Humanities, Social Sciences;
2. Business;
3. Health and Wellness;
4. Human Services, Education, Public Safety;
5. Science, Technology, Engineering, Math; and
6. Trades and Technology.

Issues discussed during advising meetings for meta-majors include academic preparation, transfer opportunities, regional and national job outlook, and lifetime earning potential.

The six meta-majors offer the same courses for the first semester. This gives students time to examine the best program of study without taking courses that do not count towards a career or transfer goal. Students are assisted by advisors who help to create a personalized Guided Pathway that maps all required courses and correct sequencing that will lead the student toward graduation.

Once the student is on a pathway, advising goals shift to keeping the student on the pathway until program completion unless the student's interest changes. Every effort is made to meet the student's needs and avoid unnecessary costs to the student. Advising at this stage focuses on completing developmental education classes, completing gateway classes, maintaining good academic standing and satisfactory progress, continuous retention, and ultimately graduation.

Some students may need additional help with their career goals. They are referred to the Career Development Center where testing and career counseling is available.

C. Ensuring faculty are available for student inquiry (3.C.5)

Full-time faculty are expected to maintain office hours for at least five hours each week. This translates to approximately one office hour for every three hours in the classroom per week. Hours of availability are typically posted outside of the faculty's office door. The office hour schedule is reviewed by the faculty supervisor, the Academic Associate Dean. All full-time and adjunct faculty have college email addresses and are expected to respond to student email within 24 hours on weekdays. Full-time faculty have office phone extensions that can be accessed directly from outside lines or by calling the campus operator and asking for the faculty member by name.

Delta College offers Adobe Connect and Zoom as video conference tools that are made available to faculty by request. Faculty also have synchronous chat tools and asynchronous discussion boards available to them through the College's learning management system (LMS), Brightspace (formerly D2L or Desire2Learn) which is managed by eLearning, the distance education department.

D. Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Instructional Needs of the Faculty - Faculty instructional needs are prioritized and addressed through the College's budgeting process. Departmental budgets support faculty instructional needs. Technology and one-time purchases are prioritized based on need through the Instructional Material, Equipment and Technology (IMET) process. The IMET faculty and staff team review purchasing requests from across all instructional units of the College. These prioritized items are forwarded to the academic administrative offices for continued prioritization.

Learning Support Needs of the Students - It is Delta College's goal to support students, from admission to graduation or transfer. Our support services are designed to help in navigating college, especially for first time and adult students.

All first time in any college (FTiAC) students are required to attend a new student orientation program before they are allowed to register for classes. A major component of this orientation includes an "Orientation Tour." This combines a comprehensive tour of the campus with an interactive orientation of all the major support services at their respective offices. These support services include

- The *Advising Center* provides students with advice on what classes to take and the sequence that the courses should be taken. Students learn about developmental education requirements that may apply to them, general education requirements, academic program requirements, and graduation requirements. Students learn how to build their pathways in the Student Planning module and how to add and drop classes online. Students who plan to transfer to a four-year college or university receive advice from Delta College advisors and from admissions representatives from nearby universities, many of whom have offices at Delta College.

- The *Counseling Center* is located in the same office suite as the Advising Center. All six counselors are licensed professional counselors who work confidentially with students to address student concerns that vary from college adjustment, sexuality issues, family problems, relationships, depression, and other issues that face college students. Counselors have community connections and can make referrals to community mental health resources as needed.
- The *Career Development Center* provides a variety of services for students who are undecided about academic programs and careers. They also assist career and occupational students in preparing for job searches and employment inquiries. Any Delta College student – current or past – may use these services to identify a new career path, job search, or obtain help with resumes and interview techniques.

As part of the new student orientation, students are asked to complete a survey that gauges the usefulness of the orientation to the students and also allows the student to anticipate what their learning needs will be. This information is used as a leading indicator to determine the type of services that will best impact the students.

As students enter the classroom, they have a number of services available to support their learning. These include:

- The *Office of Disability Resources* is located near the counseling and advising office and is available to students as a service to document student needs and to identify appropriate accommodations in the learning setting. This office helps students communicate the nature of appropriate accommodations to faculty.
- The College's *Early Alert System* is provided through the Advise CRM (Customer Relationship Management) system. When faculty have concerns about the success of students, they can contact advisors through the faculty portal. Advisors then invite students to stop and meet with them to determine the best way to assist them.
- The *Library Learning and Information Center (LLIC)* has facilities conducive to individual and group study and offers large computer labs dedicated to student use. It is the location of four major learning support areas:
 - The *Library* provides books, journals, and electronic resources to all students and faculty. The staff assist students and faculty in finding research resources through the internet and through interlibrary loans.
 - The *Tutoring Center (Teaching and Learning Center or TLC)* offers tutoring at no additional charge to students for most subject areas. The TLC provides services to students on a drop-in basis, by appointment, and online.
 - The *WRIT Center* (Writing, Reading, and Information Technology) provides support for students in writing papers and reports and is part of the TLC.
 - The *Testing Center* provides a variety of testing services including placement testing, make-up academic tests, proctoring tests for other institutions, and licensure/certification tests for external agencies (GED, TSA, etc). In addition, they administer exams for internal and local businesses who want to test their applicants for jobs and apprenticeships as well as credit by exams, College Level

Examination Program (CLEP), Dantes Subject Standardized Tests (DSST), and more.

E. Determining new student groups to target for educational offerings and services

Delta College identifies target groups in several different ways. Often, target groups are identified from data that has been collected by the College through community research and surveys. In other cases, internal documentation such as placement tests or accommodations given for a disability help to determine groups which can be supported as part of the College's overall strategic goal. Additionally, first-hand experience of faculty and staff have driven initiatives for a particular group of students. For example, some groups the College has expanded services for include honors, veterans, and minority males.

F. Meeting changing student needs

Students provide direct feedback to all levels of the College through instructional feedback forms, general comment tickets and complaints, Community College Survey of Student Engagement (CCSSE), and other surveys.

- Students evaluate their courses and faculty each semester. Faculty and Academic Associate Deans, who supervise the faculty, monitor the student feedback. If results indicate areas of concern or show patterns of potential under-performance, the Academic Associate Dean consults with the Dean of Teaching and Learning. Student feedback evaluations are also reviewed by other faculty, the Dean of Teaching and Learning, and the Vice President of Instruction and Learning Services as part of the peer review component of the promotion and tenure process. This process guides faculty in responding to student instructional needs on a semester-to-semester basis.
- Student comments and complaints are recorded in the Maxient system and subsequently screened by the Dean of Students and the Dean of Teaching and Learning to assure that the comment or complaint is routed to the appropriate area of the College, and regularly monitored by the Joint Leadership Council (Academic, Student and Educational Services, Vice Presidents, and Deans) for review and intervention. These concerns are also tracked to identify and address developing trends.
- Feedback from CCSSE is reviewed first by President's Cabinet and Executive Council. Information is then shared throughout the College by written documents and face-to-face discussion. Departments work together to find solutions to the challenges identified in the results and report back to Executive Council and other groups as needed.

G. Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

When student needs are identified, the College will do what is possible to address the need. Efforts are prioritized by considering both the size of the student group affected and the degree

that the group's need threatens their continued education. For example, the College continues to work with male students, especially minorities, through the Men of Delta student organization. The goal is to improve the college experience for at-risk males, and provide resources to assist in student achievement and persistence. The College realizes its efforts need continual monitoring and improvement and have moved the Men of Delta under the mutual oversight of the Director of Diversity and the Dean of Students.

Other student needs are identified by a variety of processes that include feedback from student clubs, interviews with student focus groups, formal surveys from current students, community surveys, and student-led initiatives.

H. Deploying non-academic support services to help students be successful (3.D.2)

Non-academic support services are delineated into four sets of processes. Each set has its own milestones and metrics. These stages reflect the needs of students at various stages of the academic career at Delta College. A number of these services have been described in earlier portions of the portfolio.

- Pre-Orientation On-Boarding
- New Student Orientation
- Continued Enrollment and Retention
- Graduation and Transition Services

Pre-Orientation On-Boarding occurs with the student's first contact until they begin his or her new student orientation. During this stage, admissions advisors work with prospective students getting them ready for the new student orientation. Admissions advisors use the Recruit CRM (customer relationship management) system to track prospects from assigned geographic areas. Tasks include

- submission of high school and college transcripts and SAT scores
- taking the Accuplacer and retaking it if needed
- filling out the online application
- choosing an initial academic program or meta-major if undecided
- filling out a FAFSA
- registering for New Student Orientation

New Student Orientation includes

- orientation to support services and student engagement programs during the orientation tour
- initial academic advising
- setting up a Guided Pathway through Student Planning Module
- attend financial planning session
- registering for first two semesters of classes

Continued Enrollment and Retention: Most students initially register for two semesters during the orientation advising sessions. Students may return to see an advisor as needed. Academic Advisors monitor student progress and communicate through the Advise CRM. On-going tasks include

- continued and on-going academic advising
- career planning
- continued financial planning
- registration
- Early Alert
- support for caution and probation students

Graduation and Transition Services include

- application for graduation
- degree audit and certification
- job search preparation or transfer planning

I. Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6).

The College's broader processes for hiring and assuring that new hires meet minimum qualifications are described in

- Category 3: Valuing Employees
Subcategory 1: Hiring

The Student and Educational Services staff are qualified, trained, and supported through the comprehensive staffing procedures maintained by the Delta College Human Resources Office including job descriptions, recruitment, training, evaluation, and discipline.

- Job descriptions are created through a comprehensive job definition process called the Position Information Query (PIQ). This process includes defining the job skills and knowledge base needed for a person to successfully meet the requirements of the position. The supervisor gathers information from stakeholders and others to determine the skill sets needed. Minimum education and job experiences are based on this PIQ and from comparable positions at Delta College and other colleges. From the PIQ, a job description is created that is used for recruitment and evaluation purposes. The Human Resource Office determines appropriate compensation based on comparable positions and market demands for similarly qualified positions in the immediate area.
- Recruitment includes:
 - Local, regional, and national advertising through professional journals, websites, and newspapers

- collection of resumes, cover letters, references, and other credentials
- establish inclusive search committees that encompass relevant college-wide expertise
- initial screening
- crafting interview questions
- phone interviews
- on-campus interviews
- final selection
- offers and acceptance
- On-Boarding and Initial Training: Delta College requires all new employees to participate in the new employee orientation which consists of 13 training modules that covers issues like Title IX, FERPA, benefits, Student Success, etc.
- On-Going Training: Human Resources and the Center for Organizational Success(COS) provide numerous training events. In addition, staff have the opportunity to attend state, regional, and national meetings and conferences.
- Evaluation: All staff are evaluated twice a year according to evaluation guidelines including a mid-year evaluation and an end of the year evaluation.
- Supervisors meet regularly with staff to provide support and assistance. Delta College has a progressive disciplinary procedure that includes Performance Improvement Plans (PIP) if necessary. The purpose of the proactive intervention is to correct poor performance with the goal of avoiding suspensions and terminations.

Leadership Program for Students

In addition to these processes, Delta College began a three-tiered student leadership program in 2017 to build connections with students across campus. Research shows that student involvement in leadership skills development, as well as engagement with other students in team activities, increases levels of academic achievement and completion. The leadership program is taught from a leadership model called "Habitudes." "Habitudes" is offered by the Growing Leaders organization based on a series of books written by Dr. Tim Elmore. Branded as "images that form leadership habits and attitudes," "Habitudes" focuses on teaching leadership and character attributes through pictures and images.

The Office of Student and Civic Engagement (SACE) leads the leadership program initiative, which provides an "umbrella" structure for student leadership development. The Pioneers Pyramid of Leadership model is the student leadership approach in which all students at Delta College have an opportunity to participate at various levels to build leadership skills in three different tiers. Tier one has been active for academic year 2017-2018 and academic year 2018-2019, and tiers two and three were recently added and will be assessed, along with tier one, in academic year 2019-2020.

Tier one involves new and previously developed programs including: Men of Delta, a male mentoring program, Champions of Leadership for student athletes; the Delta Educational &

Leadership Training Academy (DELTA) available for all students; and the Student Organization Leadership Development (SOLD) series for student organizations.

The second tier is the newly designed Student Leadership Academy. Tier two focuses on development of advanced leadership skills and the ability to enhance and influence the leadership skills of others for a common purpose through collaboration. As a part of the Student Leadership Academy, participants will be asked to work in small groups to develop one project or initiative on campus that affects students and helps to build community.

The third tier is Leaders in Action Capstone, an experience in which student ambassadors focus on reflection of their own leadership skills and strengths, and its application in impacting Delta College and its community through a capstone project.

J. Communicating the availability of non-academic support services (3.D.2)

There are many ways that the College communicates with students regarding non-academic support services such as advising, counseling, financial aid, career services, student engagement, and job searches.

- Pre-Orientation and On-Boarding: During the admissions process, admissions, financial aid staff, and Educational Opportunity Center staff communicate with students through email and the Recruit CRM, texting, mail, telephone, high school visits, college visits, and face-to-face meetings covering topics like getting credentials turned in, completing applications, beginning FAFSAs, and choosing a career and a major.
- New Student Orientation: Students attend the mandatory new student orientation and meet with academic advising staff. Informational sessions are provided on student registrations, adds and drops, financial aid, Title IX, campus safety, and student engagement programs. These are offered in a combination of large and small groups, interactive sessions, and one-on-one advising.
- Continued Enrollment and Registration: After the students register for their first semester the Counseling and Advising staff become the primary source of communication. The primary vehicle is the Advise CRM. Regular communications go out reminding students about academic advising, registration, financial aid, and student engagement activities. Advisors are responsible for assisting students in choosing academic programs, preparing for job searches, or for transfers. The Delta College Early Alert program enables faculty to refer students for additional help.
- LLIC Services: Timely service notifications and hours of availability are sent out to students through social media, email and classroom visits.

K. Selecting the tools, methods and instruments to assess student needs

Academic Tools - In June 2015, ACT announced the phase out of the COMPASS placement test that Delta College used for placement into math, reading, and writing courses. Delta transitioned to Accuplacer for intake placement testing. However, within the first two years of

Accuplacer, the parent company, College Board, announced the replacement of Accuplacer Classic placement test with the Accuplacer Next Generation. The Vice President of Instruction and Learning Services and the Vice President of Student and Educational Services appointed a steering committee chaired by the Dean of Teaching and Learning and the Dean of Enrollment Management to develop placement rubrics for incoming students. The committee consisted of the then Chair of the Mathematics and Science Division, the then Chair of the Arts and Letters Division, College Registrar, Director of Counseling and Advising, two Information Technology staff, the Director of Institutional Research, Manager of Testing, and the former Dean of Students. It was determined that the former Dean of Students who is a professional counselor with experience in psycho-metrics and testing would coordinate the project. Tasks included reviewing all testing processes and procedures, surveying all stakeholders, conferring with high schools and other community colleges, assisting faculty in developing new testing scores for the Next Generation Accuplacer, and assisting admissions and advising staff with implementation of the new test.

A working group was set up in December 2017 with the following successfully completed:

Review and Replacement of Testing and Placement Process

| | |
|---|--|
| <ul style="list-style-type: none"> December 2017 | Collect data on Accuplacer Classic and determine validity and reliability of the test and test scores. |
| <ul style="list-style-type: none"> April- June 2018 | Establish concordance of the classic Accuplacer with the Next Generation Accuplacer according to concordance tables provided by College Board. |
| <ul style="list-style-type: none"> June – September 2018 | Mock testing done by English and Math faculty. |
| <ul style="list-style-type: none"> October 2018 | Recommendations from Math and English departments returned to the committee. |
| <ul style="list-style-type: none"> August 2018 | Finalize testing module and preparation of final cut scores and student messaging regarding scores. |
| <ul style="list-style-type: none"> September 2018 | Communicate with high schools and other stakeholders. |
| <ul style="list-style-type: none"> October - December 2018 | Implement Nex Generation Accuplacer. |

Non-Academic Tools - SACE reviews the effectiveness and satisfaction of their offerings, programs or workshops through surveys. When challenges within the program offerings are found, members meet as a team to determine steps that need to be taken to improve the effectiveness and/or satisfaction of the program or workshop. SACE meets regularly to assess its offering and make improvements based on student feedback.

Delta College uses the Maxient system to identify trends in student complaints and comments.

L. Assessing the degree to which student needs are met

At the end of each semester, after final grades are entered, a series of reports are run to indicate student success and retention rates. The reports include

- Completion of developmental coursework (C+ or higher)
- Completion of gateway courses (C+ or higher target)
- Academic success (cumulative grade point average and satisfactory academic progress)
- Retention (non-graduating students who are registered for the next term)
- Graduation and program completion rates (number of graduates and time to completion)

Students who do not meet the standards are contacted and invited in to see an advisor, counselor, or career counselor. Referrals are made as appropriate.

2R1 Results:

A. Summary results of measures

The data for this subcategory is found in the following [PDF document](#).

Delta College is a member of the National Community College Benchmarking Project (NCCBP). This project consists of a group of participating institutions that submit institutional data sets with the purpose of creating and using comparative data. Delta College turns to this data set when other comparative data is limited.

Additionally, the following [data](#) pertains to student success and is made available to the public through the Delta College website.

B. Comparison of results with internal targets and external benchmarks

For this area of the portfolio, the most meaningful comparative data is found in student to staff ratios for Non-Academic Student Support Services and the measures for Student Success. In each case, the comparisons can be made to national means and state means which are calculated from equivalent data which is self-reported by a cohort of schools defined by Delta College. The cohort is identified using factors such as size, location, and course offerings.

- [LLIC \(2013-2018\)](#)
- [Tutoring and Learning Center \(Winter 2016\)](#)
- [Writing Center \(2016-2017\)](#)

Additionally, as part of the College's transparency effort [retention and graduation rate data](#) provided to the public as measures of student success.

C. Interpretation of results and insights gained

The [Leadership Program data](#) in 2017-2018 and 2018-2019 charts the growth in numbers of faculty, staff, students and community partners in program involvement and participation. The program proved so successful in student engagement and excitement that it has been expanded to include leadership development opportunities for faculty, staff, and community partners as well as students. Below are the numbers that show students, faculty, staff and community programs that have been impacted by our leadership development model and "Habitudes."

211: Improvement

This last semester, the Student Retention Committee piloted a student interview initiative to directly identify student needs. Staff interviewed 111 students with three questions and noted their responses. The responses are provided in this [Breakdown of Student Interviews document](#). Results will be used to develop initiatives to improve services and support students.

The Leadership Program will implement all three tiers in academic year 2019-2020 and study the impact on student, faculty, staff, and community involvement in working together to improve student achievement in their courses and completion of their academic goals.

3.1: Hiring

A. Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Approval of Position Request

The need to fill a position is identified by the department supervisor. This need may replace an employee who is leaving Delta College or represent a new position. In either case, the need is supported by showing alignment with the long-term strategic plan and identifying how the position will have a "value added" effect on the College. The request is then reviewed by President's Cabinet.

Pre-Posting Considerations

Once a position has been prioritized and approved, the position description is further developed, reviewed, and updated by the department that holds the position vacancy. This process assures that the position is appropriately aligned with the institutional vision, mission, and core values; the minimum qualifications reflect best practices; and the qualifications are also in alignment with minimum qualifications established by the Higher Learning Commission.

Where the position has previously existed and an exiting employee is being replaced, an exit interview is used to establish a base-line for the needed qualifications, skill sets, and values. Our exit interview process includes a personal interview with the Director of Human Resources for each exiting full-time employee. This discussion helps gain insight regarding potential position function changes, organizational work flow changes, equity issues as well as the employee's opinion regarding offered benefits, wages, and training opportunities. The Director of Human Resources reviews the results of exit interviews with the President and Vice Presidents. These individuals determine if changes in job functions/department/divisions/organizational changes are required for improved organizational effectiveness. These conversations ultimately impact the position description and can reach as far as elimination of a position and redistribution of position responsibilities.

President's Cabinet also determines, in conjunction with the Director of Human Resources, matters of equity, compensation, performance evaluation, and professional development. Human Resources also collaborates with Delta College's Equity Officer to implement strategies for organizational effectiveness as it relates to the People Focus strategic initiative.

Supporting Documents:

- Procedures Manual – [Job Listings](#)
- Procedures Manual – [Support Staff Minimum Technology Skills](#)
- Procedures Manual – [Position Description for AP and Support Staff](#)

Recruitment

The Human Resources Office reviews all position descriptions for faculty and staff vacancies to assure consistency prior to posting the position for applicants. Position comparisons are made with like organizations both regionally and nationally when appropriate to assure that our staff is highly credentialed as appropriate for the position.

Human Resources conducts comparative compensation analysis to determine the competitive standards that attract highly-credentialed and qualified candidates. Through Position Information Questionnaire (PIQ) analysis, all jobs are systematically analyzed for market competitiveness. During this stage, necessary changes in compensation rates are sometimes identified through consultation with associated human resource professional memberships and listservs.

In preparation for posting the position for recruitment, the Hiring Manager, appropriate administrator and search committee chair provide a confirmation summary that the posting includes evaluative criteria that define an ideal candidate along with critical discussions on selecting for diversity and inclusion. These qualifications are then reflected in the job postings for recruitment, application review, and interview processes.

Delta College uses a variety of recruitment processes to ensure that the College retains a diverse, skilled and knowledgeable workforce. The recruitment process includes the following means of posting position descriptions:

Internal

- Delta College Job Board/Applicant Tracking System (PeopleAdmin)

Local Region

- Delta Broadcasting WDCQ Q-TV and WUCX Q-90.1 FM
- Delta College Career Services
- Bay City, Flint, Midland, and Saginaw Newspapers
- Career Fairs
- Social Media: Facebook, LinkedIn, Twitter

State

- MLive
- MITalent.org

National

- Chronicle of Higher Education
- National and Michigan Higher Education Recruitment Consortium
- MFAD (Minority Faculty/Staff Applicant Database)
- CommunityCollegeJobs
- TAP (Talent Acquisition Portal)
- Inside HigherEd
- HigherEdJobs
- Diversity Employers
- HBCU Connect (Historically Black Colleges & Universities)
- Hispanic Outlook
- Professional/Trade Journals and Websites
- Indeed
- Glassdoor
- ScholarlyHires

Supporting Documents: Procedures Manual – [Recruiting Interviewing Full-Time](#)

Hiring

Applications are accepted by the College's Human Resource Office through the online Application Tracking System that is accessible through the Delta College public website

<https://www.delta.edu/employment/>. Applications and resumes are then screened for appropriate qualifications and skill sets as previously identified by hiring managers and Human Resources. For faculty and staff positions, this is typically carried out by a committee. Hiring committee members have undergone unconscious bias training and each hiring committee includes at least one inclusion advocate to further ensure fairness in the search process.

Candidate applications that rise to the top of the list are then further evaluated through the interview process where additional insight is gained regarding skill sets and how well a candidate seems to match with the College's values. Hiring managers consult with Human Resources to determine if skill or behavioral based testing is required to determine if candidates can perform job responsibilities.

For faculty, the interview process includes a teaching demonstration that is attended by department peers and, at times, students. Search committees are expected to justify removal of candidates from consideration for a position opening. This occurs after initial review of applications when candidates for telephone interviews are being selected; after telephone interviews when candidates for on campus interviews are being selected; and for finalists not selected for the position.

See the supporting document: [Screening Process by Employee Group](#)

Search committees are selected to represent diversity and provide a fair review of the candidate pool. Committee composition also includes individuals who have undergone Inclusion Advocacy Training and Unconscious Bias Training through Human Resources. For full-time faculty, committees consist of faculty from the academic area that will most closely work with the open position as well as from other academic areas to represent a broad academic context. Committee members are also educated on use of "best fit" criteria and how to structure the interview questions to gain information from candidates regarding relevant knowledge, skills, abilities, and experience that also align with their fit with the College's mission, vision, values, and strategic initiatives - including commitment to a diverse workforce and student body.

Orientation

Delta College's Human Resource Office and the Center for Organizational Success (COS) have implemented a year-long orientation program to engage new employees by helping them establish inclusive relationships with other employees, integrate into Delta College's inclusive culture, embrace our inclusive institutional mission and values. The orientation includes learning sessions to develop a deeper understanding of benefits, compliance standards, College history, as well as core systems and processes.

After a full-time or part-time employee is hired, the Human Resources Department informs the COS. Upon receipt of this notification, the COS sends a welcome letter to the new employee on behalf of the President. The letter introduces the New Employee Orientation (NEO) Program.

Within a few months of starting employment, a group of new employees meet with the President for a formal introduction to the year-long program. Employees are given NEO program resources and shown how to access and register for professional development programming offered by the COS.

The NEO program consists of 15 face-to-face modules. These modules were developed and facilitated by internal subject matter experts. Several modules have an e-Learning component and most are offered three times a semester. The modules are:

- Welcome to Delta
- Shared Governance and Senate
- Professional Development
- Performance Management
- Strategic Planning and College Budgeting
- Sustainability
- Student Success
- We Make an Impact at Delta
- Drug and Alcohol Prevention Program (DAPP)
- Technology Training and "Be in the Know..."
- Title IX, Diversity and Inclusion
- Copyright Laws and the LLIC
- FERPA and Customer Service
- Whistleblower and Campus Security Authority Reporting
- Protected Class

Employees are expected to make consistent progress through their orientation process. To help the employees stay on track, the COS sends out a progress report every two months to the new employee and their immediate supervisor. This report provides the information on what has been completed, their current registrations and what still needs to be completed. If there are employees that have not made any progress in two months, the Director of Human Resources is copied on the progress report. The director then reaches out to the employee and/or his or her supervisor to discuss the program's requirements and to assist the employee in completing the program in a timely manner.

When an employee completes all of the modules, they are sent a certificate of completion and a link to complete a survey on the quality of orientation. The survey results are downloaded every six months and the feedback is used to improve the program.

Faculty Orientation

Faculty experience a different orientation process that is administered by the Faculty Center for Teaching Excellence (FCTE).

Full-time faculty undergo the Faculty First Year Experience. This program lasts for a full academic year and includes enrollment in the in-house course EDU 390: Best Practices in Teaching and Learning. This course looks at new research in learning and pedagogy/andragogy. It is also designed to reinforce the importance of on-going professional growth, observation of colleagues' teaching, and reflection on their classroom experiences. EDU 390 also provides time for new faculty to complete NEO modules.

New adjunct faculty are invited to attend Adjunct Training Academy sessions in the Fall semester. They are also invited to faculty development opportunities over the course of the academic year, and most of our academic disciplines provide opportunities for their adjuncts to meet with the full-time faculty, take part in assessment projects, and use campus resources to help prepare for their courses. Many disciplines send out adjunct newsletters and have assigned full time faculty to mentor adjuncts within their areas.

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

In addition to meeting with the Academic Associate Dean prior to the start of each academic semester, new and continuing adjunct faculty members attend the Adjunct Faculty Academy. This is a special event that provides orientation and a variety of professional development experiences. The intent is to provide awareness of available services, create an understanding of their obligations as a faculty member, and provide an opportunity for them to share questions and concerns.

B. Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)

Academic credentialing standards for faculty positions are identified after the faculty position is approved and before the position description is posted for purposes of recruitment. All faculty positions are developed from a "basic position description" template that contains core competencies for faculty positions. The description template was developed by faculty in consultation with administration.

Per HLC credentialing requirements, most faculty positions require a master's degree with appropriate years of experience. Specific standards are determined by faculty who teach in the subject area. Final approval of credentials occurs with the Vice President of Instruction and Learning Services.

As outlined in Senate Policy 3.003, Senate Policy 3.045, and Senate Policy 5.020, all faculty who teach credit bearing courses meet the same set of credentialing standards for their area and are screened through our hiring process for faculty regardless of the nature of the faculty position – full-time, adjunct, dual enrollment, on-campus, or off-campus.

[Senate Policy 3.003 – Faculty Selection: Policy and Procedure](#)

[Senate Policy 3.045 – Joint Appointments Criteria and Procedures](#)

[Senate Policy 5.020 – Joint Appointment for Administrative/Professional Staff Teaching Policy](#)

C. Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

Academic Associate Deans monitor full-time and adjunct faculty staffing levels based on enrollment data. In addition, faculty positions are replaced according to budget models which retrospectively list five years of enrollment data, full-time faculty loads, and adjunct staffing. The data also projects enrollment forward for the next three years and projects if full-time faculty positions are needed. In occupational and trade programs, full-time faculty positions are replaced according to the budget models and in compliance with accreditation and/or industry requirements.

D. Ensuring the acquisition of sufficient numbers of staff to provide student support services

Student support positions are filled based upon student demand for services. Each full-time position departure from retirement or resignation provides an opportunity to re-examine staffing in the department. As a result, restructuring of departments has occurred which resulted in reassigned duties, promotion for staff who "try out" new responsibilities on a trial basis, and creative staffing models which present opportunities for current and new staff. For example, the retirement of the Manager of Testing Services provided an opportunity for restructuring which resulted in two internal promotions on a six month trial basis and the hiring of an additional part-time staff member instead of replacing the full-time position. At the end of the six month period, staff and their supervisors will jointly determine whether to convert the interim positions to permanent staffing assignments.

E. Tracking outcomes/measures utilizing appropriate tools

The following outcomes are tracked regarding the hiring processes at Delta College.

- Use of PIQ
- Meeting minimum qualification standards
- The portion of committee members that have undergone unconscious bias training
- Portion of employees having undergone unconscious bias training
- The portion of committees that have an inclusion advocate
- Portion of employees who have been trained to be inclusion advocates
- The degree to which the Delta College employee workforce reflects the diversity in the population of its service area

3R1: Results

A. Summary results of measures

The Human Resources Office has nearly 100% compliance with its processes.

- All [Administrative/Professional and Support Staff posted positions](#) have a PIQ.
- All hires have met the minimum qualification standards for their position.
- All hiring committee members have undergone unconscious bias training.
 - This represents 160 different individuals having served on hiring committees.
- All hiring committee members have at least one inclusion advocate.
 - This represents 55 faculty and staff who have undergone training to be an inclusion advocate with 29 individuals having served on search committees.

The trends in the College's employee profile is presented in this [document](#). These numbers are extracted from annual reports that are produced by the Human Resources Office and present a more detailed comparison between the College's workforce and its surrounding community. These detailed comparisons are presented here:

- [2018-2019](#)
- [2017-2018](#)
- [2016-2017](#)
- [2015-2016](#)
- [2014-2015](#)

B. Comparison of results with internal targets and external benchmarks

The College's internal benchmarks of 100% have been met regularly for processes that support developing Delta College's diverse workforce.

C. Interpretation of results and insights gained

There is still much work to be done in order for the College to meet its diversity and inclusion objectives. Recruiting a workforce that reflects our regional demographics remains a challenge. However, we believe recent initiatives will enhance the diversity of our applicant pools thereby increasing the number of offers made to candidates in underrepresented groups.

3I1: Improvement

Continued Unconscious Bias Training that includes supplemental discussion in the following areas:

1. Halo effect
2. Recency effect
3. Primacy effect

Hire/Search practices in the following areas:

1. Search committee composition
2. Screening strategies
3. Focus group participation

The above proposals/implementations are designed to sustain and strengthen Delta College's commitment to a culture of diversity and inclusion.

3.2: Evaluation and Recognition

A. Designing performance evaluation systems for all employees

There are four evaluation systems for Delta College employees. The system used depends on the classification of position. The position classifications are:

- faculty (full-time and adjunct)
- staff (administrative/professional and support)
- food service employees
- facilities employees

In each case, the evaluation system is used as a touch point between an employee and their supervisor to create dialog regarding the employee's performance relative to expectations and alignment with College goals and to identify areas for future growth.

Faculty Evaluation

The evaluation of Delta College faculty is a significant component of our quality assurance process in our course and program offerings. The evaluation process is described below. Their integration with assuring quality course and program offerings is described in:

- Category 1: Helping Students Learn
Subcategory 4: Academic Program Quality
Bullet B: Evaluating and ensuring program rigor: Instructional Quality

Full-Time Faculty

Policies regarding the evaluation of full-time faculty reside within our shared governance system as [Senate Policy 3.010](#), [Senate Policy 3.060](#), and [Senate Policy 3.061](#).

- Policy 3.010 describes the standards in teaching and institutional service for achieving promotion and tenure.
- Policy 3.060 establishes that full-time faculty will be evaluated on a regular basis.
- Policy 3.061 establishes that full-time faculty may be evaluated more frequently if deemed necessary by peers, supervisors or administration.

Collectively, these policies assure that all full-time faculty are reviewed annually and that an in-depth performance review is administered at least every fourth year. These policies align with objectives for instructional and non-instructional programs and services by focusing on teaching effectiveness, professional development, and service to the College and community, and directly support the strategic focus areas of Student Success and Community Focus.

Promotion and tenure requires that the candidate document their teaching effectiveness and productive activity. Their [promotion and tenure proposal](#) is vetted by a peer review committee, the faculty within the candidate's division, the Academic Associate Deans, and administration. The reviewers also evaluate the [student evaluations of teaching effectiveness](#), [classroom observations](#), assignments, and exams.

Adjunct Faculty

Delta College staff with joint instructional appointments are reviewed for teaching effectiveness using the processes to evaluate the teaching effectiveness of adjunct faculty.

Adjunct faculty are evaluated yearly by our full-time faculty in collaboration with the Academic Associate Dean. Adjunct faculty are assigned mentors from within an appropriate discipline to oversee their instructional development and make sure that student learning is at the appropriate level. It is left to the mentoring faculty to assure that the proper rigor is maintained as they are the experts in that area. This is accomplished through a review of the syllabi, assignments, student work, standards for grading, tests, in-class observations, and where appropriate structured group discussions with the adjunct faculty's students.

Documentation is available in each division outlining best practices as well as having evaluation forms to be completed and filed on new adjunct faculty (within the first year) as well as for routine checks of adjuncts' teaching. Mentors have access to student evaluations of adjunct instructors and may also include other relevant information and processes as determined by the Academic Associate Dean, or designee.

Discipline Coordinator Evaluation

Discipline coordinators assist in day to day management of programs/disciplines including faculty support, curriculum changes, student support, and class scheduling. In academic year 2016-2017, academic divisions were reduced from eight to five and faculty Division Chairs began restructuring the role of discipline coordinators with the goal of having an evaluation process in place by the end of academic year 2017-2018. This work was only partially completed. The new Academic Associate Deans are now working to develop consistent discipline coordinator responsibilities and an evaluation matrix with the goal of introducing the document to discipline coordinators for implementation beginning academic year 2019-2020.

Administrative/Professional and Support Staff Evaluation

Administrative/professional staff and support staff are evaluated under a comprehensive Performance Management System developed with the assistance of an outside consultant who worked with a committee of administrative/professional and support staff employees. The system is designed to include both traditional performance factors and competencies. The traditional performance elements are those necessary for employees to function effectively, while the competencies describe critical behaviors, thought patterns, traits, and knowledge and provide targets that would indicate excellence for those in the positions. The performance management system requires each person to identify annual goals and professional development plans that align with departmental and College goals that become part of their future evaluation criteria.

The College's Performance Management and Compensation System acknowledges administrative/professional staff and support staff members who excel in their roles. As part of the evaluation process, employees are rated by their supervisors on the following appraisal factors: application of knowledge, effectiveness of communication, responsibility and dependability, quality and productivity, problem solving, flexibility and adaptability, professional development, supervision, and budget management. Employees are rated in each factor, and in general, ratings indicate the following:

- 4 – Consistently exceeds expectations
- 3 – Solid Performance, consistently meets high expectations
- 2 – Partially meets expectations, opportunity for improvement
- 1 – Does not meet expectations, requires substantial improvement, Performance Improvement Plan (PIP) required

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

Performance on this ranking system is tied to compensation. High performance is acknowledged through greater salary increases.

Supporting Documents from Procedures Manual:

- [Performance Management System](#)
- [Performance Management System for Administrative Professional Staff](#)
- [Performance Management System for Support Staff](#)

Food Service Employee Evaluation

Food Services employees receive annual feedback provided on an ["Informational Sharing and Performance Review Meeting" form](#). This form covers six areas:

- Attendance,
- adherence to guidelines,

- customer service,
- teamwork,
- application of knowledge, and
- compliance with food safety rules.

Facilities Employees

For Facilities employees, feedback regarding performance (positive and negative) is provided on an as needed basis, there is no formal process. Handling of performance issues follows the [Discharge and Discipline procedures](#) as outlined in their collective bargaining agreement.

B. Soliciting input from and communicating expectations to faculty, staff and administrators

Faculty receive information regarding the promotion and tenure review process during their faculty first year experience. This orientation process is explained in more detail in

- Category 3
Subcategory 1: Recruiting, Hiring and Orientation.

Additionally, peer review committees provide mentoring as well as review candidate's qualifications against the standards for promotion and tenure.

Administrative/professional staff and support staff employees receive information regarding job performance standards during the New Employee Orientation's (NEO) Performance Management session as well as during on-boarding with their supervisor. The NEO sessions are explained in more detail in

- Category 3
Subcategory 1: Recruiting, Hiring and Orientation.

Additionally, employees receive two formal appraisals annually, a mid-year and an end-of-the year evaluation. Employees are evaluated by their supervisor and then meet with their supervisor to discuss the results.

All employees have the opportunity to finalize their annual action plans (goals) and professional development objectives with their supervisors. Employees also have an opportunity to provide written comments on their appraisal form.

C. Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

The evaluation system for instructional services is aligned through faculty instruction. It specifically addresses standards in instructional quality, which is core to the College's educational mission. Faculty also work with their Academic Associate Dean to create annual

professional development plans that align with faculty interests as well as advance the College's strategic plans. (3.C.4)

The administrative/professional staff and support staff evaluation system aligns individual performance measures with institutional objectives through the annual departmental goals. During the year-end appraisal, supervisors provide feedback to each employee and establish action plans for the next year which align with the departmental action plans and the College's strategic plans.

Formal performance evaluations of administrative/professional staff and support staff occur twice a year, at mid-year and year-end. Year-end appraisals are reviewed by two levels of administration. Appraisals are submitted by the first level supervisor to the second-level supervisor for approval. Once year-end appraisals are approved by second level supervisors, they are submitted to Human Resources. Human Resources reviews all of the appraisals and looks at ratings to ensure there are no apparent biases. Without a year-end appraisal on file, Human Resources is unable to calculate an employee's annual salary increase. This insures 100% compliance with these procedures.

Beginning with academic year 2017-2018 the professional development plans were further aligned with institutional objectives. In addition, administrative/professional staff and support staff are now required to meet an annual professional development quota of 12 hours for full-time employees and six hours for part-time employees. The professional development activities are determined by the employee and the supervisor and can be taken through the Center for Organizational Success (COS) or consist of development found through resources outside of the College. (3.C.6)

D. Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

The following list of policies and procedures document the processes used to describe evaluation of faculty, administrative/professional staff, and support staff.

Faculty (3.C.3)

- [Senate Policy 3.003](#) – Faculty Selection
- [Senate Policy 3.010](#) – Standards and Procedures for Promotion and Tenure
 - Procedures Manual – [Promotion Tenure Appeal](#)
- [Senate Policy 3.012](#) – Accreditation Policy and Procedure for Faculty
- [Senate Policy 3.021](#) – Progressive Discipline for Faculty for Reasons Other than Teaching Effectiveness
 - Procedures Manual – [Progressive Discipline](#)
- [Senate Policy 3.045](#) – Joint-Appointment Criteria and Procedures
- [Senate Policy 3.055](#) – Professional Development Allowance
 - Procedures Manual – [Tuition Waiver Program](#)

- Procedures Manual – [Professional Development for Faculty](#)
- [Senate Policy 3.060](#) – Division and Faculty Initiated Formative Evaluations of Full-time Faculty
- [Senate Policy 3.061](#) – Academic Office Initiated Evaluations
- Adjunct Faculty are evaluated as described in 3P2A.

Administrative/Professional Staff (3.C.6)

- [Senate Policy 5.005](#) – Procedure for Appointment of Administrative/Professional Staff
- [Senate Policy 5.015](#) – Progressive Discipline for Misconduct – A/P
 - Procedures Manual – [Progressive Discipline](#)
- [Senate Policy 5.020](#) – Administrative/Professional Staff Teaching Policy
 - Procedures Manual - [A/P Staff Teaching](#)
- [Senate Policy 5.030](#) – Administrative/Professional Staff Appraisal of Performance
 - Procedures Manual – [Performance Management System](#)
 - Procedures Manual – [Performance Management System for Administrative Professional Staff](#)
- Administrative/Professional Staff Professional Development
 - Procedures Manual – [Tuition Waiver Program](#)
 - Procedures Manual - [Professional Development Allowance](#)

Support Staff (3.C.6)

- [Senate Policy 6.015](#) – Progressive Discipline for Misconduct – Support Staff
 - Procedures Manual – [Progressive Discipline](#)
- [Senate Policy 6.020](#) – Support Staff Teaching
 - Procedures Manual – [Support Staff Teaching](#)
- [Senate Policy 6.030](#) – Support Staff Appraisal of Performance
 - Procedures Manual – [Performance Management System](#)
 - Procedures Manual – [Performance Management System for Support Staff](#)
- [Senate Policy 6.055](#) – Support Staff Professional Development
 - Procedures Manual – [Tuition Waiver Program](#)
 - Procedures Manual – [Educational Opportunities](#)
 - Procedures Manual – [Professional Development Allowance](#)

E. Establishing employee recognition, compensation and benefit systems to promote retention and high performance

Delta College supports a recognition and awards process to encourage employees to promote student success, provide leadership to the College and community, and continue professional development in alignment with College initiatives that align with the mission, vision, and strategic priorities. The following are examples of these awards:

- Support Staff Excellence Award

- Bergstein Award for Teaching Excellence
- Administrative/Professional Outstanding Service Award
- Endowed teaching awards
- Awards for governance and service
- Scholarly Achievement Award

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

In addition to the annual awards program, Delta College also frequently recognizes individuals who demonstrate “above and beyond” customer service in any area of the College. This program, called “Catching You at Your Best,” recognizes individuals who demonstrate a commitment to meeting the College’s mission by serving students, staff, and visitors beyond their daily responsibilities. Individuals can be nominated at any time for recognition by students, other employees, or members of the community.

An "above and beyond" nominee will be recognized with

- A personalized certificate
- Recognition on the Daily Difference, the college's electronic bulletin board, for three consecutive days
- Catching You at Your Best bucks to the Red Brix Café or Coffee 'N More
- Inclusion in the end of the year recognition program, with a chance to win one of two "grand prizes."

A recognized department will be presented with

- A departmental certificate
- Recognition on the Daily Difference for three consecutive days

All nominations are sent to the COS. The COS staff reviews each nomination to determine if the nomination should be forwarded to the committee for review and feedback on whether it meets the "above and beyond" standard for the program. If the committee does not believe the nomination is "above and beyond" the nominee's daily responsibilities, the employee and their supervisors receive an email stating that the person was nominated and thanking them for living our College values. A copy of the nomination form is included in the email.

The end-of-year recognition program is an ice cream social held annually in June. Each person nominated in that fiscal year is invited to attend. During the event each person is thanked by the College President. Additionally, the drawing for the two grand prizes is done at that time by the College President. Two names are drawn (only one entry per nominee) and the grand prize winners receive an additional \$50 added to their last paycheck of the fiscal year. The winner’s names are announced on the campus electronic bulletin board, “The Daily Difference.”

The President has routinely nominated faculty and staff for external awards such as the John & Suanne Roueche Excellence Award, awards through the Michigan Community College Association, the American Association of Community Colleges, and the Association of Community College Trustees.

Compensation and Benefits

Delta College has an equitable and well-established compensation and benefits system for all employees. The [comparison chart](#) describes our benefit design.

F. Promoting employee satisfaction and engagement

The College uses the multidimensional process described in this portfolio to promote employee satisfaction and engagement. These processes include equity in pay and benefits, the ability to reward/recognize employees for excellent performance and opportunities for professional development and career growth. Our unique shared governance process engages employees in our decision-making process. Employee rewards, recognition, professional development, and employee engagement opportunities contribute to the positive culture and low turnover rate.

Through the Human Resources Office, the College uses the Senate, our shared governance process, employee focus groups, all-college summits, employee entrance and exit interviews, internal committees, and external consultants and surveys to gather data on key employee issues.

G. Tracking outcomes/measures utilizing appropriate tools

Delta College tracks the following data to determine the effectiveness of the processes that promote equitable evaluation and recognition

- Evaluation System Compliance
- Retention/Employee Turnover
- Satisfaction and Engagement Metrics through the Personnel Assessment of the College Environment (PACE).

PACE was administered in 2011, 2014, 2016 and 2018. The report provides information on the perceptions of our employees concerning the College climate and provides data to assist us in promoting a more open and collaborative communication system among our faculty, staff, and administration. When the results from the PACE Survey are received, focus groups are conducted to gain additional feedback from employees to aid in gathering supporting data on the results.

3R2: Results

A. Summary results of measures (include tables and figures when possible)

The data for this portion of the portfolio is presented in this category data [document](#).

Additionally, we offer the list of faculty who have been promoted or granted tenure over the last several years.

- [2016](#)
- [2017](#)
- [2018](#)
- [2019](#)

B. Comparison of results with internal targets and external benchmarks

The College has not identified internal or external benchmarks for these measurements.

C. Interpretation of results and insights gained

Review of employee turnover rates, as well as the results of the PACE surveys provides data that demonstrates that employee satisfaction continues to be positive overall among faculty and staff. The PACE results have consistently been higher than the NILIE norm base in each survey administration.

3I2: Improvement

Within the past year, the College implemented a new performance management software used for the evaluation of staff. One of the key improvements offered by the software is the ability to establish employee goals that move forward into the next year to track employee progress toward completion. The new system will also be able to track the percentage of employees who have completed their professional development hours annually.

Additionally, there is room for improvement by putting a process in place to track evaluation compliance for the other employee groups. This will be contingent upon working with the specific union groups to develop such a process and will require further exploration in the upcoming years.

3.3: Development

A. Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

Delta College identifies training needs through coordinated discussions between the Center for Organization Success (COS), Human Resources, senior leadership, division leadership, and departmental managers. These training needs include orientation for new employees as well as continued professional development for existing employees. Additional training needs are identified through faculty and staff advisory committees, surveys such as Community College

Survey of Student Engagement (CCSSE) and others performed by outside consultants such as the CLARUS Corporation.

Professional development plans for all employees are tied to the College's mission through the strategic plan as well as to the employee's performance evaluation. The professional development plans are approved by supervisors and administration and housed within Human Resources. Human Resources anonymously shares established professional development goals with the Center for Organizational Success (COS) to assure that training and development offerings are aligned with the needs of the employees. This information provides the foundation for mapping the College's professional development needs.

The administration, in collaboration with the COS, Faculty Center for Teaching Excellence (FCTE), Human Resources, faculty, staff, and a variety of other employee committees, work together to develop and implement a variety of training and development programs. The COS and FCTE serve as the coordinating body for these programs and initiatives and provide support for professional development for all faculty and staff through workshops, retreats, instructional support, coaching, and mentoring. Types of professional development offerings include

- New Faculty Orientation
- New Employee Orientation
- College-Wide Fall and Winter Learning Days
- Team Development
 - Such as "Five Dysfunctions of a Team"
- Ongoing Workshops and training
- Grass Roots Initiatives (self-directed learning and action projects)
- Health, Wellness, & Safety
- Education Classes (taught and developed for faculty by faculty)
- Leadership & Supervision
 - Such as "Influencing without a Title"
- Technology Training
 - Such as "Creating Accessible Documents"
- Employee Engagement
- Endowed Teaching Chairs and Sabbatical Leaves and Grants

The College provides a self-directed professional development allowance (PDA) for all full-time administrative/professional staff, faculty, and support staff. Opportunities are provided for faculty and staff to learn about their teaching style and communication methods, and how to meet student learning needs through a variety of methods.

The COS offerings extend beyond typical skill development to directly improve job performance. They also offer support for health, safety, and well-being by educating employees about risk-management behaviors to minimize both personal and College liability. Required modules for new hires include

- Bloodborne Pathogens
- Bystander Intervention
- Diversity
- FERPA
- Hazard Communications
- SaVE Act
- Sexual Harassment
- Title IX
- Copyright

Also, all full-time faculty and staff have access to tuition reimbursement as a means for pursuing additional professional development. Additional funding sources are also available through the Senate Assembly for Sabbatical Leaves and Grants.

Adjunct faculty have the opportunity to apply for professional development funding through the FCTE.

B. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

In addition to the PDA that supports faculty professional development plans, eLearning formats and assistance are available through Delta College's eLearning office.

The FCTE encourages innovation in teaching by using several approaches

- Faculty First Year Experience - orientation for new full-time Delta College faculty
- Adjunct Academy – professional development for adjuncts offered on a semester-by-semester basis
- Funding to support adjunct professional development
- Providing resources to support exploration of different pedagogical approaches. This is available to both full-time and adjunct faculty.
- Endowed Teaching Chairs - availability of funding to explore teaching innovation
- Education Classes - courses developed by faculty for faculty

Education Classes

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

- EDU 386: Communication in the Classroom - 2 Credits - This course focuses on identifying, describing, and explaining communication between students and between students and instructor.

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

C. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

All full-time and part-time staff are required to participate in annual professional development to ensure that they remain current in knowledge and skills for their area of expertise. Full-time staff must complete a minimum of 12 hours every fiscal year, while part-time staff must complete a minimum of six hours every fiscal year. This requirement went into effect July 1, 2017 to support the College's People Focus strategic initiative toward being the communities' first choice to learn, work, and grow.

Employees may use external development activities toward their requirement and the COS offers a number of activities that will also qualify toward meeting the minimum requirement. For development opportunities facilitated on campus, the COS will identify and include the number of hours the employee will earn in the marketing material. For opportunities that take place outside of Delta College, the employee's immediate supervisor will have the final approval. Upon request from an employee, the COS will provide a training transcript for all internal professional development opportunities at the end of the semester.

In-house development offerings include

- COS sessions
- Lynda.com training
- Webinars
- e-Learning
- Retreats (Great College, Leadership Experience)
- Team building sessions

- Administrative/professional staff and support staff professional development days (only professional development sections will count towards the requirement)

D. Aligning employee professional development activities with institutional objectives

Professional development plans are developed during the year-end annual performance review for all employees. During this process employees meet with their supervisor and discuss professional development plans to assure that they are both relevant to the employee and aligned with the College's strategic objectives. The professional development plans are reviewed by administration, Human Resources, and the COS to assure appropriateness and identify changing trends in professional development needs.

E. Tracking outcomes/measures utilizing appropriate tools

- % of staff meeting the necessary professional development hours
- trends in COS offerings and participation
- trends in FCTE offerings and participation

3R3: Results

A. Summary results of measures

Because the required professional development standards were put into place for the last academic year, the institution does not yet have conclusive data regarding participation or compliance for this process. We look forward to sharing this information with the site visit team in 2020.

The COS has provided the 2017-2018 programming schedule with numbers of participants for each session. This information is provided in this category data [document](#).

B. Comparison of results with internal targets and external benchmarks

The institution does not have internal or external targets for this data.

C. Interpretation of results and insights gained

Faculty and staff are looking for content rich professional development opportunities that do not take up a lot of their time. Opportunities that meet that criterion are better attended than those that are longer in length and that cannot be immediately applied to their work. We continue to look for subject matter experts (internally and externally) to provide content rich professional development for all employees.

3I3: Improvement

We are continuously making improvements to the professional development sessions that are offered based on employee demand and feedback. We have built partnerships with an outside agency that has 100 years of experience in designing and delivering professional development. Additionally, we review participant feedback to determine if we should offer a session in the future and if so, what changes and additions need to be made so that it is effective.

Sources

- 2013-2016-facilities-management-afscme-agreement
- 3 003 Faculty Selection
- 3 010 Promotion and Tenure Standards
- 3 012 Program Accreditation
- 3 021 Faculty Progressive Discipline
- 3 045 Faculty Admin Staff Joint Appointments
- 3 055 Faculty Professional Development
- 3 060 Faculty Evaluations
- 3 061 Faculty Evaluations - Admin Initiated
- 5 005 AP Appointment
- 5 015 AP Progressive Discipline
- 5 020 Admin Staff Teaching
- 5 030 AP Evaluation
- 6 015 Support Staff Progressive Discipline
- 6 020 Support Staff Teaching
- 6 030 Support Staff Evaluation
- 6 055 Support Staff Professional Development
- AP and SS Staff Teaching Procedure
- Benefit Compensation Systems
- Breakdown of Winter 2019 Student Interviews.pdf
- Classroom Observation Guidelines
- Data Category 2.1 Library Usage for HLC
- Data Category 2_1_A Current and Prospective Student Need.pdf
- Data Category 2_1_B TLC Report WN2016
- Data Category 2_1_C WRIT Report 2017-2018
- Data Category 3_1 Hiring.pdf
- Data Category 3_1_B 18-19 Profile
- Data Category 3_1_C 17-18 Profile
- Data Category 3_1_D 16-17 Profile
- Data Category 3_1_E 15-16 Profile
- Data Category 3_1_F 14-15 Profile
- Data Category 3_2 Evaluation and Recognition
- Data Category 3_3 COS Sessions
- Educational Opportunities - Support Staff

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- Employee Group Screening Criteria
- Faculty Promotion Tenure Appeal
- Informational Sharing Meeting-Food Service
- Job Listings
- Leadership Program Impacts 2017-2019
- Minimum Technology Skills
- PDA for AP
- PDA for Support Staff
- Performance Management System
- Performance Management System for Administrative Professional Staff
- Performance Management System for Support Staff
- Position Description Proc for AP Support
- Professional Development Allowance for Faculty
- Progressive Discipline
- Promotion and Tenure Faculty Template
- Promotion Tenure List 2016
- Promotion Tenure List 2017
- Promotion Tenure List 2018
- Promotion Tenure List 2019
- Recruiting Interviewing Hiring Full-time
- retention-and-grad-rates-right-to-know-update-march-2019
- Student Feedback To Instructor
- Tuition Waiver Program 12-2-10

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Responses

2.1: Current and Prospective Student Need

A. Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

The larger context for these processes is presented in this subcategory under

- Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College has developed course prerequisite levels based on core skills that support college-level learning. Those skills are centered on reading, writing, and mathematics. The prerequisite levels are used for most college credit courses in the Delta College catalog. Students must demonstrate minimum prerequisite skill levels through placement testing or successful course completion prior to registering for the course.

The course prerequisites are determined during the curriculum process described in Category 1 and include representation of faculty, student services staff, and administration. The curriculum process is described in more detail in

- Category 1: Helping Students Learn
Subcategory 2: Program Learning Outcomes

With these prerequisite standards in place, Delta College assesses each applicant's prerequisite skill level by correlating student performance with multiple measures to defined prerequisite levels. These measures include high school GPA, SAT test scores, previous college course completion, and Accuplacer testing.

Students take Accuplacer reading, writing, and math placement tests upon application and acceptance to the College unless high school GPA, SAT scores indicate they can bypass the exam. Students may be exempted from the placement tests and prerequisite levels by

1. Meeting minimum scores on the SAT test.
2. Achieving a cumulative high school GPA of 3.0 or better in appropriate courses.
3. Completing the Delta College developmental course or college level course prerequisites with a grades of C or better.
4. Completing equivalent course prerequisites with grades of C or better from another accredited college or university and transferring the credit to Delta College.

Delta College strongly encourages students complete an online Accuplacer preparation module before attempting the Accuplacer placement tests. This provides students with a skill refresher and exposure to an online testing environment. Students may re-take the Accuplacer tests up to three times per year for each subject (reading, writing, and/or math). Students who score between developmental placement and college level placement can be moved up to college level based on high school transcripts.

Students who do not meet the minimum reading, writing, and math skill levels will enroll in developmental course work to improve their skills. Successful completion (C or better) of developmental courses meet the requirements to enroll in college level course work. In some cases, where students place very low in core skill rankings, they may be required to take a sequence of two developmental courses to meet the prerequisite requirements.

During the new student orientation, the academic advisor explains the opportunities that students have to meet course prerequisites, including high school transcripts, SAT, Accuplacer testing and free retesting options, and remediation. Advisors also explain faculty expectations and available resources including the library and tutoring services.

Students are also informed about college support for documented learning disabilities. The Office of Disability Resources works with students to collect the needed documentation to establish that learning disability accommodations are needed. The office will then contact the student's instructors and inform them of the nature of appropriate accommodations. Request for accommodation services must be initiated by the student.

B. Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

The larger context for these process is presented in this subcategory under

- Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College has adopted a “Guided Pathways” model for academic advising and career development. When prospective students make initial contact, they are immediately asked about their career plans and goals. Students with identified goals discuss them with admissions advisors and apply directly to the academic program of their choice. Program options include career or transfer programs. The advisor then assists the student in planning a complete Guided Pathway.

Students who are unsure are referred to six program grouping called meta-majors:

1. Arts, Humanities, Social Sciences;
2. Business;
3. Health and Wellness;
4. Human Services, Education, Public Safety;
5. Science, Technology, Engineering, Math; and
6. Trades and Technology.

Issues discussed during advising meetings for meta-majors include academic preparation, transfer opportunities, regional and national job outlook, and lifetime earning potential.

The six meta-majors offer the same courses for the first semester. This gives students time to examine the best program of study without taking courses that do not count towards a career or transfer goal. Students are assisted by advisors who help to create a personalized Guided Pathway that maps all required courses and correct sequencing that will lead the student toward graduation.

Once the student is on a pathway, advising goals shift to keeping the student on the pathway until program completion unless the student's interest changes. Every effort is made to meet the student's needs and avoid unnecessary costs to the student. Advising at this stage focuses on completing developmental education classes, completing gateway classes, maintaining good academic standing and satisfactory progress, continuous retention, and ultimately graduation.

Some students may need additional help with their career goals. They are referred to the Career Development Center where testing and career counseling is available.

C. Ensuring faculty are available for student inquiry (3.C.5)

Full-time faculty are expected to maintain office hours for at least five hours each week. This translates to approximately one office hour for every three hours in the classroom per week. Hours of availability are typically posted outside of the faculty's office door. The office hour schedule is reviewed by the faculty supervisor, the Academic Associate Dean. All full-time and adjunct faculty have college email addresses and are expected to respond to student email

within 24 hours on weekdays. Full-time faculty have office phone extensions that can be accessed directly from outside lines or by calling the campus operator and asking for the faculty member by name.

Delta College offers Adobe Connect and Zoom as video conference tools that are made available to faculty by request. Faculty also have synchronous chat tools and asynchronous discussion boards available to them through the College's learning management system (LMS), Brightspace (formerly D2L or Desire2Learn) which is managed by eLearning, the distance education department.

D. Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

Instructional Needs of the Faculty - Faculty instructional needs are prioritized and addressed through the College's budgeting process. Departmental budgets support faculty instructional needs. Technology and one-time purchases are prioritized based on need through the Instructional Material, Equipment and Technology (IMET) process. The IMET faculty and staff team review purchasing requests from across all instructional units of the College. These prioritized items are forwarded to the academic administrative offices for continued prioritization.

Learning Support Needs of the Students - It is Delta College's goal to support students, from admission to graduation or transfer. Our support services are designed to help in navigating college, especially for first time and adult students.

All first time in any college (FTiAC) students are required to attend a new student orientation program before they are allowed to register for classes. A major component of this orientation includes an "Orientation Tour." This combines a comprehensive tour of the campus with an interactive orientation of all the major support services at their respective offices. These support services include

- The *Advising Center* provides students with advice on what classes to take and the sequence that the courses should be taken. Students learn about developmental education requirements that may apply to them, general education requirements, academic program requirements, and graduation requirements. Students learn how to build their pathways in the Student Planning module and how to add and drop classes online. Students who plan to transfer to a four-year college or university receive advice from Delta College advisors and from admissions representatives from nearby universities, many of whom have offices at Delta College.
- The *Counseling Center* is located in the same office suite as the Advising Center. All six counselors are licensed professional counselors who work confidentially with students to address student concerns that vary from college adjustment, sexuality issues, family problems, relationships, depression, and other issues that face college

students. Counselors have community connections and can make referrals to community mental health resources as needed.

- *The Career Development Center* provides a variety of services for students who are undecided about academic programs and careers. They also assist career and occupational students in preparing for job searches and employment inquiries. Any Delta College student – current or past – may use these services to identify a new career path, job search, or obtain help with resumes and interview techniques.

As part of the new student orientation, students are asked to complete a survey that gauges the usefulness of the orientation to the students and also allows the student to anticipate what their learning needs will be. This information is used as a leading indicator to determine the type of services that will best impact the students.

As students enter the classroom, they have a number of services available to support their learning. These include:

- The *Office of Disability Resources* is located near the counseling and advising office and is available to students as a service to document student needs and to identify appropriate accommodations in the learning setting. This office helps students communicate the nature of appropriate accommodations to faculty.
- The College's *Early Alert System* is provided through the Advise CRM (Customer Relationship Management) system. When faculty have concerns about the success of students, they can contact advisors through the faculty portal. Advisors then invite students to stop and meet with them to determine the best way to assist them.
- The *Library Learning and Information Center (LLIC)* has facilities conducive to individual and group study and offers large computer labs dedicated to student use. It is the location of four major learning support areas:
 - *The Library* provides books, journals, and electronic resources to all students and faculty. The staff assist students and faculty in finding research resources through the internet and through interlibrary loans.
 - The *Tutoring Center (Teaching and Learning Center or TLC)* offers tutoring at no additional charge to students for most subject areas. The TLC provides services to students on a drop-in basis, by appointment, and online.
 - The *WRIT Center* (Writing, Reading, and Information Technology) provides support for students in writing papers and reports and is part of the TLC.
 - The *Testing Center* provides a variety of testing services including placement testing, make-up academic tests, proctoring tests for other institutions, and licensure/certification tests for external agencies (GED, TSA, etc). In addition, they administer exams for internal and local businesses who want to test their applicants for jobs and apprenticeships as well as credit by exams, College Level Examination Program (CLEP), Dantes Subject Standardized Tests (DSST), and more.

E. Determining new student groups to target for educational offerings and services

Delta College identifies target groups in several different ways. Often, target groups are identified from data that has been collected by the College through community research and surveys. In other cases, internal documentation such as placement tests or accommodations given for a disability help to determine groups which can be supported as part of the College's overall strategic goal. Additionally, first-hand experience of faculty and staff have driven initiatives for a particular group of students. For example, some groups the College has expanded services for include honors, veterans, and minority males.

F. Meeting changing student needs

Students provide direct feedback to all levels of the College through instructional feedback forms, general comment tickets and complaints, Community College Survey of Student Engagement (CCSSE), and other surveys.

- Students evaluate their courses and faculty each semester. Faculty and Academic Associate Deans, who supervise the faculty, monitor the student feedback. If results indicate areas of concern or show patterns of potential under-performance, the Academic Associate Dean consults with the Dean of Teaching and Learning. Student feedback evaluations are also reviewed by other faculty, the Dean of Teaching and Learning, and the Vice President of Instruction and Learning Services as part of the peer review component of the promotion and tenure process. This process guides faculty in responding to student instructional needs on a semester-to-semester basis.
- Student comments and complaints are recorded in the Maxient system and subsequently screened by the Dean of Students and the Dean of Teaching and Learning to assure that the comment or complaint is routed to the appropriate area of the College, and regularly monitored by the Joint Leadership Council (Academic, Student and Educational Services, Vice Presidents, and Deans) for review and intervention. These concerns are also tracked to identify and address developing trends.
- Feedback from CCSSE is reviewed first by President's Cabinet and Executive Council. Information is then shared throughout the College by written documents and face-to-face discussion. Departments work together to find solutions to the challenges identified in the results and report back to Executive Council and other groups as needed.

G. Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

When student needs are identified, the College will do what is possible to address the need. Efforts are prioritized by considering both the size of the student group affected and the degree that the group's need threatens their continued education. For example, the College continues to work with male students, especially minorities, through the Men of Delta student organization. The goal is to improve the college experience for at-risk males, and provide resources to assist in student achievement and persistence. The College realizes its efforts

need continual monitoring and improvement and have moved the Men of Delta under the mutual oversight of the Director of Diversity and the Dean of Students.

Other student needs are identified by a variety of processes that include feedback from student clubs, interviews with student focus groups, formal surveys from current students, community surveys, and student-led initiatives.

H. Deploying non-academic support services to help students be successful (3.D.2)

Non-academic support services are delineated into four sets of processes. Each set has its own milestones and metrics. These stages reflect the needs of students at various stages of the academic career at Delta College. A number of these services have been described in earlier portions of the portfolio.

- Pre-Orientation On-Boarding
- New Student Orientation
- Continued Enrollment and Retention
- Graduation and Transition Services

Pre-Orientation On-Boarding occurs with the student's first contact until they begin his or her new student orientation. During this stage, admissions advisors work with prospective students getting them ready for the new student orientation. Admissions advisors use the Recruit CRM (customer relationship management) system to track prospects from assigned geographic areas. Tasks include

- submission of high school and college transcripts and SAT scores
- taking the Accuplacer and retaking it if needed
- filling out the online application
- choosing an initial academic program or meta-major if undecided
- filling out a FAFSA
- registering for New Student Orientation

New Student Orientation includes

- orientation to support services and student engagement programs during the orientation tour
- initial academic advising
- setting up a Guided Pathway through Student Planning Module
- attend financial planning session
- registering for first two semesters of classes

Continued Enrollment and Retention: Most students initially register for two semesters during the orientation advising sessions. Students may return to see an advisor as needed. Academic

Advisors monitor student progress and communicate through the Advise CRM. On-going tasks include

- continued and on-going academic advising
- career planning
- continued financial planning
- registration
- Early Alert
- support for caution and probation students

Graduation and Transition Services include

- application for graduation
- degree audit and certification
- job search preparation or transfer planning

1. Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6).

The College's broader processes for hiring and assuring that new hires meet minimum qualifications are described in

- Category 3: Valuing Employees
Subcategory 1: Hiring

The Student and Educational Services staff are qualified, trained, and supported through the comprehensive staffing procedures maintained by the Delta College Human Resources Office including job descriptions, recruitment, training, evaluation, and discipline.

- Job descriptions are created through a comprehensive job definition process called the Position Information Query (PIQ). This process includes defining the job skills and knowledge base needed for a person to successfully meet the requirements of the position. The supervisor gathers information from stakeholders and others to determine the skill sets needed. Minimum education and job experiences are based on this PIQ and from comparable positions at Delta College and other colleges. From the PIQ, a job description is created that is used for recruitment and evaluation purposes. The Human Resource Office determines appropriate compensation based on comparable positions and market demands for similarly qualified positions in the immediate area.
- Recruitment includes:
 - Local, regional, and national advertising through professional journals, websites, and newspapers
 - collection of resumes, cover letters, references, and other credentials

- establish inclusive search committees that encompass relevant college-wide expertise
- initial screening
- crafting interview questions
- phone interviews
- on-campus interviews
- final selection
- offers and acceptance
- On-Boarding and Initial Training: Delta College requires all new employees to participate in the new employee orientation which consists of 13 training modules that covers issues like Title IX, FERPA, benefits, Student Success, etc.
- On-Going Training: Human Resources and the Center for Organizational Success(COS) provide numerous training events. In addition, staff have the opportunity to attend state, regional, and national meetings and conferences.
- Evaluation: All staff are evaluated twice a year according to evaluation guidelines including a mid-year evaluation and an end of the year evaluation.
- Supervisors meet regularly with staff to provide support and assistance. Delta College has a progressive disciplinary procedure that includes Performance Improvement Plans (PIP) if necessary. The purpose of the proactive intervention is to correct poor performance with the goal of avoiding suspensions and terminations.

Leadership Program for Students

In addition to these processes, Delta College began a three-tiered student leadership program in 2017 to build connections with students across campus. Research shows that student involvement in leadership skills development, as well as engagement with other students in team activities, increases levels of academic achievement and completion. The leadership program is taught from a leadership model called "Habitudes." "Habitudes" is offered by the Growing Leaders organization based on a series of books written by Dr. Tim Elmore. Branded as "images that form leadership habits and attitudes," "Habitudes" focuses on teaching leadership and character attributes through pictures and images.

The Office of Student and Civic Engagement (SACE) leads the leadership program initiative, which provides an "umbrella" structure for student leadership development. The Pioneers Pyramid of Leadership model is the student leadership approach in which all students at Delta College have an opportunity to participate at various levels to build leadership skills in three different tiers. Tier one has been active for academic year 2017-2018 and academic year 2018-2019, and tiers two and three were recently added and will be assessed, along with tier one, in academic year 2019-2020.

Tier one involves new and previously developed programs including: Men of Delta, a male mentoring program, Champions of Leadership for student athletes; the Delta Educational & Leadership Training Academy (DELTA) available for all students; and the Student Organization Leadership Development (SOLD) series for student organizations.

The second tier is the newly designed Student Leadership Academy. Tier two focuses on development of advanced leadership skills and the ability to enhance and influence the leadership skills of others for a common purpose through collaboration. As a part of the Student Leadership Academy, participants will be asked to work in small groups to develop one project or initiative on campus that affects students and helps to build community.

The third tier is Leaders in Action Capstone, an experience in which student ambassadors focus on reflection of their own leadership skills and strengths, and its application in impacting Delta College and its community through a capstone project.

J. Communicating the availability of non-academic support services (3.D.2)

There are many ways that the College communicates with students regarding non-academic support services such as advising, counseling, financial aid, career services, student engagement, and job searches.

- Pre-Orientation and On-Boarding: During the admissions process, admissions, financial aid staff, and Educational Opportunity Center staff communicate with students through email and the Recruit CRM, texting, mail, telephone, high school visits, college visits, and face-to-face meetings covering topics like getting credentials turned in, completing applications, beginning FAFSAs, and choosing a career and a major.
- New Student Orientation: Students attend the mandatory new student orientation and meet with academic advising staff. Informational sessions are provided on student registrations, adds and drops, financial aid, Title IX, campus safety, and student engagement programs. These are offered in a combination of large and small groups, interactive sessions, and one-on-one advising.
- Continued Enrollment and Registration: After the students register for their first semester the Counseling and Advising staff become the primary source of communication. The primary vehicle is the Advise CRM. Regular communications go out reminding students about academic advising, registration, financial aid, and student engagement activities. Advisors are responsible for assisting students in choosing academic programs, preparing for job searches, or for transfers. The Delta College Early Alert program enables faculty to refer students for additional help.
- LLIC Services: Timely service notifications and hours of availability are sent out to students through social media, email and classroom visits.

K. Selecting the tools, methods and instruments to assess student needs

Academic Tools - In June 2015, ACT announced the phase out of the COMPASS placement test that Delta College used for placement into math, reading, and writing courses. Delta transitioned to Accuplacer for intake placement testing. However, within the first two years of Accuplacer, the parent company, College Board, announced the replacement of Accuplacer Classic placement test with the Accuplacer Next Generation. The Vice President of Instruction and Learning Services and the Vice President of Student and Educational Services appointed a

steering committee chaired by the Dean of Teaching and Learning and the Dean of Enrollment Management to develop placement rubrics for incoming students. The committee consisted of the then Chair of the Mathematics and Science Division, the then Chair of the Arts and Letters Division, College Registrar, Director of Counseling and Advising, two Information Technology staff, the Director of Institutional Research, Manager of Testing, and the former Dean of Students. It was determined that the former Dean of Students who is a professional counselor with experience in psycho-metrics and testing would coordinate the project. Tasks included reviewing all testing processes and procedures, surveying all stakeholders, conferring with high schools and other community colleges, assisting faculty in developing new testing scores for the Next Generation Accuplacer, and assisting admissions and advising staff with implementation of the new test.

A working group was set up in December 2017 with the following successfully completed:

Review and Replacement of Testing and Placement Process

| | |
|---|--|
| <ul style="list-style-type: none"> December 2017 | Collect data on Accuplacer Classic and determine validity and reliability of the test and test scores. |
| <ul style="list-style-type: none"> April- June 2018 | Establish concordance of the classic Accuplacer with the Next Generation Accuplacer according to concordance tables provided by College Board. |
| <ul style="list-style-type: none"> June – September 2018 | Mock testing done by English and Math faculty. |
| <ul style="list-style-type: none"> October 2018 | Recommendations from Math and English departments returned to the committee. |
| <ul style="list-style-type: none"> August 2018 | Finalize testing module and preparation of final cut scores and student messaging regarding scores. |
| <ul style="list-style-type: none"> September 2018 | Communicate with high schools and other stakeholders. |
| <ul style="list-style-type: none"> October - December 2018 | Implement Nex Generation Accuplacer. |

Non-Academic Tools - SACE reviews the effectiveness and satisfaction of their offerings, programs or workshops through surveys. When challenges within the program offerings are found, members meet as a team to determine steps that need to be taken to improve the effectiveness and/or satisfaction of the program or workshop. SACE meets regularly to assess its offering and make improvements based on student feedback.

Delta College uses the Maxient system to identify trends in student complaints and comments.

L. Assessing the degree to which student needs are met

At the end of each semester, after final grades are entered, a series of reports are run to indicate student success and retention rates. The reports include

- Completion of developmental coursework (C+ or higher)
- Completion of gateway courses (C+ or higher target)
- Academic success (cumulative grade point average and satisfactory academic progress)
- Retention (non-graduating students who are registered for the next term)
- Graduation and program completion rates (number of graduates and time to completion)

Students who do not meet the standards are contacted and invited in to see an advisor, counselor, or career counselor. Referrals are made as appropriate.

2R1 Results:

A. Summary results of measures

The data for this subcategory is found in the following [PDF document](#).

Delta College is a member of the National Community College Benchmarking Project (NCCBP). This project consists of a group of participating institutions that submit institutional data sets with the purpose of creating and using comparative data. Delta College turns to this data set when other comparative data is limited.

Additionally, the following [data](#) pertains to student success and is made available to the public through the Delta College website.

B. Comparison of results with internal targets and external benchmarks

For this area of the portfolio, the most meaningful comparative data is found in student to staff ratios for Non-Academic Student Support Services and the measures for Student Success. In each case, the comparisons can be made to national means and state means which are calculated from equivalent data which is self-reported by a cohort of schools defined by Delta College. The cohort is identified using factors such as size, location, and course offerings.

- [LLIC \(2013-2018\)](#)
- [Tutoring and Learning Center \(Winter 2016\)](#)
- [Writing Center \(2016-2017\)](#)

Additionally, as part of the College's transparency effort [retention and graduation rate data](#) provided to the public as measures of student success.

C. Interpretation of results and insights gained

The [Leadership Program data](#) in 2017-2018 and 2018-2019 charts the growth in numbers of faculty, staff, students and community partners in program involvement and participation. The program proved so successful in student engagement and excitement that it has been expanded to include leadership development opportunities for faculty, staff, and community partners as well as students. Below are the numbers that show students, faculty, staff and community programs that have been impacted by our leadership development model and "Habitudes."

211: Improvement

This last semester, the Student Retention Committee piloted a student interview initiative to directly identify student needs. Staff interviewed 111 students with three questions and noted their responses. The responses are provided in this [Breakdown of Student Interviews document](#). Results will be used to develop initiatives to improve services and support students.

The Leadership Program will implement all three tiers in academic year 2019-2020 and study the impact on student, faculty, staff, and community involvement in working together to improve student achievement in their courses and completion of their academic goals.

Sources

- Breakdown of Winter 2019 Student Interviews.pdf
- Data Category 2.1 Library Usage for HLC
- Data Category 2_1_A Current and Prospective Student Need.pdf
- Data Category 2_1_B TLC Report WN2016
- Data Category 2_1_C WRIT Report 2017-2018
- Leadership Program Impacts 2017-2019
- retention-and-grad-rates-right-to-know-update-march-2019

3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Responses

1.1: Common Learning Outcomes

A. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Delta College has adopted four Institutional Student Learning Outcomes (ISLOs). The outcomes are designed with the goal of identifying broad skills that are both meaningful to employers, applicable to many different curriculum paths and flexible enough to be used as a standard of assessment by non-academic areas of the campus that also interact with students. The ISLOs were developed through an inclusive process with faculty, Student and Educational Services staff, and administration.

Within the academic area of the College, the ISLOs are further defined by the General Education Learning Outcomes (GELOs), (which were decreased from 38 to six after the 2014 HLC site visit). For purposes of assessing student learning at an institutional level, the assessment data for GELOs are aggregated with assessment data for ISLOs. GELOs are assessed on a three-year cycle, two each year. GELOs and their corresponding ISLOs are shown below:

(3.B.1, 3.E.2)

Students will:

1. GELO: Think Civically: Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life (Assessed Winter Semester 2017).
 1. Supports ISLO: Think Civically
2. GELO: Cultivate Wellness: Demonstrate an understanding of wellness principles to promote physical and personal health (Assessed Winter Semester 2017).
 1. Supports ISLO: Act Responsibly

3. GELO: Utilize Technology Effectively: Solve a problem or accomplish a task using technology (Assessed Winter Semester 2018).
 1. Supports ISLO: Apply knowledge and skills
4. GELO Reason Quantitatively: Use quantitative information or analyze data within context to arrive at meaningful results (Assessed Winter Semester 2018).
 1. Supports ISLO: Apply knowledge and skills
5. GELO: Communicate Effectively: Communicate effectively in oral, written, or symbolic expression (Assessed Winter Semester 2019).
 1. Supports ISLO: Communicate Effectively
6. GELO: Think Critically: Produce a defensible conclusion or solution using critical or creative thinking (Assessed Winter Semester 2019).
 1. Supports ISLO: Think Critically

The process of determining the ISLOs and aligning them to the College's mission was organized by the chair of the [Student Learning Assessment Committee](#) (SLAC) in cooperation with the chair of the [General Education Curriculum Assessment Committee](#) (GECAC) and included faculty and Student and Education Services staff. The best practice models used were from the Lumina Report, American Association of Colleges and Universities Essential Learning Outcomes, and HLC statement on Assessment of Student Learning. These documents helped the College identify broad measurable outcomes appropriate for two-year associate degree level graduates. Focus groups worked with this information and provided input that led to the development of our current set of ISLOs and GELOs. We gathered input from over 50 faculty, staff and administrators across the College. (S3.E.2, 4.B.4)

The outcomes generated from this process were approved by a full-faculty vote before being reviewed by Curriculum Council and Executive Council. This process was last completed in February of 2014. GELO curriculum mapping and assessment design for the six GELOs were completed in academic year 2015-2016. GELO/ISLO assessment has occurred each successive Winter, from 2017-2019, with data review from the assessment happening the following Fall semester. Faculty make changes after data reviews to improve student learning in the GELOs. In academic year 2019-2020, assessment of the six GELOS will be completed. GECAC will evaluate overall data results, design an improvement plan based on those results, and implement a new round of GELO assessments for the next three years beginning in academic year 2020-2021 and ending in academic year 2022-2023.

Additional information regarding the College's curriculum approval and revision process is described in:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Outcomes

B. Determining common outcomes (3.B.2, 4.B.4)

Common learning outcomes are determined by the same processes that align the outcomes with the College mission. This is described in:

- Category 1: Helping Students Learn
Sub-Category 1P1: Common Learning Outcomes
1P1.A – Aligning Common Learning Outcomes

C. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

The College uses a [common rubric](#) to identify student proficiency for any given GELO. This rating system aids in the aggregation of institutional data and defines a passing (Level 2 or 3) or non-passing (Level 0 or 1) proficiency. The rubric defines student proficiency in GELO knowledge and skills in each course. The collection process allows data to be aggregated broadly across the College or disaggregated to the level of departments/programs (3.B.2).

Proficiency levels for each GELO are derived from a model provided by the Lumina Foundation Degree Qualifications Profile and reinforced by assessment [resource groups](#) that promote skill standards for the different GELOs. The resource groups promote content, assessment strategies, and rigor during the assessment process. Rigor is validated by having members of the resource group apply the various assignment rubrics to assure that standards of performance are well explained and reported data is not misrepresenting student learning levels (4.B.1).

D. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

In our mission we recognize that our students' personal educational goals range from personal development to studying for a career or occupation, to obtaining an associate degree or transferring credit to a four-year degree institution. To support these varied learning goals, Delta College offers a variety of [credentials and degrees](#), including 141 active transfer and career education programs. These are split into 76 degrees and 65 certificates. Approximately 40% of our students have declared plans to transfer for a bachelor's degree and 60% are either in an occupational program leading to employment upon completion or are upgrading skills for employment advancement or promotion. Sixty-five percent of Delta College's students are part-time, 58% are female, and most students work while going to classes.

Delta College has designed degree requirements through our curriculum process to address the educational, training, and transfer needs of our students. The approval process for degree requirements gathers input from faculty, staff, and administration to assure alignment with the College's mission, educational offerings, and degree levels. This results in a vote through our shared governance process to adopt the new graduation requirements.

The curriculum process is described in further detail in:

- Category 1: Helping Students Learn
Sub-Category 2: Program Learning Outcomes
1P2.A: Aligning Program Learning Outcomes with Mission

Delta College's [graduation requirements](#) ensure that our graduates have opportunities to introduce, practice, and master each GELO. Every course offered by the College was mapped against our GELOs in December of 2016 to identify where each GELO was introduced, practiced, or mastered in the College's curriculum offerings. This audit is used to identify assessment sites and to check that the graduation requirements assure exposure to each ISLO (3.B.3, 3.B.5).

To be designated as part of the GELO curriculum map, all sections of a given course must require students to demonstrate some level of proficiency in an embedded assignment.

Additionally, the College reviews programs on an on-going basis by removing outdated curriculum and offering new programs as identified in response to industry need. Career program goals and outcomes and curriculum are reviewed on a regular basis by faculty, associate deans, advisory committee members and the Dean of Career Education in preparation for and during advisory committee meetings.

E. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

To facilitate transfer of earned academic credits between educational institutions within the State of Michigan, a state-wide articulation agreement, the Michigan Association of College Registrars and Officers (MACRAO) Transfer Agreement, was followed. Several years ago, MACRAO was replaced with the Michigan Transfer Agreement (MTA). Our transfer degrees are designed to meet the requirements of the MTA and the unique expectations associated with each degree. To meet these expectations, the degrees are reviewed by a panel consisting of faculty and Student and Educational Services staff. [This link provides the cross-walk between the MACRAO, MTA and each of Delta College's associate degrees](#) (3.B.4).

Delta College offers [other credentials](#) that do not meet the requirements of an associate degree. These are defined by credit hours and program-specific learning outcomes that provide core workforce skills and meet national licensure or certification requirements, and may not include complete coverage of GELOs.

F. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Many co-curricular activities are directly related to curriculum through ideas and proposals generated by faculty, staff, and students. Often faculty, staff and students reach out to the Student and Civic Engagement (SACE) area for assistance with the development and implementation of cocurricular activities, programs, and services that support the learning process (3.E.1).

Student and Educational Services also offers a variety of other opportunities for students to reinforce and expand ISLO skills.

Examples of direct relationships include:

- Service learning opportunities are often initiated by faculty. Faculty incorporate service to the community as an objective for the course and a hands-on approach to student learning. The SACE staff assist students and faculty with site selection as well as project development.
- SACE also supports the Democracy Commitment which is designed to help engage students in civic learning and the democratic process. The Democracy Commitment is led by a committee of faculty and staff who guide the learning process through in-class and out-of-class assignments.

Examples where a context has been created:

1. A new leadership program offered by SACE is the Pioneers Pyramid of Leadership. It is a three-tiered approach by which all students at Delta College have an opportunity to participate at various levels to build leadership skills. Many students are automatically connected to the program through involvement with student clubs, athletics, and mentor programs; others may opt in because of interest.
2. SACE has a number of co-curricular initiatives and activities that focus on diversity and inclusion, leadership development, academic career experiences, athletics, service learning, and civic engagement to expand on the learning process for students.
3. Through the Student Athlete Advisory Council, student athletes help guide the athletic program under the Athletic Director. As a part of this process, students assist in decision making that affect all student athletes, build leadership skills, and create community service programs that have positive impacts throughout the Great Lakes Bay Region.
4. Students are exposed to relevant work experiences through the co-op and internship program, called the Academic Career Experiences (ACE). Students interested in participating in the program must apply, complete the hiring process with potential employers, and complete three ACE courses. ACE courses help students with career development skills such as networking, resume writing, presentation skills, and interviewing skills. As part of this coursework, students also develop a digital portfolio.

G. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Faculty create the tools and methods used to generate examples of student learning called artifacts. These tools and methods are used to qualify a specific course for inclusion in the GELO curriculum map. The artifacts are then evaluated by the faculty as regular course work as well as for assessment of GELOs. Each faculty member scores their own student's work for general education assessment using a rubric aligned with their specific assessment tool. The faculty

then use the broader general education assessment [rubric](#) to report the results. The standards used by faculty are checked by the GELO resource groups to maintain proficiency standards.

Student and Educational Services has not yet participated in their own assessment of ISLOs because their focus has been devoted to improving the College's recruitment, retention, and completion processes, a priority given declining enrollment.

H. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The six GELOs are assessed on a rolling cycle, with two GELOs assessed every year so that at the end of a three year cycle, all six GELOs have been assessed. Artifacts of student work are assessed in winter semester and data reviewed the following fall semester. The first assessment/data review cycle began in Winter 2017/Fall 2017 and the last set for the first cycle will be completed Winter 2019/Fall 2019 for a total of six GELOs assessed.

The courses are selected though the GELO curriculum map and artifacts of student work are chosen that include demonstration of mastery of the GELO. This process is used for students who have completed 45 or more credit hours, meaning they are one to two semesters from completing their associate degree (4.B.1, 4.B.4).

Student work is evaluated using the processes described in 1P1.G.

GELO resource groups report findings to GECAC, SLAC, and the full faculty body. Reports are stored in our internally developed database, Outcomes Assessment Tracking System (OATS), for archive purposes.

After a review of the first assessment/data review cycle, changes were made for the baseline standard. The initial baseline of 70% of students achieving a rubric level 2 or 3 was increased to a long term goal of 80% of students achieving a rubric level 2 with an aspirational or stretch goal of 85%. Long-term is defined as occurring by the next assessment/data review cycle.

When concerns are identified in student learning, faculty collaborate to identify the specific skills that need to be addressed. This discussion includes faculty representing the assessment process as well as faculty who specialize in the instructional area being assessed, who together will develop suggested ways to improve the skill set. A 2% incremental goal is set for the next assessment/data review cycle for GELOs that fall between baseline and long-term goals.

1R1 Results

A. Summary results of measures.

The summary of data for these processes are shown in the [category data document](#) in four main areas:

Assessment Schedule for General Education Learning Outcomes: GECAC has established and maintained an assessment schedule for its general education program for the last three years as described earlier. The GECAC and SLAC Coordinators track the assessment reports and follow up with meetings with the Vice President of Instruction and Learning Services, the Dean of Teaching and Learning, and Academic Associate Deans to ensure alignment with the College's mission, vision, and values.

Assessment Schedule for Program Learning Outcomes: Delta College has established best practices for programming learning outcomes utilizing mandatory program accreditation standards and Perkins guidelines for occupational programs. Initial program accreditation and re-accreditation documents which include program learning outcomes and how they are met, are reviewed by the Dean of Career Education and Learning Partnerships. SLAC guidelines indicate programs should assess one or two program outcomes every year which results in a three to four year cycle. Program coordinators are notified by the SLAC Coordinator when the program is due to report on its program outcomes, and to schedule a meeting with SLAC. However, we recognize there is a need to adjust SLAC parameters which are geared towards general education outcomes, to better support program learning outcomes that are aligned with external accrediting agencies. This would mean a dual reporting system for SLAC, one for general education and another for programs, which is a goal for Academic Services to complete within the next two years.

Student Performance: Results from direct assessment of work from students that have earned 45 or more credit hours is collected and summarized. Student performance on GELOs would be assessed at 70% initial baseline goal, 80% for long-term or stretch goal, and 85% as an aspirational goal.

Reliability of Evaluation Standards - Delta College conducted internal checks to assure the standards of rubrics associated with the assessment were appropriately applied.

Relevance to Degrees Awarded - Data representing only those students who received any degree or certificate, those students who received an Associates in Arts, and those students who received an Associates in Science is summarized. This data set also reports the percent of the graduating class represented in our assessment efforts. The goal was for at least 5% of the graduating class to have been involved with the GELO assessment.

B. Comparison of results with internal targets and external benchmarks

Delta College has not identified external benchmarks for this area of the portfolio. The data will compare to the identified internal targets.

Assessment Schedule - Our goal is 100% adherence to our schedule. This has been met for the last three years.

Student Performance - After the initial round of data, Delta College increased its internal targets from 70% to a long term goal of 80%. Long term is defined as within the next cycle of assessment for that GELO.

We currently have data for four out of six GELO outcomes and are assessing the last two outcomes with data collection in Winter 2019 and analysis in Fall 2019. Of the four GELO outcomes that have been assessed:

- Cultivate Wellness - has exceeded the aspirational goal of 85% with 88% of the students meeting minimum standards.
- Think Civically - has exceeded the long-term goal of 80% with 83% of the students meeting minimum standards.
- Utilize Technology and Reason Quantitatively - are above the initial goal of 70% and below the long-term goal of 80%.
 - Utilize Technology - reports 78% of the students meeting the minimum standard.
 - Reason Quantitatively - reports 76% of the students meeting the minimum standard.

Reliability of Evaluation Standards - Reliability was established by spot-checking a subset of the student work used to establish student performance levels. This spot-checking was done by faculty serving on GELO resource groups for the specific general education learning outcomes. The scores awarded by faculty who provided the student work were compared to the scores awarded by faculty from the relevant GELO resource group. Both groups used the same rubric as the basis for their evaluation.

1) For each learning outcome the estimate of students achieving proficiency was within 10% of the estimates established by faculty.

2) The variation between faculty rankings and resource group rankings of number of students at each level was estimated to be 10% or less.

C. Interpretation of results and insights gained

Delta College is pleased to have developed and successfully implemented what appears to be a sustainable assessment process which includes the ability to check for internal consistency. We believe that the data collection process identifies replicable standards and allows us to examine the skill sets of our graduates.

The process that is presented here was developed after several false-starts in assessment design and outcome design which accounts for the two-year gap between identifying GELOs and beginning the actual assessment process. Before the HLC 2014 site visit, initial trials required the assessment of too many general education outcomes (38) and data collection processes that were too labor intensive to be sustainable. The current process will identify the

weakest areas of student achievement and interventions to build upon those areas through a sustainable process.

The College recognizes that this assessment process has not been in place long enough to show trends in student learning based on changes in instruction from these results. The first three year cycle of assessment of the six GELOs will be completed in Fall 2019 and the next three-year cycle will begin with lessons learned from the first cycle.

111 Improvement (4.B.3)

1) Two skill sets, Utilize Technology and Quantitative Reasoning, have been shown as areas for improvement. Faculty resource groups will help identify strategies for improvement and an implementation plan for these areas. These resource groups consult with subject area faculty. Preliminary efforts include adjustments to curriculum in entry- and pre-college-level courses in mathematics and information technology courses. These entry- and pre-college-level courses serve as preparation for classes in which these outcomes are assessed. Also, several mathematics faculty have participated in state level initiatives for “Right Math at the Right Time” and other projects examining different math pathways for different career tracks. Placing students into a career appropriate mathematics track is a strategy that could be effective in both immediate and long term proficiency levels.

2) After Fall 2019, base-line data for all six GELOs will be complete. Faculty will then assess if changes should be made to long-range and aspirational goals.

3) Student and Educational Services will examine ISLOs assessment with student leadership and development in non-curricular activities over the next two years.

1.2: Program Learning Outcomes

A. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

Delta College uses a broad interpretation of “programs” for this subcategory. Programs include any curriculum pursuit for which a student may be awarded academic credit and includes occupational programs as well as transfer programs.

Delta College aligns program learning outcomes through the same process used to evaluate and adopt new curriculum and curriculum revisions. Curriculum development begins with identifying the need for a new program or course or the need to change existing programs or courses. The need for changes may come from program advisory committee input, changing course requirements at four-year universities, or industry requests (3.E.2).

Curriculum development is carried out by the faculty who will be responsible for teaching the course or program. The development process varies depending on the subject area (transfer or occupational) and individual faculty (full-time or adjunct). Faculty may receive assistance from

the Dean of Career Education and Learning Partnerships, Dean of Teaching and Learning, Academic Associate Deans, and program discipline faculty. As the curriculum is developed and then formally submitted as a proposal, it is reviewed by Curriculum Council which includes representatives from the faculty, Student Learning Assessment Committee (SLAC), General Education Curriculum Assessment Committee (GECAC), advising, articulation, registrar, and financial aid staff.

The [curriculum proposal](#) is reviewed by faculty representatives; Student and Educational Services staff representing financial aid, academic advising, and the registrar's office, and administrators in a multi-faced process. Items reviewed include

- Admission/prerequisite levels/validation process
- General Education Learning Outcomes (GELO) curriculum mapping
- Conflicts with duplication of existing curriculum content
- Measures with learning outcomes (program and course)
- Need assessment data, including capacity and enrollment, graduation, and employment projections
- Credit hour/contact hour designations
- Alignment with Program Review of Occupational Education (PROE) and Perkins core indicators
- Program Advisory Committee recommendations
- Program accreditation requirements
- Consistency with existing degree requirements
- Financial aid eligibility
- Scheduling and course sequencing concerns
- Advising strategies
- Accurate presentation of program and course information for the catalog
- Recruitment strategies
- Alignment with mission
- Financial implications
- Transferability and articulations

After these reviews, the proposal is voted on by Curriculum Council as a recommendation for adoption. This recommendation gets approval from the Vice President of Instruction and Learning Services and the President. The President brings new programs and programs for elimination to the Board of Trustees for final approval.

Discontinuing a course is addressed in another portion of the portfolio.

- Category 1: Helping Students Learn
Subcategory 1P3: Academic Program Design
1P3.E: Reviewing Viability of Courses and Programs

B. Determining program outcomes (4.B.4)

Program outcomes are determined or formally adopted by the same curriculum process as described. In addition, occupational programs' learning outcomes are reviewed by the program advisory committee as required by program accreditation. Program advisory committees consist of program faculty, the Academic Associate Dean of the area, the Dean of Career Education and Learning Partnerships, and 10-16 community members working in related occupations. The advisory committee provides input regarding a variety of program design elements including drafting the program learning outcomes. Advisory committees meet one to three times annually and meeting minutes are documented and distributed (4.B.4).

C. Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Our curriculum process requires curriculum proposals to be submitted with student learning outcomes and objectives at the course and program levels. At Delta College, the learning outcome is a statement of the broader learning goal and the objectives provide more detailed insight that defines the content of the learning outcome (4.B.1).

The faculty who are responsible for assessing a particular program learning outcome develop the assessment tool that defines the purpose, content, and level of achievement expected of the student. In the case of occupational programs, this may be done in conjunction with members of the program's advisory committee and program accreditation materials. The assessment approach is reviewed by SLAC for appropriate design and data collection methodology (4.B.1).

Each academic division has faculty representation on SLAC. The representative is available to assist program faculty in crafting measurable learning outcomes, developing meaningful assessment tools, and interpreting assessment results.

Where the learning outcomes for a degree or certificate match a GELO or ISLO, the assessment processes for GELOs and ISLOs are used. These processes were addressed in:

- Category 1: Helping Students Learn
Subcategory 1P1: Common Learning Outcomes

D. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Program learning outcomes are defined through the College's curriculum adoption and revision process. Assessing the appropriateness of these outcomes occurs on an on-going basis through three main processes.

- Faculty may submit changes to program outcomes at any given time. This may occur as the result of on-going discussions between faculty within the program when considering best practices.

- Recommendations are made through advisory committee meetings, or indicated by program accreditation.
- Comprehensive program reviews may occur for the following reasons:
 - There has been a five-year lapse since the last comprehensive review
 - Enrollment declines
 - Request by a faculty member or administrative member
 - Relevancy of the program to current workforce needs.

E. Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

In addition to acting on faculty and student recommendations for co-curricular activities, Delta College develops co-curricular activities for programs using the same processes described for developing co-curricular activities for ISLOs and GELOs (3.E.1). These processes are described in,

- Category 1: Helping Students Learn
Subcategory 1P1: Common Learning Outcomes
1P1.F: Designing, aligning and delivering cocurricular activities to support learning.

F. Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

For many programs, the process for selecting assessment tools, methods, and instruments is integrated with the same processes used to articulate purpose, content, and expected levels of outcomes. (4.B.2) This was presented earlier in this section:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Learning Outcomes
1P2.C Articulating the purposes, content and level of achievement of the outcomes.

Additionally, some occupational programs are accredited by external agencies requiring specific forms of assessment, such as licensure or national credentialing exams.

G. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Assessment is done primarily through faculty-developed course-embedded assignments designed to evaluate student work. All program learning outcomes are assessed on a three- to five-year cycle. Program faculty create an assessment curriculum map which identifies the course serving as the assessment site for each program learning outcome. Assessment results are submitted through SLAC using an internally developed database called Outcome Assessment Tracking System (OATS). Also documented are the actions called for by the results.

Program faculty are scheduled to meet with SLAC on a four-year rotation basis for a face-to-face discussion regarding questions or issues pertaining to their assessment activities or results. During this face-to-face meeting, SLAC members are able to provide feedback regarding the

quality of the assessment projects for a given program and discuss observations based on the data. The summary of these meetings are also entered into OATS.

An annual report is generated from OATS indicating the percentage of programs that are meeting their assessment schedule as well as which reports are still not complete. This report is provided to the Vice President of Instructional and Learning Services (4.A.6, 4.B.1, 4.B.2, 4.B.4).

1R2 Results

A. Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

Compliance participation levels of program assessment are shown and discussed in the linked [category data document](#).

B. Summary results of assessments

Please see the [category data document](#) above.

C. Comparison of results with internal targets and external benchmarks

Our internal benchmarks for deployment are 100% for all programs.

D. Interpretation of assessment results and insights gained

Delta College recognizes that participation in program assessment needs to be improved and this is discussed as part of 1.R.1. Challenges that have been addressed include:

- Delta College experienced many difficulties developing a sustainable assessment approach for the College's general education program. In academic year 2014-2015, our general education outcomes were reduced from 38 to our current six which makes assessment more sustainable.
- There has been some difficulty accessing the OATS software relating to the security permissions. These permissions have been addressed for better usability and greater access.
- To help program faculty understand the importance of filing their assessment activities, an email is sent to faculty explaining how to use the reporting spreadsheets and timelines.
- Program faculty are notified of low participation in assessment filing rates and user friendly tools have been developed to assist faculty.
- The focus of the SLAC meetings has shifted from reviewing submitted reports to considering better strategies for improved participation. One result of this focus is that non-reporting programs are being asked to speak with SLAC about their assessment activity.

- All submitted documents are now available through our intranet/portal so that previous program plans can be made available to new program leadership without having to start over.

Attainment of Student Learning Outcomes

Where student learning outcomes have not been met, the programs have developed a remediation plan filed with SLAC through the OATS system. In 100% of the cases where learning outcomes were not met sufficiently, these remediation plans have been filed.

112 Improvement

The Vice President of Instruction and Learning Services receives an annual summary report. The first was submitted in 2018 for the 2017 assessment year. The Vice President of Instruction and Learning Services will collaborate with the Dean of Teaching and Learning, Dean of Career Education and Learning Partnerships, Academic Associate Deans, and SLAC to further define areas for improvement. Identified areas will be evaluated and developed using a four stage Plan-Do-Check-Act process.

The academic area has recently restructured, replacing faculty leadership positions (Division Chairs) with administrative personnel (Academic Associate Deans) who report to the Dean of Teaching and Learning. The members of GECAC and SLAC have met with the Dean of Teaching and Learning to identify ways to leverage the Academic Associate Dean positions to encourage greater participation in program assessment according to the review schedule.

Sources

- Credential Requirements
- Credential Requirements (page number 2)
- Curriculum Form Preview.pdf
- Data Category 1_1 Common Learning Outcomes.pdf
- Data Category 1_2 Program Learning Outcomes.pdf
- GECAC Committee
- GECAC Committee (page number 3)
- General Education Assessment Rubric
- SLAC Committee

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Responses

1.3: Academic Program Design

A. *Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)*

The larger context for these processes is presented in

- Category 2: Meeting Student and Other Stakeholder Needs
SubCategory 1: Current and Prospective Student Need
Process H: Deploying Non-Academic Services
--- New Student Orientation.

Delta College is an open enrollment community college, meaning that anyone possessing the equivalent of a high school diploma may apply for admission and register for classes appropriate to their skill level.

Delta College offers a variety of credentials that include certificates of completion, certificates of achievement, advanced certificates, post secondary certificates, dual degrees, applied associate degrees, and associate degrees. It serves as the first college for many students seeking to begin their bachelor's degree and transfer credits to the four-year institution of their choice. Some students also enroll in our classes for enrichment, professional advancement, or to pursue personal interests. The broad student groupings of career, transfer, and enrichment are in alignment with the College's mission of being a responsive and dynamic community college to the community we serve. We educate, inspire, challenge and support a diverse community of learners to achieve academic, professional, and personal excellence.

After the admissions process, all first-year students are required to meet in person with an academic advisor to identify the student's educational interests. This meeting helps the student identify the curriculum path that best suits them, and initiates their student academic plan. (1.C.1)

The meeting occurs in the context of the student's orientation to Delta College which includes a review of placement scores, planning courses for the first year, and a review of resources to help students meet their goals. A comprehensive description of this process is presented in

- Category 1: Helping Students Learn
Subcategory 1P4: Academic Program Quality

B. Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

Delta College works with current partners through two key processes, advisory committees and the Articulation Office (1.C.2).

Advisory committees are groups of 10-16 and consist of program faculty, the Academic Associate Dean of the area, the Dean of Career Education and Learning Partnerships, and community members working in the related field. The advisory committee provides input regarding curriculum design, learning outcomes, and compliance with program accreditation standards. They also examine new or updated skills needed to better prepare students to enter the local workforce.

While advisory committees help the College identify the changing needs of local employers, our Articulation Office is instrumental in helping us identify the changing needs of our peer educational institutions and is dedicated to articulating credits between Delta College and local high schools and four-year institutions (1.C.2). The Articulation Office works with four-year institutions to develop agreements that promote course and program transfer.

C. Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

The need for change in programming can be identified by recognizing student needs; key stakeholder needs from advisory committees, employers, transfer partners; through research of employment databases; or through the College's academic assessment cycle. Links to more detailed descriptions of these processes are given here

- Category 1: Helping Students Learn
Subcategory 3: Academic Program Design
1P3.A: Identifying student stakeholder needs
1P3.B: Identifying key stakeholder groups and their needs.
- Category 1: Helping Students Learn
Subcategory 4: Program Rigor
1P4.E: Assessing outcomes attainment

When a need for curriculum change is identified, faculty and administration work collaboratively to develop a solution to address the needs of transfer institutions, employers, and students. Once faculty identify their solution, they propose the change through the curriculum process. The proposal is submitted with the rationale for the change which can include advisory committee recommendations or input from community stakeholders, including employers and partner colleges. The proposal is reviewed by faculty, Student and Educational Services, and administration (1.C.1, 1.C.2). These processes are presented in more detail in another portion of the portfolio

- Category 1: Helping Student Learn
Subcategory 2: Designing Program Outcomes
1P2.B: Aligning Program Outcomes to Mission

D. Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

Delta College uses feedback from program advisory committees, direct assessment of student learning, and program review as a primary means to monitor program effectiveness.

E. Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Active courses are reviewed as they are offered by the faculty who make updates while teaching the content. They propose curriculum changes through the discipline/division and formally as needed in the curriculum process.

Programs are reviewed annually by faculty, Academic Associate Deans, and the Dean of Career Education and Learning Partnerships for level of enrollment, completion, and employment.

Program changes and/or eliminations are discussed with advisory committees. If the majority agree and faculty positions are not affected, changes or inactivations are completed through the curriculum process.

If the program is recommended for elimination and full-time faculty positions will be affected, the program sustainability is determined by a vitality study. Program vitality study results may lead to program elimination, course changes, increase or decrease of resources or reaffirmation that the program is meeting stakeholder needs. A vitality study can be triggered by several events:

- The program's normal (3-5 year) Program Review of Occupational Education (PROE) assessment required through the federal Perkins Act
- Program resource needs
- Accreditation changes
- Significant and sustained enrollment, graduation, or employment changes
- Changes in satisfaction levels of graduates, employers, or transfer institutions

A vitality study committee is formed to gather, document, and analyze evidence to identify the strengths and opportunities for improvements for an academic career program or discipline. Based on this research, the committee members make recommendations to the Vice President of Instruction and Learning Services on ways to grow or eliminate the program.

If the proposed recommendation is to eliminate a program, the Vice President of Instruction and Learning Services reviews the recommendation and forwards her own recommendation to the College President. The recommendation will include all rationale for the decision and details regarding a completion plan for the students currently in the program. If program elimination requires the reduction of faculty, Senate Policies and procedures are used:

- [Senate Policy 3.023 – Faculty Reduction Due to Academic/Discipline Downsizing or Elimination](#)
- [Senate Policy 3.024 – Faculty Reduction Due to Declining Enrollment](#)
- [Procedures Manual – Program Elimination](#)

1R3 Results

A. Summary results of assessments

As part of Delta College's service to its students and its community, we offer a range of different programs and curriculum tracks. Data regarding this portion of the portfolio is presented in this [category data document](#).

B. Comparison of results with internal targets and external benchmarks

The external benchmarks are based on the timeline to review. We are required to review state approved programs every five years. We are annually reviewing enrollment and completion to guide the need to do a more comprehensive review of the program.

C. Interpretation of results and insights gained

Our data shows that Delta College offers a range of associate and certificate programs and courses designed to meet student and community needs. However, declining birthrates and related demographic data indicate we must critically assess our academic offerings to align with declining enrollment.

1I3 Improvement

Delta College will continue to support strategies for enrollment growth including dual enrollment and online classes and programs.

Delta College will conduct vitality studies on low enrolled programs to determine programs for elimination.

Because of the complexity of the vitality study, a new program review process is being implemented in the summer of 2019. This process has been designed collaboratively with faculty and administration with the goal to create benchmarks for enrollment, retention, completion, and employment. It will integrate program accreditation, Student Learning Assessment Committee (SLAC), and General Education Curriculum and Assessment Committee (GECAC) compliance.

1.4: Academic Program Quality

A. Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

Context for the process is presented in this subcategory under

- Category 2: Student and Other Stakeholder Needs
 - Subcategory 1: Current and Prospective Student Needs
 - Process A: Identifying Underprepared and At-risk Students
 - Process B: Deploying Academic Support Services
 - Process H: Deploying Non-Academic Services
 - New Student Orientation.

The preparation required of students for specific curricula is established through the College's curriculum process. (4.A.4) The overall framework of the curriculum process is described in:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Learning Outcomes
1P2.A: Aligning Learning Outcomes to Mission

In the College's curriculum processes, prerequisite requirements are subject to review. Faculty examine past student success rates and course outcomes and objectives to determine possible prerequisite knowledge/skills necessary for student success in a specific course. Faculty then propose what they believe to be appropriate prerequisites for a specific course as part of a routine curriculum proposal. The proposal is reviewed by faculty experts and academic advisors to assure that the proposal is appropriate given the course content and the College's testing and placement criteria. The proposal is also reviewed to assure that a series of prerequisites do not unreasonably extend the time for completion when pursued by a successful full-time student. Finally, where prerequisites are considered appropriate, remediation paths are identified for those students who do not initially meet the minimum requirements. A more detailed description of our student placement and developmental education pathway is provided in:

- Category 2: Meeting Student and Other Key Stakeholder Needs
Subcategory 2P1: Current and Prospective Student Needs
2P1.A: Identifying under-prepared and at-risk students, and determining their academic support needs.

The prerequisites that are established through the curriculum process are then communicated to the students through the college catalog which is available online and through the College's advising process. Students meet with an academic advisor as part of their orientation process and are encouraged to meet with their advisor during the registration period each year. Advisors review the student's placement test scores, course prerequisites, and course progress to date, to outline a curriculum plan for the student that assures the best chance of success.

B. Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

The College assures curriculum rigor through three sets of processes.

1. Curriculum Design
2. Assessment Practices
3. Instructional Quality

Curriculum Design

Curriculum design decisions such as learning outcomes and objectives apply to all sections of the course regardless of where the sections are offered, how it is delivered, or the instructor. As part of this process, outcomes and objectives are reviewed along with the curriculum map

between the course and the general education program and associated occupational programs. An overall discussion of Delta College's curriculum process is provided at

- Category 1: Helping Students Learn
Subcategory 1P2: Program Learning Outcomes
1P2.A: Aligning Learning Outcomes to Mission

Assessment Practices

The College's assessment practices examine evidence of student learning, gathered from representative sample sections from main campus, learning centers, and online sections. The data from the assessment practices are collected to allow the examination of subsets and facilitates the confirmation that the learning levels are comparable across delivery modes and locations. A broader discussion of our assessment process is presented in

- Category 1: Helping Students Learn
Subcategory 1P4: Program Rigor
1P4.E Assessing outcomes attainment.

Instructional Quality

Full-time and adjunct faculty are hired using consistently defined standards. The review process used to hire faculty and to identify minimum credentials are described in

- Category 3: Valuing Employees
Sub-Category 3P1: Hiring
3P1.A: Recruiting, hiring and orienting staff and administrators.
3P1.B: Developing and meeting academic credentialing standards for faculty

A faculty qualifications database of full-time and adjunct faculty is maintained. It contains all courses in the College's course inventory, with the necessary requirements for teaching, in alignment with HLC Assumed Practices. For each faculty member (full-time and adjunct) it includes documentation of college transcripts, documentation of other credentials, special exceptions/tested experience, and indicators of approved courses to teach based on HLC Assumed Practices.

Full-time and adjunct faculty are also reviewed regularly for teaching effectiveness. This review process used to evaluate faculty is presented in

- Category 3: Valuing Employees
Sub-Category 3P2: Evaluation and Recognition
3P2.A: Designing performance evaluation systems for all employees.

C. Awarding prior learning and transfer credits (4.A.2, 4.A.3)

Delta College recognizes there are many ways for a student to gain knowledge outside the classroom and seeks to award credit for these experiences where possible. When traditional methods of earning credit are being used, credit is granted through the Registrar's Office. Where the conditions for prior learning are unique and require alignment with learning standards, faculty are asked to evaluate the appropriateness of awarding credit for prior learning.

Experiential Learning

Delta College offers students a variety of paths to gain credit for experiential learning. The office of Academic Career Experience and Service Learning provides and coordinates service learning opportunities, education placement, and internship placements. Internship courses are offered for career education courses. Additionally, the Registrar's Office evaluates credit for military training. Academic Associate Deans are responsible for evaluating portfolio work for the areas in their division, and the College offers a number of standardized tests that allow for advanced placement and for students to gain credit by exam. In addition, the College has sent staff to training for portfolio assessment to be used as a further resource for the Registrar's Office and Academics in assessment of experiential learning.

High Schools & Technical Centers

Delta College continues to foster relationships with regional public schools and the home school system in the tri-county district for articulation and dual enrollment opportunities. The Director of Dual Enrollment, Manager of Strategic Partnerships, and the Dean of Career Education and Learning Partnerships maintain contact with area high schools, intermediate school districts, and transfer institutions to provide an avenue for seamless transfer into and out of Delta College.

D. Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

The College maintains specialized accreditation where it is of benefit to the student's employment to have the curriculum accredited by an outside agency or association. This decision is made through interactions between the program faculty, external accreditation organizations, administration, and Delta College's curriculum process. The roles of faculty and administration to seek program accreditation is outlined in [Senate Policy 3.012](#). The curriculum process is described in detail in:

- Category 1: Helping Students Learning
Subcategory 1P2: Program Learning Outcomes
1P2.A: Aligning outcomes with mission

Once the commitment to seek and maintain accreditation is agreed upon by Delta College, the discipline faculty use the curriculum development process to meet the requirements of the

accreditation. The proposal is then vetted through the curriculum review process and a recommendation is made to administration.

E. Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

This information was presented earlier in the portfolio

- Category 1: Helping Students Learn
Subcategory 2: Program Learning Outcomes
Process G: Assessing Outcomes

F. Selecting the tools, methods and instruments used to assess program rigor across all modalities

Delta College tracks student success rates (C or better) by final course grades for traditional, blended, and online courses. The College also compares student success data between the main campus and the off-campus learning centers.

Delta College tracks and supports programs achieving third-party accreditation. Student results on third-party examinations are compared to national benchmarks.

1R4 Results

A. Summary results of assessments

Articulations and program accreditations are listed in Delta College's [Catalog](#) in the "Transfer, Validation and Program Overview" section. Current, pending and renewed agreement information is reported here:

- [Secondary Articulation Agreements 2015-2019](#)
- [Post-Secondary Articulation Agreements 2017-2019](#)
- [Post-Secondary Articulation Current and Renewing Agreements](#)
- [Post-Secondary Articulation In Progress Report 2019](#)

Results of assessments are in the [category data document](#).

B. Comparison of results with internal targets and external bench marks

In this portion of the portfolio student success rates for online or learning center courses are compared to success rates at our main campus. The College's goal is that the success rates in all locations and modalities are comparable.

Currently, 100% of required programs are fully accredited.

The results of national and credentialing examinations show 95% of the programs are above the national benchmark. The breakdown in results is found in the [category data document](#).

C. Interpretation of results and insights gained

There is a 3-7% difference in success rates for on-line/blended courses versus face-to-face courses, where students in a face-to-face setting are more successful. This is an improvement in recent years but needs to be studied further to improve professional development for online faculty to strengthen student engagement. The e-Learning Committee, consisting of faculty, e-Learning staff, and faculty from the Faculty Center for Teaching Excellence, are currently developing a badging system to encourage faculty participation in professional development designed to strengthen student engagement and performance in online courses.

If a program does not meet the national benchmark for credentialing examination, faculty research the gaps in performance and change curriculum to improve the students' preparation for the assessment. The most recent program not reaching the performance benchmark was the Paramedic to RN program which is currently under review for areas of needed improvements in curriculum and support systems.

114 Improvement

Delta College continues to grow articulations with partner universities to ensure seamless program pathways for our students, including 3 + 1 agreements with Ferris State University and Northwood University. Michigan does not have a state system for higher education, but recent initiatives by the Michigan Community College Association (MCCA) support the development of a common core curriculum for the first two years in popular baccalaureate majors. This core curriculum is being designed to be fully transferable between community colleges and universities, and across community colleges.

The disciplines under pathway development for transfer are grouped into three phases and include, Phase I: Psychology, Biotechnology, Criminal Justice, Business; Phase II: Communication, Computer Science, Mechanical Engineering, Social Work, and; Phase III: Art, English, Exercise Science, and Public Health. Delta College representatives have participated in all pathways under development.

In addition, Delta College will continue to develop employer partnerships to identify and meet demand of industry and occupations and, when applicable, integrate that work into the transfer pathway strategies through MCCA.

Sources

- 3 012 Program Accreditation
- 3 023 Faculty Reduction - Downsizing

Delta College
Systems Portfolio 2019-2020 – CQR

- 3 024 Faculty Reduction - Enrollment
- Data 1_4 Current Agreements
- Data 1_4 Post Secondary Articulation
- Data 1_4 Post Secondary Pending
- Data 1_4 Secondary Articulation
- Pass Rates Flyer 2018
- Steps to Follow When Eliminating a Program.pdf

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Responses

1.1: Common Learning Outcomes

A. Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

Delta College has adopted four Institutional Student Learning Outcomes (ISLOs). The outcomes are designed with the goal of identifying broad skills that are both meaningful to employers, applicable to many different curriculum paths and flexible enough to be used as a standard of assessment by non-academic areas of the campus that also interact with students. The ISLOs were developed through an inclusive process with faculty, Student and Educational Services staff, and administration.

Within the academic area of the College, the ISLOs are further defined by the General Education Learning Outcomes (GELOs), (which were decreased from 38 to six after the 2014 HLC site visit). For purposes of assessing student learning at an institutional level, the assessment data for GELOs are aggregated with assessment data for ISLOs. GELOs are assessed on a three-year cycle, two each year. GELOs and their corresponding ISLOs are shown below:

(3.B.1, 3.E.2)

Students will:

1. GELO: Think Civically: Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life (Assessed Winter Semester 2017).
 1. Supports ISLO: Think Civically

2. GELO: Cultivate Wellness: Demonstrate an understanding of wellness principles to promote physical and personal health (Assessed Winter Semester 2017).
 1. Supports ISLO: Act Responsibly
3. GELO: Utilize Technology Effectively: Solve a problem or accomplish a task using technology (Assessed Winter Semester 2018).
 1. Supports ISLO: Apply knowledge and skills
4. GELO Reason Quantitatively: Use quantitative information or analyze data within context to arrive at meaningful results (Assessed Winter Semester 2018).
 1. Supports ISLO: Apply knowledge and skills
5. GELO: Communicate Effectively: Communicate effectively in oral, written, or symbolic expression (Assessed Winter Semester 2019).
 1. Supports ISLO: Communicate Effectively
6. GELO: Think Critically: Produce a defensible conclusion or solution using critical or creative thinking (Assessed Winter Semester 2019).
 1. Supports ISLO: Think Critically

The process of determining the ISLOs and aligning them to the College's mission was organized by the chair of the [Student Learning Assessment Committee](#) (SLAC) in cooperation with the chair of the [General Education Curriculum Assessment Committee](#) (GECAC) and included faculty and Student and Education Services staff. The best practice models used were from the Lumina Report, American Association of Colleges and Universities Essential Learning Outcomes, and HLC statement on Assessment of Student Learning. These documents helped the College identify broad measurable outcomes appropriate for two-year associate degree level graduates. Focus groups worked with this information and provided input that led to the development of our current set of ISLOs and GELOs. We gathered input from over 50 faculty, staff and administrators across the College. (S3.E.2, 4.B.4)

The outcomes generated from this process were approved by a full-faculty vote before being reviewed by Curriculum Council and Executive Council. This process was last completed in February of 2014. GELO curriculum mapping and assessment design for the six GELOs were completed in academic year 2015-2016. GELO/ISLO assessment has occurred each successive Winter, from 2017-2019, with data review from the assessment happening the following Fall semester. Faculty make changes after data reviews to improve student learning in the GELOs. In academic year 2019-2020, assessment of the six GELOS will be completed. GECAC will evaluate overall data results, design an improvement plan based on those results, and implement a new round of GELO assessments for the next three years beginning in academic year 2020-2021 and ending in academic year 2022-2023.

Additional information regarding the College's curriculum approval and revision process is described in:

- Category 1: Helping Students Learn
Subcategory 1P2: Program Outcomes

B. Determining common outcomes (3.B.2, 4.B.4)

Common learning outcomes are determined by the same processes that align the outcomes with the College mission. This is described in:

- Category 1: Helping Students Learn
Sub-Category 1P1: Common Learning Outcomes
1P1.A – Aligning Common Learning Outcomes

C. Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

The College uses a [common rubric](#) to identify student proficiency for any given GELO. This rating system aids in the aggregation of institutional data and defines a passing (Level 2 or 3) or non-passing (Level 0 or 1) proficiency. The rubric defines student proficiency in GELO knowledge and skills in each course. The collection process allows data to be aggregated broadly across the College or disaggregated to the level of departments/programs (3.B.2).

Proficiency levels for each GELO are derived from a model provided by the Lumina Foundation Degree Qualifications Profile and reinforced by assessment [resource groups](#) that promote skill standards for the different GELOs. The resource groups promote content, assessment strategies, and rigor during the assessment process. Rigor is validated by having members of the resource group apply the various assignment rubrics to assure that standards of performance are well explained and reported data is not misrepresenting student learning levels (4.B.1).

D. Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

In our mission we recognize that our students' personal educational goals range from personal development to studying for a career or occupation, to obtaining an associate degree or transferring credit to a four-year degree institution. To support these varied learning goals, Delta College offers a variety of [credentials and degrees](#), including 141 active transfer and career education programs. These are split into 76 degrees and 65 certificates. Approximately 40% of our students have declared plans to transfer for a bachelor's degree and 60% are either in an occupational program leading to employment upon completion or are upgrading skills for employment advancement or promotion. Sixty-five percent of Delta College's students are part-time, 58% are female, and most students work while going to classes.

Delta College has designed degree requirements through our curriculum process to address the educational, training, and transfer needs of our students. The approval process for degree requirements gathers input from faculty, staff, and administration to assure alignment with the College's mission, educational offerings, and degree levels. This results in a vote through our shared governance process to adopt the new graduation requirements.

The curriculum process is described in further detail in:

- Category 1: Helping Students Learn
 - Sub-Category 2: Program Learning Outcomes
 - 1P2.A: Aligning Program Learning Outcomes with Mission

Delta College's [graduation requirements](#) ensure that our graduates have opportunities to introduce, practice, and master each GELO. Every course offered by the College was mapped against our GELOs in December of 2016 to identify where each GELO was introduced, practiced, or mastered in the College's curriculum offerings. This audit is used to identify assessment sites and to check that the graduation requirements assure exposure to each ISLO (3.B.3, 3.B.5).

To be designated as part of the GELO curriculum map, all sections of a given course must require students to demonstrate some level of proficiency in an embedded assignment.

Additionally, the College reviews programs on an on-going basis by removing outdated curriculum and offering new programs as identified in response to industry need. Career program goals and outcomes and curriculum are reviewed on a regular basis by faculty, associate deans, advisory committee members and the Dean of Career Education in preparation for and during advisory committee meetings.

E. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

To facilitate transfer of earned academic credits between educational institutions within the State of Michigan, a state-wide articulation agreement, the Michigan Association of College Registrars and Officers (MACRAO) Transfer Agreement, was followed. Several years ago, MACRAO was replaced with the Michigan Transfer Agreement (MTA). Our transfer degrees are designed to meet the requirements of the MTA and the unique expectations associated with each degree. To meet these expectations, the degrees are reviewed by a panel consisting of faculty and Student and Educational Services staff. [This link provides the cross-walk between the MACRAO, MTA and each of Delta College's associate degrees](#) (3.B.4).

Delta College offers [other credentials](#) that do not meet the requirements of an associate degree. These are defined by credit hours and program-specific learning outcomes that provide core workforce skills and meet national licensure or certification requirements, and may not include complete coverage of GELOs.

F. Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

Many co-curricular activities are directly related to curriculum through ideas and proposals generated by faculty, staff, and students. Often faculty, staff and students reach out to the Student and Civic Engagement (SACE) area for assistance with the development and

implementation of cocurricular activities, programs, and services that support the learning process (3.E.1).

Student and Educational Services also offers a variety of other opportunities for students to reinforce and expand ISLO skills.

Examples of direct relationships include:

- Service learning opportunities are often initiated by faculty. Faculty incorporate service to the community as an objective for the course and a hands-on approach to student learning. The SACE staff assist students and faculty with site selection as well as project development.
- SACE also supports the Democracy Commitment which is designed to help engage students in civic learning and the democratic process. The Democracy Commitment is led by a committee of faculty and staff who guide the learning process through in-class and out-of-class assignments.

Examples where a context has been created:

1. A new leadership program offered by SACE is the Pioneers Pyramid of Leadership. It is a three-tiered approach by which all students at Delta College have an opportunity to participate at various levels to build leadership skills. Many students are automatically connected to the program through involvement with student clubs, athletics, and mentor programs; others may opt in because of interest.
2. SACE has a number of co-curricular initiatives and activities that focus on diversity and inclusion, leadership development, academic career experiences, athletics, service learning, and civic engagement to expand on the learning process for students.
3. Through the Student Athlete Advisory Council, student athletes help guide the athletic program under the Athletic Director. As a part of this process, students assist in decision making that affect all student athletes, build leadership skills, and create community service programs that have positive impacts throughout the Great Lakes Bay Region.
4. Students are exposed to relevant work experiences through the co-op and internship program, called the Academic Career Experiences (ACE). Students interested in participating in the program must apply, complete the hiring process with potential employers, and complete three ACE courses. ACE courses help students with career development skills such as networking, resume writing, presentation skills, and interviewing skills. As part of this coursework, students also develop a digital portfolio.

G. Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

Faculty create the tools and methods used to generate examples of student learning called artifacts. These tools and methods are used to qualify a specific course for inclusion in the GELO curriculum map. The artifacts are then evaluated by the faculty as regular course work as well

as for assessment of GELOs. Each faculty member scores their own student's work for general education assessment using a rubric aligned with their specific assessment tool. The faculty then use the broader general education assessment [rubric](#) to report the results. The standards used by faculty are checked by the GELO resource groups to maintain proficiency standards.

Student and Educational Services has not yet participated in their own assessment of ISLOs because their focus has been devoted to improving the College's recruitment, retention, and completion processes, a priority given declining enrollment.

H. Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The six GELOs are assessed on a rolling cycle, with two GELOs assessed every year so that at the end of a three year cycle, all six GELOs have been assessed. Artifacts of student work are assessed in winter semester and data reviewed the following fall semester. The first assessment/data review cycle began in Winter 2017/Fall 2017 and the last set for the first cycle will be completed Winter 2019/Fall 2019 for a total of six GELOs assessed.

The courses are selected though the GELO curriculum map and artifacts of student work are chosen that include demonstration of mastery of the GELO. This process is used for students who have completed 45 or more credit hours, meaning they are one to two semesters from completing their associate degree (4.B.1, 4.B.4).

Student work is evaluated using the processes described in 1P1.G.

GELO resource groups report findings to GECAC, SLAC, and the full faculty body. Reports are stored in our internally developed database, Outcomes Assessment Tracking System (OATS), for archive purposes.

After a review of the first assessment/data review cycle, changes were made for the baseline standard. The initial baseline of 70% of students achieving a rubric level 2 or 3 was increased to a long term goal of 80% of students achieving a rubric level 2 with an aspirational or stretch goal of 85%. Long-term is defined as occurring by the next assessment/data review cycle.

When concerns are identified in student learning, faculty collaborate to identify the specific skills that need to be addressed. This discussion includes faculty representing the assessment process as well as faculty who specialize in the instructional area being assessed, who together will develop suggested ways to improve the skill set. A 2% incremental goal is set for the next assessment/data review cycle for GELOs that fall between baseline and long-term goals.

1R1 Results

A. Summary results of measures.

The summary of data for these processes are shown in the [category data document](#) in four main areas:

Assessment Schedule for General Education Learning Outcomes: GECAC has established and maintained an assessment schedule for its general education program for the last three years as described earlier. The GECAC and SLAC Coordinators track the assessment reports and follow up with meetings with the Vice President of Instruction and Learning Services, the Dean of Teaching and Learning, and Academic Associate Deans to ensure alignment with the College's mission, vision, and values.

Assessment Schedule for Program Learning Outcomes: Delta College has established best practices for programming learning outcomes utilizing mandatory program accreditation standards and Perkins guidelines for occupational programs. Initial program accreditation and re-accreditation documents which include program learning outcomes and how they are met, are reviewed by the Dean of Career Education and Learning Partnerships. SLAC guidelines indicate programs should assess one or two program outcomes every year which results in a three to four year cycle. Program coordinators are notified by the SLAC Coordinator when the program is due to report on its program outcomes, and to schedule a meeting with SLAC. However, we recognize there is a need to adjust SLAC parameters which are geared towards general education outcomes, to better support program learning outcomes that are aligned with external accrediting agencies. This would mean a dual reporting system for SLAC, one for general education and another for programs, which is a goal for Academic Services to complete within the next two years.

Student Performance: Results from direct assessment of work from students that have earned 45 or more credit hours is collected and summarized. Student performance on GELOs would be assessed at 70% initial baseline goal, 80% for long-term or stretch goal, and 85% as an aspirational goal.

Reliability of Evaluation Standards - Delta College conducted internal checks to assure the standards of rubrics associated with the assessment were appropriately applied.

Relevance to Degrees Awarded - Data representing only those students who received any degree or certificate, those students who received an Associates in Arts, and those students who received an Associates in Science is summarized. This data set also reports the percent of the graduating class represented in our assessment efforts. The goal was for at least 5% of the graduating class to have been involved with the GELO assessment.

B. Comparison of results with internal targets and external benchmarks

Delta College has not identified external benchmarks for this area of the portfolio. The data will compare to the identified internal targets.

Assessment Schedule - Our goal is 100% adherence to our schedule. This has been met for the last three years.

Student Performance - After the initial round of data, Delta College increased its internal targets from 70% to a long term goal of 80%. Long term is defined as within the next cycle of assessment for that GELO.

We currently have data for four out of six GELO outcomes and are assessing the last two outcomes with data collection in Winter 2019 and analysis in Fall 2019. Of the four GELO outcomes that have been assessed:

- Cultivate Wellness - has exceeded the aspirational goal of 85% with 88% of the students meeting minimum standards.
- Think Civically - has exceeded the long-term goal of 80% with 83% of the students meeting minimum standards.
- Utilize Technology and Reason Quantitatively - are above the initial goal of 70% and below the long-term goal of 80%.
 - Utilize Technology - reports 78% of the students meeting the minimum standard.
 - Reason Quantitatively - reports 76% of the students meeting the minimum standard.

Reliability of Evaluation Standards - Reliability was established by spot-checking a subset of the student work used to establish student performance levels. This spot-checking was done by faculty serving on GELO resource groups for the specific general education learning outcomes. The scores awarded by faculty who provided the student work were compared to the scores awarded by faculty from the relevant GELO resource group. Both groups used the same rubric as the basis for their evaluation.

1) For each learning outcome the estimate of students achieving proficiency was within 10% of the estimates established by faculty.

2) The variation between faculty rankings and resource group rankings of number of students at each level was estimated to be 10% or less.

C. Interpretation of results and insights gained

Delta College is pleased to have developed and successfully implemented what appears to be a sustainable assessment process which includes the ability to check for internal consistency. We believe that the data collection process identifies replicable standards and allows us to examine the skill sets of our graduates.

The process that is presented here was developed after several false-starts in assessment design and outcome design which accounts for the two-year gap between identifying GELOs and beginning the actual assessment process. Before the HLC 2014 site visit, initial trials

required the assessment of too many general education outcomes (38) and data collection processes that were too labor intensive to be sustainable. The current process will identify the weakest areas of student achievement and interventions to build upon those areas through a sustainable process.

The College recognizes that this assessment process has not been in place long enough to show trends in student learning based on changes in instruction from these results. The first three year cycle of assessment of the six GELOs will be completed in Fall 2019 and the next three-year cycle will begin with lessons learned from the first cycle.

111 Improvement (4.B.3)

1) Two skill sets, Utilize Technology and Quantitative Reasoning, have been shown as areas for improvement. Faculty resource groups will help identify strategies for improvement and an implementation plan for these areas. These resource groups consult with subject area faculty. Preliminary efforts include adjustments to curriculum in entry- and pre-college-level courses in mathematics and information technology courses. These entry- and pre-college-level courses serve as preparation for classes in which these outcomes are assessed. Also, several mathematics faculty have participated in state level initiatives for “Right Math at the Right Time” and other projects examining different math pathways for different career tracks. Placing students into a career appropriate mathematics track is a strategy that could be effective in both immediate and long term proficiency levels.

2) After Fall 2019, base-line data for all six GELOs will be complete. Faculty will then assess if changes should be made to long-range and aspirational goals.

3) Student and Educational Services will examine ISLOs assessment with student leadership and development in non-curricular activities over the next two years.

1.2: Program Learning Outcomes

A. Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

Delta College uses a broad interpretation of “programs” for this subcategory. Programs include any curriculum pursuit for which a student may be awarded academic credit and includes occupational programs as well as transfer programs.

Delta College aligns program learning outcomes through the same process used to evaluate and adopt new curriculum and curriculum revisions. Curriculum development begins with identifying the need for a new program or course or the need to change existing programs or courses. The need for changes may come from program advisory committee input, changing course requirements at four-year universities, or industry requests (3.E.2).

Curriculum development is carried out by the faculty who will be responsible for teaching the course or program. The development process varies depending on the subject area (transfer or occupational) and individual faculty (full-time or adjunct). Faculty may receive assistance from the Dean of Career Education and Learning Partnerships, Dean of Teaching and Learning, Academic Associate Deans, and program discipline faculty. As the curriculum is developed and then formally submitted as a proposal, it is reviewed by Curriculum Council which includes representatives from the faculty, Student Learning Assessment Committee (SLAC), General Education Curriculum Assessment Committee (GECAC), advising, articulation, registrar, and financial aid staff.

The [curriculum proposal](#) is reviewed by faculty representatives; Student and Educational Services staff representing financial aid, academic advising, and the registrar's office, and administrators in a multi-faced process. Items reviewed include

- Admission/prerequisite levels/validation process
- General Education Learning Outcomes (GELO) curriculum mapping
- Conflicts with duplication of existing curriculum content
- Measures with learning outcomes (program and course)
- Need assessment data, including capacity and enrollment, graduation, and employment projections
- Credit hour/contact hour designations
- Alignment with Program Review of Occupational Education (PROE) and Perkins core indicators
- Program Advisory Committee recommendations
- Program accreditation requirements
- Consistency with existing degree requirements
- Financial aid eligibility
- Scheduling and course sequencing concerns
- Advising strategies
- Accurate presentation of program and course information for the catalog
- Recruitment strategies
- Alignment with mission
- Financial implications
- Transferability and articulations

After these reviews, the proposal is voted on by Curriculum Council as a recommendation for adoption. This recommendation gets approval from the Vice President of Instruction and Learning Services and the President. The President brings new programs and programs for elimination to the Board of Trustees for final approval.

Discontinuing a course is addressed in another portion of the portfolio.

- Category 1: Helping Students Learn
Subcategory 1P3: Academic Program Design
1P3.E: Reviewing Viability of Courses and Programs

B. Determining program outcomes (4.B.4)

Program outcomes are determined or formally adopted by the same curriculum process as described. In addition, occupational programs' learning outcomes are reviewed by the program advisory committee as required by program accreditation. Program advisory committees consist of program faculty, the Academic Associate Dean of the area, the Dean of Career Education and Learning Partnerships, and 10-16 community members working in related occupations. The advisory committee provides input regarding a variety of program design elements including drafting the program learning outcomes. Advisory committees meet one to three times annually and meeting minutes are documented and distributed (4.B.4).

C. Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

Our curriculum process requires curriculum proposals to be submitted with student learning outcomes and objectives at the course and program levels. At Delta College, the learning outcome is a statement of the broader learning goal and the objectives provide more detailed insight that defines the content of the learning outcome (4.B.1).

The faculty who are responsible for assessing a particular program learning outcome develop the assessment tool that defines the purpose, content, and level of achievement expected of the student. In the case of occupational programs, this may be done in conjunction with members of the program's advisory committee and program accreditation materials. The assessment approach is reviewed by SLAC for appropriate design and data collection methodology (4.B.1).

Each academic division has faculty representation on SLAC. The representative is available to assist program faculty in crafting measurable learning outcomes, developing meaningful assessment tools, and interpreting assessment results.

Where the learning outcomes for a degree or certificate match a GELO or ISLO, the assessment processes for GELOs and ISLOs are used. These processes were addressed in:

- Category 1: Helping Students Learn
Subcategory 1P1: Common Learning Outcomes

D. Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

Program learning outcomes are defined through the College's curriculum adoption and revision process. Assessing the appropriateness of these outcomes occurs on an on-going basis through three main processes.

- Faculty may submit changes to program outcomes at any given time. This may occur as the result of on-going discussions between faculty within the program when considering best practices.
- Recommendations are made through advisory committee meetings, or indicated by program accreditation.
- Comprehensive program reviews may occur for the following reasons:
 - There has been a five-year lapse since the last comprehensive review
 - Enrollment declines
 - Request by a faculty member or administrative member
 - Relevancy of the program to current workforce needs.

E. Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

In addition to acting on faculty and student recommendations for co-curricular activities, Delta College develops co-curricular activities for programs using the same processes described for developing co-curricular activities for ISLOs and GELOs (3.E.1). These processes are described in,

- Category 1: Helping Students Learn
 - Subcategory 1P1: Common Learning Outcomes
 - 1P1.F: Designing, aligning and delivering cocurricular activities to support learning.

F. Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

For many programs, the process for selecting assessment tools, methods, and instruments is integrated with the same processes used to articulate purpose, content, and expected levels of outcomes. (4.B.2) This was presented earlier in this section:

- Category 1: Helping Students Learn
 - Subcategory 1P2: Program Learning Outcomes
 - 1P2.C Articulating the purposes, content and level of achievement of the outcomes.

Additionally, some occupational programs are accredited by external agencies requiring specific forms of assessment, such as licensure or national credentialing exams.

G. Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

Assessment is done primarily through faculty-developed course-embedded assignments designed to evaluate student work. All program learning outcomes are assessed on a three- to five-year cycle. Program faculty create an assessment curriculum map which identifies the

course serving as the assessment site for each program learning outcome. Assessment results are submitted through SLAC using an internally developed database called Outcome Assessment Tracking System (OATS). Also documented are the actions called for by the results.

Program faculty are scheduled to meet with SLAC on a four-year rotation basis for a face-to-face discussion regarding questions or issues pertaining to their assessment activities or results. During this face-to-face meeting, SLAC members are able to provide feedback regarding the quality of the assessment projects for a given program and discuss observations based on the data. The summary of these meetings are also entered into OATS.

An annual report is generated from OATS indicating the percentage of programs that are meeting their assessment schedule as well as which reports are still not complete. This report is provided to the Vice President of Instructional and Learning Services (4.A.6, 4.B.1, 4.B.2, 4.B.4).

1R2 Results

A. Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

Compliance participation levels of program assessment are shown and discussed in the linked [category data document](#).

B. Summary results of assessments

Please see the [category data document](#) above.

C. Comparison of results with internal targets and external benchmarks

Our internal benchmarks for deployment are 100% for all programs.

D. Interpretation of assessment results and insights gained

Delta College recognizes that participation in program assessment needs to be improved and this is discussed as part of 1.R.1. Challenges that have been addressed include:

- Delta College experienced many difficulties developing a sustainable assessment approach for the College's general education program. In academic year 2014-2015, our general education outcomes were reduced from 38 to our current six which makes assessment more sustainable.
- There has been some difficulty accessing the OATS software relating to the security permissions. These permissions have been addressed for better usability and greater access.

- To help program faculty understand the importance of filing their assessment activities, an email is sent to faculty explaining how to use the reporting spreadsheets and timelines.
- Program faculty are notified of low participation in assessment filing rates and user friendly tools have been developed to assist faculty.
- The focus of the SLAC meetings has shifted from reviewing submitted reports to considering better strategies for improved participation. One result of this focus is that non-reporting programs are being asked to speak with SLAC about their assessment activity.
- All submitted documents are now available through our intranet/portal so that previous program plans can be made available to new program leadership without having to start over.

Attainment of Student Learning Outcomes

Where student learning outcomes have not been met, the programs have developed a remediation plan filed with SLAC through the OATS system. In 100% of the cases where learning outcomes were not met sufficiently, these remediation plans have been filed.

112 Improvement

The Vice President of Instruction and Learning Services receives an annual summary report. The first was submitted in 2018 for the 2017 assessment year. The Vice President of Instruction and Learning Services will collaborate with the Dean of Teaching and Learning, Dean of Career Education and Learning Partnerships, Academic Associate Deans, and SLAC to further define areas for improvement. Identified areas will be evaluated and developed using a four stage Plan-Do-Check-Act process.

The academic area has recently restructured, replacing faculty leadership positions (Division Chairs) with administrative personnel (Academic Associate Deans) who report to the Dean of Teaching and Learning. The members of GECAC and SLAC have met with the Dean of Teaching and Learning to identify ways to leverage the Academic Associate Dean positions to encourage greater participation in program assessment according to the review schedule.

Sources

- Credential Requirements
- Credential Requirements (page number 2)
- Curriculum Form Preview.pdf
- Data Category 1_1 Common Learning Outcomes.pdf
- Data Category 1_2 Program Learning Outcomes.pdf
- GECAC Committee
- GECAC Committee (page number 3)

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- General Education Assessment Rubric
- SLAC Committee

4.C - 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.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Responses

2.2: Retention, Persistence, and Completion

Delta College is an Achieving the Dream (AtD) institution and has earned Lead College status through adopting best practice recommendations for year round scheduling, mandatory orientation and advising, and Guided Pathways implementation. This affects the College's curriculum development processes, recruitment processes and advising processes. This portion of the portfolio describes our implementation progress.

A. Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

The College collects four kinds of data from first contact through graduation:

1. Academic placement data
2. Academic and career goals
3. Financial data
4. Academic advising data

Each of these data sets is used by Delta College to support the student by identifying needs to assure high retention, persistence and completion rates.

Academic placement data includes SAT/ACT, Accuplacer (and COMPASS) placement test scores, and high school and college transcripts. After the student completes an application to Delta

College, the admissions advisor communicates with the prospective student through personal contacts and electronically through the Recruit CRM (Customer Relationship Management) to send in required data.

Academic and career goals data includes career plans, academic program choice, and transfer destination for transfer students. The admissions process is structured in a way that leads students from a career goal, to meta-major, to academic program choice, to a Guided Pathway that maps how a student gets from admission to their career goal. Data collection begins with the admissions application that is designed to identify undecided or unclear students who are then tracked through a meta-major process. Data is also collected by admissions advisors and by academic advisors and counselors who initially meet with them at the new student orientation.

Financial data collection includes completion of the Free Application for Federal Student Aid (FAFSA). The FAFSA is required for all federal financial aid programs and also the Michigan Tuition Incentive Program (TIP).

Academic advising data is made available to students and their advisor through the Student Planning Module. The module allows for students and advisors to create an individualized Guided Pathway that includes all program requirements and allows flexibility for part-time and developmental education students. The module pulls data from the Colleague student database and includes all pre-enrollment data, a degree audit, advising notes and enrollment data.

Additionally, the College uses a set of measurements to determine student success rates. These are addressed in the next section:

- Category 2: Retention, Persistence and Completion:
Subcategory B: Determining targets for student retention, persistence and completion.

B. Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

In 2016, Delta College's AtD coaches determined that a continuing problem for the College has been the lack of centralized data. Multiple stakeholders including Institutional Research, administration, then division chairs, and developmental education faculty were using different methodologies to measure student success including academic performance and retention. In the Winter 2017 semester, the President appointed an *ad hoc* committee, Data Ambassadors.

The Data Ambassadors included faculty, Student and Educational Services staff, and Institutional Research staff. The committee was tasked with:

- creating common data definitions for student success;
- creating a website with a dashboard to disseminate retention data; and
- creating a plan to educate the College's stakeholders regarding student data consistency, measurement, and interpretation.

The Data Ambassadors met during the Winter 2017 semester and defined five milestones to track student success from enrollment through graduation. The ambassadors defined quantitative metrics to measure student success through these milestones. The milestones included:

1. Completion of developmental coursework
2. Completion of gateway classes in college level English and math
3. Fall to fall retention
4. Student success (cumulative grade point average and satisfactory academic progress)
5. Timely graduation (two year, four year, six year)

Of these milestones, the College decided to first study fall-to-fall retention.

To better understand the factors that affect fall-to-fall retention, the College tracked key student characteristics of a well-defined student group called the primary retention cohort (PRC). The PRC includes all first time in any college (FTIAC) degree/certificate seeking students. The PRC was adapted from the Voluntary Framework of Accountability (VFA) and is intended to parallel the Student Right-to-Know graduation rate cohort as defined for The Integrated Postsecondary Education Data System (IPEDS).

Delta College identified six key PRC characteristics to study retention:

1. Race/ethnicity
2. Age groups: (Traditional vs. Non-Traditional)
3. Gender
4. Full Federal Pell Status
5. Full-time/part-time status
6. College readiness/developmental education status

To further support a culture focused on improving student retention, persistence and completion rates, Delta College created a dashboard available to all College faculty and staff in the Fall 2017 semester that reports out all retention data. Additionally, in Fall 2018, a revised one-hour Student Success seminar was added to the mandatory new employee orientation to help employees know how to better assist students. In this seminar, employees learn what the standard retention metrics are, how to access them on the retention dashboard, and how they can use the data to shape their work in assisting student success.

Delta College has set a target of 2% increase for student retention, persistence and completion and developed college-wide action projects to support each component.

C. Analyzing information on student retention, persistence and completion

Delta College has implemented a Guided Pathways model to enroll students and track them through their pathways and on to transfer or careers. Delta College's pathways model is based on [Achieving the Dream's Pathway model](#) which identifies four central pillars for success:

- The first pillar is to create clear curricular pathways to jobs and careers.
- The second pillar is to get the student on the pathway.
- The third pillar is to keep the student on the pathway.
- The fourth pillar is to ensure that learning is happening with intentional outcomes.

Within the AtD pathway, the data identified in Process A: *Collecting student retention, persistence and completion data* is used to help develop clear curriculum paths and help students access and complete those curriculum paths.

- In the first pillar, faculty and advisors created Guided Pathways for each career program and 60 transfer programs. Curriculum, scheduling, and enrollment data was used to identify the most efficient course pathway.
- In the second pillar, the admissions and advising staff use application data to assist students in choosing a career goal and an academic program.
- Pillar three supports staying on the pathway through advising and coaching, and focuses on retention. Success and retention data assist advisors and administrators in tracking student enrollment patterns and identifying ways to improve retention. The Early Alert system helps faculty and staff assist students in achieving success in their courses. Financial aid compliance checking helps to verify that students are continuing on their pathways, as indicated in Student Planning (Student Self Service). Advisors use the CRM to contact students who may need guidance in staying on track.
- Pillar four uses reports from assessment of student learning outcomes (in programs and in General Education) to verify that students are learning key competencies in their chosen pathways. Faculty, advisory committees, and career preparation sources (such as Burning Glass) help in aligning learning outcomes with career competencies. Transfer and articulation agreements, developed by faculty, the Manager of Strategic Partnerships, and state initiatives provide intentionality within the pre-baccalaureate pathways.

This set of data will guide Delta College's responses to student needs for scheduling, curriculum, preparation and ultimately job placement or transfer.

D. Meeting targets for retention, persistence and completion (4.C.1)

Delta College's primary strategy for improving retention, persistence and completion rates is to fully implement the AtD Guided Pathways model.

Career pathways and transfer pathways are completed for full-time students. Pathways for part-time students are now being developed. As implementation of AtD's first pillar comes to a

close, Student and Educational Services staff are developing advising models to get and keep students on the pathway.

In the Spring 2018 semester, a random sample of 300 Delta College students with a declared Associate of Arts degree were identified and a deep analysis was done to determine their success in moving toward graduation. College staff analyzed their progress toward their degree goals with the student planning module and read the advising notes for each of the students.

- Approximately half of these students came to Delta College undecided about their career goals and academic programs. They were placed in the Associate of Arts program not specifically because they planned to transfer, but because they were undecided.
- Another 20% came with an initial goal but changed programs one or more times. Others came planning to transfer to a certain university but then changed their transfer destination goal in the middle of their academic career at Delta College.

The results of the qualitative analysis contradicts the Guided Pathways model and presents a major challenge. If students do not have a good idea of where they are going and how to get there, they will inevitably make poor choices and spend unnecessary time and money on classes not needed and may leave college with nothing to show for their efforts.

In order to resolve this problem, enrollment management services is planning to make significant changes to the admission and orientation processes. Admissions staff will be trained in career development processes and will understand how career development staff will guide undecided or uncertain students toward goals that meet their interests. The staff will also make referrals of students who are still undecided to the Career Development Center. If the student remains undecided by the time they go to new student orientation, the process continues with the academic advisors. Thus, admissions staff, academic advisors, and career counselors all work as a team in assisting the student to choose a career and academic program using Guided Pathways.

This is an example of how Delta College enrollment management staff use data to identify problems, analyze the data and set goals to make changes in process. In this example, the goal is based on pillar two of the Guided Pathways model: Get them on the pathway. In this case, the goal is to get most of the prospective students to set career goals based on their interests, skills, and abilities and choose an academic program before they come to new student orientation. At orientation, the advisors will assist students in setting up a multi-semester plan or Guided Pathway that will take them through their full program and prepare them for work or transfer. Those who do not set a specific career goal will be placed in one of six meta-major programs where they can continue to develop career goals and plans with assistance from advisors and faculty.

It is also an example of the Plan-Do-Check-Act (PDCA) model. During the summer of 2018, the enrollment management staff planned how to implement this pillar two goal to address undecided students (Plan). In the Winter 2019 semester, implementation of the plan began on

a small scale (Do). During the summer 2019, we will evaluate (Check) our small implementation. After the evaluation we will make needed changes and move to full implementation for Fall 2019 (Act) which represents full implementation.

Many of the processes to support pillars three and four are already in place. For example, enrollment management set five core values that it would use to develop all of its programs and services including:

1. Be proactive
2. Promote student self-service
3. Use technology for online services
4. Use group processes
5. Use strategic communications

To support these values, the department has acquired several tools to implement the student success initiatives. In the last five years these tools include:

- Recruit CRM tool for prospective students
- Student Planning Module
- Financial Aid Self Service Hub
- Student Finance Self Service Hub
- Customer Relations Management - Advise
- Faculty Portal: Early Alert System
- ACALOG: Electronic Catalog
- CURRICULOG: Curriculum Management System
- OU Campus Web Content Management System

E. Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

Delta College benchmarks for retention, persistence and completion are defined as the rates of retention, persistence and completion within the PRC. The PRC is defined in Process B of this subcategory, determining targets for each area.

2R2 Results

A. Summary results of measures

The results for this portion of the portfolio are presented in this [category data document](#).

B. Comparison of results with internal targets and external benchmarks

Delta College is a member of the National Community College Benchmarking Project (NCCBP). This project consists of a group of participating institutions that submit institutional data sets

with the purpose of creating and using comparative data. Delta College turns to this data set where other comparative data is limited.

For this portion of the portfolio, Delta College's retention and completion rates can be compared to state and national rates. These comparisons are presented in the data document for this portion of the portfolio.

We have not set firm internal benchmarks for these values.

C. Interpretation of results and insights gained

Fall-to-fall and fall-to-winter retention remains a concern in a competitive environment.

2I2 Improvement

A new goal of a 2% increase each in recruitment, retention, and completion has been set with detailed action projects to support each area that are included in the 2019-2023 Strategic Plan.

Sources

- Data Category 2_2 Retention Persistence Completion
- PathwaysCoachingGuide

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - 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.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Responses

3.3: Development

A. *Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)*

Delta College identifies training needs through coordinated discussions between the Center for Organization Success (COS), Human Resources, senior leadership, division leadership, and departmental managers. These training needs include orientation for new employees as well as continued professional development for existing employees. Additional training needs are identified through faculty and staff advisory committees, surveys such as Community College Survey of Student Engagement (CCSSE) and others performed by outside consultants such as the CLARUS Corporation.

Professional development plans for all employees are tied to the College's mission through the strategic plan as well as to the employee's performance evaluation. The professional development plans are approved by supervisors and administration and housed within Human Resources. Human Resources anonymously shares established professional development goals

with the Center for Organizational Success (COS) to assure that training and development offerings are aligned with the needs of the employees. This information provides the foundation for mapping the College's professional development needs.

The administration, in collaboration with the COS, Faculty Center for Teaching Excellence (FCTE), Human Resources, faculty, staff, and a variety of other employee committees, work together to develop and implement a variety of training and development programs. The COS and FCTE serve as the coordinating body for these programs and initiatives and provide support for professional development for all faculty and staff through workshops, retreats, instructional support, coaching, and mentoring. Types of professional development offerings include

- New Faculty Orientation
- New Employee Orientation
- College-Wide Fall and Winter Learning Days
- Team Development
 - Such as “Five Dysfunctions of a Team”
- Ongoing Workshops and training
- Grass Roots Initiatives (self-directed learning and action projects)
- Health, Wellness, & Safety
- Education Classes (taught and developed for faculty by faculty)
- Leadership & Supervision
 - Such as “Influencing without a Title”
- Technology Training
 - Such as “Creating Accessible Documents”
- Employee Engagement
- Endowed Teaching Chairs and Sabbatical Leaves and Grants

The College provides a self-directed professional development allowance (PDA) for all full-time administrative/professional staff, faculty, and support staff. Opportunities are provided for faculty and staff to learn about their teaching style and communication methods, and how to meet student learning needs through a variety of methods.

The COS offerings extend beyond typical skill development to directly improve job performance. They also offer support for health, safety, and well-being by educating employees about risk-management behaviors to minimize both personal and College liability. Required modules for new hires include

- Bloodborne Pathogens
- Bystander Intervention
- Diversity
- FERPA
- Hazard Communications
- SaVE Act

- Sexual Harassment
- Title IX
- Copyright

Also, all full-time faculty and staff have access to tuition reimbursement as a means for pursuing additional professional development. Additional funding sources are also available through the Senate Assembly for Sabbatical Leaves and Grants.

Adjunct faculty have the opportunity to apply for professional development funding through the FCTE.

B. Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

In addition to the PDA that supports faculty professional development plans, eLearning formats and assistance are available through Delta College's eLearning office.

The FCTE encourages innovation in teaching by using several approaches

- Faculty First Year Experience - orientation for new full-time Delta College faculty
- Adjunct Academy – professional development for adjuncts offered on a semester-by-semester basis
- Funding to support adjunct professional development
- Providing resources to support exploration of different pedagogical approaches. This is available to both full-time and adjunct faculty.
- Endowed Teaching Chairs - availability of funding to explore teaching innovation
- Education Classes - courses developed by faculty for faculty

Education Classes

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

- EDU 386: Communication in the Classroom - 2 Credits - This course focuses on identifying, describing, and explaining communication between students and between students and instructor.
- EDU 387W: Reflective Practice -2 credits - This course explores, in a communal atmosphere of trust and thoughtfulness, the roles of reflection, community, and creativity in the development of meaning and purpose in the personal and professional lives of educators.
- EDU 388: Exploring Diversity - This course explores all facets of diversity by expanding the definition beyond race, class and gender and focusing on common values. A variety of approaches for teaching diversity are modeled and practiced.

- EDU 390: Best Practices in Teaching and Learning - 3 credits - This course is a year-long orientation course required for all new full-time faculty which addresses topics and skills essential for effective and innovative teaching and learning practices, and explores the dynamics of teaching and learning, provides models, strategies, and options that emphasize active learning and reflective teaching.
- EDU 392: Internet Teaching Techniques for Teachers - 3 credits - This course provides those with basic internet skills the knowledge to create strategies and practices that use Internet tools (email, discussion list, search engines, chat programs) to enhance student learning.

C. Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

All full-time and part-time staff are required to participate in annual professional development to ensure that they remain current in knowledge and skills for their area of expertise. Full-time staff must complete a minimum of 12 hours every fiscal year, while part-time staff must complete a minimum of six hours every fiscal year. This requirement went into effect July 1, 2017 to support the College's People Focus strategic initiative toward being the communities' first choice to learn, work, and grow.

Employees may use external development activities toward their requirement and the COS offers a number of activities that will also qualify toward meeting the minimum requirement. For development opportunities facilitated on campus, the COS will identify and include the number of hours the employee will earn in the marketing material. For opportunities that take place outside of Delta College, the employee's immediate supervisor will have the final approval. Upon request from an employee, the COS will provide a training transcript for all internal professional development opportunities at the end of the semester.

In-house development offerings include

- COS sessions
- Lynda.com training
- Webinars
- e-Learning
- Retreats (Great College, Leadership Experience)
- Team building sessions
- Administrative/professional staff and support staff professional development days (only professional development sections will count towards the requirement)

D. Aligning employee professional development activities with institutional objectives

Professional development plans are developed during the year-end annual performance review for all employees. During this process employees meet with their supervisor and discuss professional development plans to assure that they are both relevant to the employee and

aligned with the College's strategic objectives. The professional development plans are reviewed by administration, Human Resources, and the COS to assure appropriateness and identify changing trends in professional development needs.

E. Tracking outcomes/measures utilizing appropriate tools

- % of staff meeting the necessary professional development hours
- trends in COS offerings and participation
- trends in FCTE offerings and participation

3R3: Results

A. Summary results of measures

Because the required professional development standards were put into place for the last academic year, the institution does not yet have conclusive data regarding participation or compliance for this process. We look forward to sharing this information with the site visit team in 2020.

The COS has provided the 2017-2018 programming schedule with numbers of participants for each session. This information is provided in this category data [document](#).

B. Comparison of results with internal targets and external benchmarks

The institution does not have internal or external targets for this data.

C. Interpretation of results and insights gained

Faculty and staff are looking for content rich professional development opportunities that do not take up a lot of their time. Opportunities that meet that criterion are better attended than those that are longer in length and that cannot be immediately applied to their work. We continue to look for subject matter experts (internally and externally) to provide content rich professional development for all employees.

3I3: Improvement

We are continuously making improvements to the professional development sessions that are offered based on employee demand and feedback. We have built partnerships with an outside agency that has 100 years of experience in designing and delivering professional development. Additionally, we review participant feedback to determine if we should offer a session in the future and if so, what changes and additions need to be made so that it is effective.

5.2: Resource Management

A. Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

Fiscal

Educational programming and supporting operations are critical to fulfilling the College's mission. In this context, the processes for allocating resources is closely tied to the processes that define our mission, vision, and values, the strategic plan and allocation of resources to support the strategic plan. The following list directs to the areas of the portfolio that address processes for developing mission, vision, values, strategic planning, and allocation of resources.

- Category 4: Planning and Leading
 - Subcategory 1: Mission and Vision
 - Bullet E: Allocating Resources to advance the institution's mission
 - Subcategory 2: Strategic Planning
 - Bullet B: Aligning operations with the institution's mission.
 - Bullet D: Capitalizing on opportunities and institutional strengths

The College's strategic plan is built in the context of a four-year budget forecast which considers long-term plans for the maintenance and advancement of both College facilities and technological capabilities while remaining fiscally sustainable. The four-year budget forecast is built by the Vice President of Business and Finance. We develop yearly plans that serve as the basis for the annual budget and strategic initiatives. The different employee groups are represented on Budget Cabinet, the entity for broadly setting budget priorities. Executive Council works within the context of the budget to identify and implement strategic initiatives to support the College's mission.

Sixty percent of our general fund expenditures are allocated for instruction and instructional support areas. We maintain facility maintenance; equipment replacement funds, and building and site funds. Each year funds are transferred to these "plant funds," from our general fund to support facility and infrastructure needs (5.A.1).

Specific processes used to build budgets are explained at a later point in this category:

- Category 5: Knowledge and Resource Management
 - Subcategory 3: Operational Effectiveness
 - Bullet A: Building Budgets to Accomplish Institutional Goals
 - Bullet B: Monitoring Financial Position and Adjusting Budgets

Physical Facilities

Building and renovation projects are approved by the President and Executive Council. Facilities management works with the employee groups to seek input on use and design considerations

to assure that new or renovated facilities are sustainable and functional in helping students succeed. The facilities management team also works with external consultants to help identify best practices and design elements.

Specific processes used to manage facilities in supporting academic programs is addressed at a later point in this Category:

- Category 5: Knowledge and Resource Management
Subcategory 3: Operational Effectiveness
Bullet D: Maintaining a physical infrastructure that is reliable, secure and user-friendly

Technological

Ellucian manages Delta's Office of Information Technology (OIT). Ellucian is a third-party group which employs staff to work full-time on Delta College's campus. The Ellucian contract is managed by the College through the Director of Information Technology who reports directly to the President.

Ellucian evaluates technology for both employee workstations as well as for instruction. The technology computer standards are also managed through procedures outlined in the procedures manual. Upgrades and replacement expenses are submitted and prioritized against other needs through the budget process.

Software and equipment needs that directly impact instruction are also reviewed through the budgeting process to establish prioritization for funding.

- Category 5: Knowledge and Resource Management
Subcategory 3: Operational Effectiveness
Bullet C: Maintaining a technology infrastructure that is reliable, secure and user-friendly.

B. Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

Executive Council and President's Cabinet are responsible for setting goals and assuring that they are aligned with the College's mission and available resources. This is done in the context of a SWOT analysis and other forms of environmental scanning that are performed as part of our strategic planning process. The following links identify the portions of the portfolio where these processes are explained in the context of strategic planning.

- Category 4: Planning and Leading
Subcategory 1: Mission and Vision
Bullet E: Allocating Resources to advance the institution's mission.

Subcategory 2: Strategic Planning

Bullet B: Aligning operations with the institution's mission.

Bullet E: Creating and implementing strategies and action plans that maximize current resources and meet future needs.

C. Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

The mission, vision, and values for the College is supported by the strategic planning process described in Category 4, Subcategory 2. Budget forecasting and development is tied to the strategic planning process and ultimately reviewed and approved by the Delta College Board of Trustees.

D. Tracking outcomes/measures utilizing appropriate tools

The College tracks outcomes using three methods.

The first is the institutional scorecard described in

- Category 4: Planning and Leading
Subcategory 3: Strategic Planning

The second method is the metrics for success associated with each strategic action project. These metrics can be noted by reviewing the strategic plan in the strategic plan and budget document.

The third method of tracking is the annual budget.

5R2: Results

A. Summary results of measures

Institutional Score:

- [2015-2016](#)
- [2017-2018](#)

The annual budget is presented here with two sets of links for each year. The budget link will display the overall annual budget. This is followed by a more detailed breakdown of revenue sources and expenditures. The second set of links specifically shows the budget for supporting the facilities.

Overall Budget

- [2014-2015](#)
- [2015-2016](#)
- [2016-2017](#)
- [2017-2018](#)
- [2018-2019](#)

Facilities-Specific Allocations

- [2014-2015](#)
- [2015-2016](#)
- [2016-2017](#)
- [2017-2018](#)
- [2018-2019](#)

B. Comparison of results with internal targets and external benchmarks

The College uses its scorecard as its internal target.

C. Interpretation results and insights gained

The College scorecard has indicated that instructional and instructional support expenditures are above the target levels established. Our auditors have presented that our instructional and instructional support expenditures on average about 5% higher than our peer comparison group.

5I2: Improvement

In January 2019, the College agreed to implement an employee severance package in order to expedite staffing levels through an incentive to exit the College. This option was considered in order to right size the compensation costs of the budget. An incentive like this has not been offered in over 20 years.

A company was contracted by the College, EPC Employees Preferred Corporation. They developed a severance package that the Board approved. The incentive model presented, projected 38 people would take the buy-out. The actual results were 57 employees will exit the College within the next two fiscal years. This is expected to provide a quick start of reducing compensation levels as well as rewarding our long-term serving employees.

In addition, this is a part of the College's long-term sustainability actions to right size the College to align with resources available for compensation. Over the next three years, the College will be monitoring total compensation and staffing levels, since this is the largest expenditure of our budget, to align with available revenue sources.

5.3: Operational Effectiveness

A. Building budgets to accomplish institutional goals

The College's annual budget is developed in the context of the strategic plan which directly supports the mission, vision, and values. Department heads submit funding requests to assist in developing each annual budget. Requests for funding renewal are submitted with rationale. All requests for new funding must be linked to one of the strategic focus areas. Individuals who seek funding for new initiatives are asked to identify how the funding request will positively impact the focus area. Department budgets are then forwarded to Budget Cabinet for review.

Budget Cabinet makes recommendations to the President regarding budget allocations, changes in tuition, fees, and other budget-related issues. Budget Cabinet is also responsible for establishing and maintaining effective two-way communication with all faculty and staff regarding budget related issues. Each year, Budget Cabinet provides prioritized recommendations to Executive Council. There are two types of requests; one-time expenditures and ongoing funding needs. Executive Council reviews the requests and approves as appropriate, giving primary consideration to those that best support the mission, vision, and strategic plan.

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

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

Revenue Considerations

Delta College's Finance Department and Budget Cabinet use multiple sets of data to develop the budget, including comparative tuition and fee data from the other 27 Michigan community colleges, to evaluate and discuss the philosophical basis for the tuition and fee structure, and the economic impact on students and the College in order to develop the annual tuition and fee recommendation to the President and the Board of Trustees. The sources of data comparison include the Michigan Postsecondary Data Inventory (MPDI), which is under the umbrella organization Center for Educational Performance and Information (CEPI). These are state-run organizations that show comparison data between Michigan public schools and community colleges.

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

The College's Finance Department collects data through annual satisfaction surveys and service requests from walk-in visitors, by phone or electronically. The department also obtains feedback through conducting annual performance reviews with preferred vendors.

Expenditure Considerations

The College observes the appropriate standards in our policies for purchasing and supply acquisition. Collaborative relationships are maintained to the extent permissible where competitive bids are required by our stewardship obligations and by Michigan law. A cross-functional team participates in the annual budget process to review requests for new and existing resources for each department. These requests are prioritized and presented to the Board of Trustees as part of the mandated annual college budget. The College has a standardized open bid process for purchases that exceed a set limit.

The Business and Purchasing Office collects and analyzes a variety of data to assure that our monetary resources are used as effectively as possible. Examples of data that is collected to identify potential areas for cost savings are

- Annual reviews of purchasing patterns with designated vendors to identify high-volume items that may be re-priced for cost savings. This conversation also allows all parties to identify concerns before they become problems.
- Cost saving tallies for individual purchases to identify the most effective low-cost vendors.
- Implementation of a distributed purchasing card program providing departments flexibility for low dollar purchases.

B. Monitoring financial position and adjusting budgets (5.A.5)

The College uses a decentralized approach to budgeting and financial expenditures. Each of our cost center managers has authority to spend and move budgeted dollars within and between cost centers during the year to meet departmental needs. Real-time online financial reports are available for managers to use in decision making, and a written quarterly and annual budget accountability process ensures accountability and responsibility in financial management at the departmental level.

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

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

The College recently moved to using SQL (structured query language) tables as the basis for reporting and as a result, a new set of financial reports is available to all cost center managers so they may accurately track revenues and expenses within their areas, resulting in greater efficiency.

C. Maintaining a technological infrastructure that is reliable, secure and user-friendly

Technology Infrastructure

Colleague is the College's main data collection and storage system for operational data. Over the past year we have made a major migration from Colleague proprietary databases to Microsoft SQL based tables. Non-operational data and reports are stored on a shared hard drive system. Within this shared drive system, access to information is established for groups or individuals which ensures the security and privacy of the data. The College uses a login system associated with employee usernames and passwords to control access for each employee to appropriate records.

Forms

In addition to the above mentioned web-based communication management, since May of 2012 our Registrar's Office has converted many key forms to an online format, which has improved access for students and efficiency for all those involved in the process.

IT Tracking

The Office of Information Technology (OIT) tracks every help request from faculty, staff, and students by assigning a help ticket. Once the issue is resolved and closed, a satisfaction survey is sent electronically to gather feedback on the service and process. Results are tracked and reported monthly.

Meeting Institutional Needs

Ellucian manages the College's information systems, hardware, wiring, and the student labs. They collect usage statistics and when a problem arises or a new request is made, they have a ticketing system to track the completion of the task and the satisfaction level with the service.

D. Maintaining a physical infrastructure that is reliable, secure and user-friendly

Our facilities management team files an annual five-year capital outlay plan with the State of Michigan. This five-year plan accounts for the conditions of our current facilities, their current replacement values and strategic planning initiatives. This is required to qualify for state-based capital outlay funding. The long-term capital outlay plan is developed based on age and condition of the building infrastructure and strategic need.

The physical infrastructure is maintained through regular inspections of building conditions to identify necessary repairs and anticipate future repairs. Longer term maintenance and construction projects are incorporated into the College's strategic plan. All employees who notice a maintenance or safety concern can report needed repairs to our facilities department to have it addressed. During the development of construction or renovation plans, information is gathered from users and from other institutions to develop plans that will support operational needs.

E. Managing risks to ensure operational stability, including emergency preparedness

The College has several processes in place to enable the evaluation and timely communication of information when emergencies impact the College's operations. Our Crisis Management Plan, Crisis Communication Plan, and Behavioral Intervention Review Board include procedures to protect students, staff, and employees. These include use of defined protocols to evaluate inclement weather conditions and hostile intruder situations. Communications can be distributed through email, the public address system, and a subscription to Delta College's texting service, Nixle.

F. Tracking outcomes/measures utilizing appropriate tools

The College develops a [five-year capital outlay plan](#) which is updated annually. These five-year plans are associated with a five-year capital outlay request, which is mandated by the State of Michigan to be approved by the College's Board of Trustees.

5R3: Results

A. Summary results of measures

The following documents provide the data for this portion of the portfolio

- [Costs per headcount and credit hour](#)
- [Tuition Comparison](#)
- [National Community College Benchmark Project Data \(NCCBP\)-Credit Hour](#)
- [NCCBP - Service Area Income](#)
- [NCCBP - Institutional Expenses](#)

B. Comparison of results with internal targets and external benchmarks

The College utilizes various data points to analyze operations. Trends are tracked internally to predict future operational costs and set targets. External data is used to compare Delta College to other Michigan community colleges and those surrounding four-year institutions within or near the Great Lakes Bay Region.

C. Interpretation of results and insights gained

Recognizing that the College needed to re-align staffing levels to reflect a smaller student population, Delta College offered a voluntary employee severance plan in the Winter of 2019 to allow eligible employees to exit the College with an incentive. This realignment is a three- to five-year process. As employees exit, President's Cabinet will continue to evaluate the need to replace employees.

5I3 Improvements

As we looked at operational efficiencies of our facilities, the College implemented a facilities work order system. The system will better provide the College with operating efficiencies and long-term planning as it relates to the infrastructure of our facilities. The collection of data will take approximately a full two to three years before data can be measured and analyzed. The College recognizes that the environmental, instructional, and financial landscape is constantly changing. Within the next two years, the facilities department will have an updated assessment of College facilities.

Sources

- Data Category 3_3 COS Sessions
- Data Category 5_3
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Fall 2017
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Winter 2016
- Finance ACS Tables
- NCCBP 02 Tuition and Fees
- NCCBP 02c Tuition and Fees
- NCCBP 11 Institutional Expenses
- strategic-plan-budget-2014-2015
- strategic-plan-budget-2014-2015 (page number 58)
- strategic-plan-budget-2014-2015 (page number 118)
- strategic-plan-budget-2015-2016
- strategic-plan-budget-2015-2016 (page number 44)
- strategic-plan-budget-2015-2016 (page number 102)
- strategic-plan-budget-2016-2017
- strategic-plan-budget-2016-2017 (page number 73)
- strategic-plan-budget-2016-2017 (page number 131)
- strategic-plan-budget-2017-2018
- strategic-plan-budget-2017-2018 (page number 59)
- strategic-plan-budget-2017-2018 (page number 121)
- strategic-plan-budget-2018-2019
- strategic-plan-budget-2018-2019 (page number 59)
- strategic-plan-budget-2018-2019 (page number 124)

Delta College
Systems Portfolio 2019-2020 – CQR

- Tuition Comparison Budget Cabinet 2019

5.B - 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.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Responses

4.2: Strategic Planning

A. Engaging internal and external stakeholders in strategic planning (5.C.3)

External stakeholders, community leaders, employers, and peer educational institutions are part of the employee summit. This process also includes College employees and members of the Board of Trustees. The mission, vision, and values developed from this summit serves as the basis for the College's strategic plan. Along with the mission, vision, and values, the strategic plan is reviewed by the Strategic Planning and Institutional Effectiveness Steering Committee, Executive Council, President's Cabinet, and the Board of Trustees (5.C.3).

More details about the employee summit are provided in

- Category 4: Planning and Leading
Subcategory 1: Mission and Vision

B. Aligning operations with the institution's mission, vision and values (5.C.2)

The College uses a four-year planning cycle based on environmental scanning and the College's mission, vision, and values. This four-year cycle is managed annually and progress toward the planning goals is achieved through manageable six-month to one-year action projects. The strategic plan is aligned with the yearly budget to assure that the plan is appropriately funded to be successful. Funding priorities for different aspects of the strategic plan are prioritized by President's Cabinet (5.C.2).

Along with the mission, vision, and values, the College uses a collaborative process to identify and reaffirm strategic focus areas that serve as the foundation for our strategic plan. Our current plan is built upon the following four strategic focus areas:

- Student Success
- Community Focus
- Sustainability
- People Focus

Each focus area is supported by initiatives and action projects. Initiatives provide a broad, goal-oriented description of the way in which the College is working to attain success in each of our four strategic focus areas. To accomplish these initiatives, institutional action projects have been developed for each strategic focus. They can be short-term or long-term, and as they are completed, new projects will be identified. Action projects may be submitted as formal Higher Learning Commission Action Projects or they may be only monitored internally. Action projects are defined by a brief description, champions, identified resource groups, and an expected length for completion. To monitor progress, each action project also has defined baseline or starting points and defined goals. Progress reports are submitted every six months by champions along with Director of Institutional Effectiveness and provided to President's Cabinet, the President and the Delta College Board of Trustees. These update reports are made available as part of the yearly strategic plan and budget document.

Several of the College's operating areas have developed their own multi-year plans to better support, guide, and align with the College's planning process. These include a multi-year financial projection and a master facilities plan. These plans are also reflected in the College's strategic planning and budget document and are sometimes listed separately as "Additional Strategic Planning Initiatives."

The process of strategic planning, defining action projects, monitoring progress, monitoring results, and strategic plan revisions constitute the College's broadest illustration of the Plan-Do-Check-Act (PDCA) cycle. Within that broad PDCA cycle, action projects represent a nested PDCA cycle.

C. Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

Executive Council is comprised of the President's Cabinet and the positions who are direct reports to President's Cabinet. This allows for cross-departmental coordination and alignment of institutional efforts. Within each unit of the College, including finance, academics, and student services departments develop yearly initiatives to support the College's strategic plan (5.B.3).

These efforts are coordinated with our governance process through the Senate Executive Board, which includes the President and union contracts. Delta College's shared governance

process is embodied by the [Senate](#) and its [Assembly](#). The Senate and the Senate Assembly consists of administration, administrative/professional staff, faculty, students, support staff, and the President. All members of the Assembly may serve as Senators and participate in the process of developing, discussing, and implementing policy changes.

D. Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Environmental scanning data are used as the basis for development of the mission, vision, values, and the strategic plan through SWOT analysis carried out by the Board of Trustees, Executive Council and the Strategic Planning and Institutional Effectiveness Steering Committee. The environmental scanning process provides information that allows the College to anticipate population shifts and employment as well as monitor the value of the College's brand in our community. Through the SWOT analysis, these groups are able to identify the current institutional strengths, weaknesses, opportunities, and threats. We use results to move forward with developing and/or validating the mission, vision, and values and subsequently to develop a strategic plan and supporting budget (5.C.4, 5.C.5).

E. Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Delta College uses a SWOT analysis to understand our strengths and future threats. These are addressed in the four-year planning cycle and made actionable through strategic focus areas, initiatives, and action plans which are aligned to the budget to assure appropriate funding. Funding priorities for different aspects of the strategic plan are prioritized by President's Cabinet. The annual budget and strategic plan, including the mission, vision, and values are all approved by the Board of Trustees (5.C.1, 5.C.4).

F. Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

Compliance with Strategic Planning Schedule

- Long-term planning cycle
- Annual planning cycle for institution

Use of Environmental Scanning Reports

The environmental scanning reports are critical information at the center of the processes used to develop the mission, vision, values, strategic plan, and budget. These reports are provided as part of the results for

- 4P1 – Mission, Vision and Values
- 4R1 – Environmental Scanning Data

Institutional Effectiveness Report

The Institutional Effectiveness Report is the College's scorecard using measurements identified by Executive Council with the Executive Director of Administrative Services and Institutional Effectiveness. Each strategic focus area has multiple measures and target values. The overall rating of the focus area is determined by the College's ability to meet measured goals associated with that focus area.

Each measure is evaluated as a percentage of its target goal and assigned a performance score based on the percentage that is achieved. These standards were chosen through a review of scorecards from other institutions.

- Score of 3 = 90% or more of target is achieved. If 110% or more of the goal is achieved, the goal is reevaluated for the next planning year.
- Score of 2 = 80 - 90% of target is achieved.
- Score of 1 = Less than 80% of target is achieved.

These individual measurement rankings are then aggregated to produce an evaluation of the focus area. The aggregated focus area ranking is the sum of the scores for its individual measurements out of the maximum sum of possible scores. Example: If there are five individual measures in a single focus area and those measures are scored as: 2, 3, 2, 1, and 2. There is a possible 15 points (5 measures possibly ranked as high as 3 each). In this example, there is a total of 10 points earned of the possible 15. This is 67% for that focus area.

The focus area is then scored:

- Green = 90% of target is achieved
- Yellow = 80 - 90% of target is achieved
- Red = Less than 80% of target is achieved

The current standards and measures were chosen through discussion within Executive Council.

4R2: Results

A. Summary results of measures

Compliance with Planning Schedule

Using the processes described above, the College maintains a long-term planning horizon and develops a shorter-term annual strategic plan for each academic year in our current accreditation cycle.

Annual Strategic Planning and Budget Reports

The annual Strategic Planning and Budget Reports are a result of the strategic planning process. The following links provide access to the annual Strategic Planning and Budget Report. This document is produced annually and includes the strategic plan, supporting initiatives, and budget model for that year.

The campus initiatives since the 2014-2015 report are presented here because that was the point of Delta College's last portfolio submission. Our current long-term planning cycle started a year later in 2015-2016. The 2018-2019 set of initiatives represents the last year of that long-term planning cycle. The College is actively developing the next long-term strategic plan for the 2019-2023 planning cycle.

Each year within the long-term planning cycle includes an annual process of identifying goals, outlining initiatives, setting measurable outcomes, and developing a budget to support these activities. This directly supports the strategic planning focus areas, initiatives overview, action plans and additional initiatives for each year. The action plans approved by HLC were frequently filed with the HLC as part of the the AQIP pathway.

The measurable outcomes for these initiatives are also reported. Progress updates occur twice per year as a mid-year report and end-of-year report. The mid-year reports are published as a section of the following year's strategic planning report. For example, the 2015-2016 Mid-Year Report will appear as part of the 2016-2017 Strategic Plan.

Since 2015, Delta College's Strategic Plan has had four focus areas, ten initiatives, and 24 different action projects. This [document](#) provides a very broad overview of how these different pieces integrate to form an integrated strategic plan.

2012-2015 Planning Cycle (completed since last portfolio)

- 2014-2015 Initiatives
 - [Strategic Focus Areas for 2012-2015](#)
 - [Current Year's Implementation Plan](#)
 - [Additional Institutional Strategic Planning Initiatives](#)

2015-2019 Planning Cycle

- 2015-2016 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)
 - [2015-2016 Mid-Year Report](#) (published in 2016-2017)
- 2016-2017 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)

- [Action Plans for Current Year](#)
- [Additional Institutional Strategic Planning Initiatives](#)
- [2016-2017 Mid-Year Report](#) (published in 2017-2018)
- 2017-2018 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)
 - [2017-2018 Mid-Year Report](#) (published in 2018-2019)
- 2018-2019 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)

2019-2023 Planning Cycle

- Currently under development

Institutional Effectiveness Report

The annual strategic plan improves the College's scorecard measurements as identified in the annual Institutional Effectiveness Report. The following links access graphs showing trends over time for the measurements used in the Institutional Effectiveness Report.

The College produced a formal report document in academic years 2015-2016 and 2017-2018. These reports include data sets that provide a multi-year look-back. While similar data was collected and tracked during 2014-2015 and 2016-2017, we experimented with on-line reporting for those years and therefore do not have a formalized published report for those years. Again, the data for these years can be reviewed in the data sets in any subsequent year's report. The 2017-2018 report was not created because of shifts in the state standards for reporting similar information. In the future, the report will be reformatted to meet state standards.

- [2013-2014](#) (on-line reporting, no formal report)
- [2014-2015](#) (formal report, published Winter 2016)
- [2015-2016](#) (on-line reporting, no formal report)
- [2016-2017](#) (formal report, published Fall 2017)

B. Comparison of results with internal targets and external benchmarks

Since beginning the AQIP accreditation process in 2005, Delta College has carried out two in-depth reviews of its mission, vision, and values. The 2006 review resulted in a three-year strategic plan. The 2009 review of the mission, vision, and values statements found that they

were still relevant. These statements were retained with minimal change and a new three-year Strategic Plan was developed.

In 2012, the mission, vision, and values were revised extensively, and a new three-year strategic plan was developed based on these revisions. In 2015, the mission, vision, and values were retained with minimal changes and the strategic planning horizon was extended to a four-year horizon.

C. Interpretation of results and insights gained

Since beginning the AQIP process, the College has evolved in its use of the strategic plan as a tool for moving the College forward. The plan is truly a living document that changes to meet the needs of Delta College and the community we serve.

4I2: Improvement

The College is in the last year of its current four-year planning cycle. The next four-year planning cycle began in January 2019. The strategic plan resulting from these activities will be implemented July 1, 2019.

Executive Council has determined that the scorecard needs to be revised. The values in the scorecard will be aligned to the indicators of success for each strategic focus area in the new plan.

4.3: Leadership

A. Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

Michigan law defines the relationship between a community college and the college's Board of Trustees (Chapter 389, Section 121 of the Michigan Compiled Law Index). Delta College's operation district serves Bay, Midland, and Saginaw counties. The trustees are elected from each county and serve six-year terms. The Board of Trustees autonomously represents the community in the affairs of the College. The relationship between the Board of Trustees and Delta College is defined in its Bylaws and Operating Parameters (2.C.4).

Delegation of its daily operations and faculty oversight of academic matters is outlined later in this portion of the portfolio:

- Category 4: Planning and Leading
Subcategory 3: Leadership
Process C: Maintaining Board Oversight and Delegation

B. Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

The Delta College Board of Trustees conducts business according to its bylaws and operating parameters in compliance with state statutes. The bylaws and operating parameters address board responsibilities, obligations to the institution and conflict of interest disclosures (2.C.3). The Board of Trustee bylaws address board responsibilities regarding

- The Board's organization and purpose
- Defines
 - The Board as a governing body
 - The Board's Powers and Responsibilities
 - The Roles of the Board's Officers
- Meetings
- Committees
- Rules of Order
- Administration of the Institution
- Fiscal Oversight
- Use of the Board Seal
- Amendment of Bylaws
- Indemnification
- Operating Standards and Procedures

The Board of Trustee operating parameters address board responsibilities regarding:

- Ethical Standards
- Roles and Responsibilities
- Conflict of Interest Policies and Forms
- Grievance Procedures
- Scholarship Policies
- Notice and Delivery of Meeting Materials
- Guidelines for Board Committees
- Requirements for the Open Meetings Act
- Robert's Rules
- Order of Business
- Board Development Activities
- Reimbursement Guidelines
- Requests for Information and Legal Opinions

Board dinner meetings usually consist of presentations by administration and staff to inform board members of the state of the College. These presentations address the budget including financial concerns, instruction initiatives, and outreach projects. The Board is responsible for approving the annual budget and releasing funds for significant expenditures such as renovations, purchases and start-up funding for new programs (5.B.1).

The College has a system of shared governance that is embodied in its Senate and Senate Assembly and several other committees outside of the Senate (i.e. Budget Cabinet, Diversity

and Inclusion Committee, Retention Council), as well as its collective bargaining units. The Senate develops policies that are associated with handbooks, manuals, and procedures for daily operations. The Board of Trustees approves all changes to the senate policies. These policies apply to all assembly members. This system is laid out in [Senate Policy 1.025](#) (5.B.2).

C. Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

Board bylaws ([Article IX on page 11](#)) allow the Board of Trustees to delegate specific duties and responsibilities to the College President (2.C.4). The article reads

The Board of Trustees shall:

1. *Contract with, appoint, and employ a competent executive officer who shall not be a member of the board and who shall possess the qualifications required by law. His/her title shall be President of Delta College. S/he shall be directly responsible to the Board of Trustees and shall devise ways and means for executing efficiently the policies adopted by the Board and shall keep the Board informed of progress. The President's discretionary powers shall be broad enough to meet the duties and responsibilities of the office. The President shall keep the Board of Trustees informed in matters concerning the operation and welfare of the College.*
2. *Delegate to the President of the College the Board's authority to:*
 - *select and employ personnel of the College*
 - *pay claims and demand against the College*
 - *purchase, lease, or otherwise acquire personal property for the college subject to the policies adopted by the Board*
 - *invest College funds as per Board adopted investment policy and applicable statutes*
 - *accept contributions, capital grants, gifts, donations, services, or other financial assistance from the public or private entity*
 - *delegate to appropriate persons the President's authority*
 - *receive and respond to FOIA appeals*
3. *Evaluate the president annually.*

Board interaction with faculty/curriculum is addressed in three areas of the Board's Operating Parameters (2.C.4).

- Delta College Trustee Roles and Responsibilities
 - [Set the Policy Direction \(page 5\)](#) (yellow highlight)
 - [Support and Be Advocates for the College \(page 7\)](#)
- Delta College Board of Trustees Conflict of Interest Policy
 - [Article V – Examples of Improper Activities \(page 12\)](#)

Curriculum is developed and delivered by faculty. Faculty design, review, and approve course and program curriculum. The process includes representation from faculty across the College as well as Student and Educational Services representation from advising, financial aid, and registration to advise the faculty on student issues and federal regulations. Curriculum is recommended for adoption by the Curriculum Council and is approved by the Vice President, President and the Board of Trustees.

D. Ensuring open communication between and among all colleges, divisions and departments

The College uses a variety of communication methods to assure open communication.

Board Meetings

All members of the public are invited to address the Board of Trustees during a public board meeting. This is listed in the [Board of Trustees Bylaws page 10](#). (green highlight)

Article VI – Meetings

Section 8. Public Comments at Board Meetings

- 1. Public comments shall be permitted at the beginning of each Board Meeting.*
- 2. Speakers shall give their name and may state their residency (or may indicate title, if they are a Delta College Employee) at the outset of their remarks.*
- 3. Speakers' comments shall be limited to five minutes unless the time is increased or decreased for all speakers by vote of the Board.*
- 4. Speakers' comments should be germane to the proposed action or to the operation of the College.*

Senate

Delta College's shared governance model allows for the exchange of views and ideas regarding policies that affect the entire College. The Senate includes all full-time faculty, all full-time administrative/professional staff, and all full-time support staff. The Senate Handbook was written and is updated by senate members and approved by the Board of Trustees.

College-Wide Communication

- The College provides an email address to all employees. For department heads, the email service provides the ability to send blanket emails to the work group that they supervise. Additionally, employees may communicate with each other based on classification.
- The campus has an intranet/portal system for employees and students. This system allows for defining of working groups and supports creating web pages, surveys and documents to enhance communication and accessibility.

- Department and employee groups meet regularly to address issues specific to that group's function.
- For emergencies, the College uses a texting/email service (Nixle) to notify employees and students of situations such as College closures, traffic hazards, and other safety issues.

E. Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

A number of strategically populated committees provide line of communication and maintenance of standards.

Senate Policy

College Senate policies address Academic Freedom in [Senate Policy 2.011](#). By stating:

A joint statement from the American Association of University Professors and the Council for Higher Education declares that "the success of American higher education, including the high regard in which it is held worldwide, is explained in good measure by the observance of academic freedom. This freedom is manifested institutionally." In furtherance of our values of diversity, integrity, and respect, Delta College supports the open, civil exchange of ideas in any setting associated with the College.

An Assembly Member who believes that his or her institutional academic freedom has been violated should use the Senate grievance process.

President's Cabinet

President's Cabinet consists of the President, the Vice President of Business and Finance, the Vice President of Instruction and Learning Services, the Vice President of Student and Educational Services, the Executive Director of Institutional Advancement and the Executive Director of Administrative Services and Institutional Effectiveness. They assure that academic standards are appropriate and met.

Executive Council

Executive Council consists of President's Cabinet, Deans, and Directors who directly report to the President's Cabinet. This group is key to prioritizing the College's activities, maintaining academic standards, implementing the College's Strategic Plan, and coordinating institutional effort.

Curriculum Council

This integrated committee reviews and determines the merit of all academic proposals. Supported proposals are forwarded to the Vice President of Instructional and Learning Services

for adoption. Some academic proposals are also approved by the President and the Board of Trustees, because of budgetary concerns.

Quality curriculum is assured by the membership of Curriculum Council. Faculty members of each academic division, the Director of General Education, and the Director of the Student Learning Assessment Committee. Academic Advisors and representatives from the Registrar's Office are part of the curriculum approval process to help assure consistency with the Catalog records and point out issues with pre-requisites and scheduling that might not be apparent to faculty working within a single department. Alignment with our mission, vision, and values as well as the strategic plan is assured by the presence of our Academic Deans for career programs, faculty, and finance.

President's Forum

President's Forum includes the managers and directors of major College departments; heads of faculty; administrative/professional staff; support staff; and maintenance and food service groups. Its function is to react to proposals and ideas for College activity and to communicate to members of the Council the concerns and perspectives of other College employees. The Council meets with the President on a regular basis.

F. Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

The Delta College Board of Trustees relationship with College employees is defined in their operating parameters. Employees are specifically identified in three areas. (2.C.1, 2.C.2)

- Delta College Trustee Roles and Responsibilities
 - [Act as a Unit \(page 4\)](#)
 - [Employ, Evaluate and Support the Chief Executive Office \(page 5\)](#) (green highlight)
 - [Define Policy Standards for College Operations \(page 6\)](#) (yellow highlight)

G. Developing leaders at all levels within the institution

Delta College encourages employees to grow as leaders by providing a variety of opportunities.

Professional Development for Board of Trustee Members

The Board's operating parameters outline expectations for professional development that are designed to educate board members regarding issues facing community colleges and our accreditation process. This is referenced in [XII. Memberships and Board Development Activities \(page 22\)](#).

Trustees are encouraged to engage in Board development activities. These activities may include, but are not limited to, events sponsored by the Association of Community College

Trustees (ACCT), the League for Innovation in the Community College, and the Michigan Community College Association (MCCA).

Ordinarily, the entire Board of Trustees is invited to attend the MCCA Summer Workshop. In addition, ordinarily, 3 trustees (1 from each county) will be invited to attend the ACCT Annual Leadership Congress, and 3 trustees (1 from each county) will be invited to attend the ACCT Legislative Summit. Attendees should rotate to provide each trustee with a chance to attend at least one event every 2 years.

Utilizing input from the College President and Vice Chairperson of the Board, and at his or her discretion requesting input from other Board members or from the Board as a whole, the Chairperson of the Board will provide guidance, make decisions, and set direction regarding Board development activities.

Shared Governance

The College encourages leadership among our faculty, staff, and administrators in many ways. The Senate embodies our shared governance process and has been in existence since the College's inception. The Senate includes faculty, administrative/professional staff, students, and support staff. The Senate presidency is rotated among faculty, administrative/professional staff, and support staff.

Shared governance encompasses a number of elected committees which include the Senate Executive Board, the Faculty Executive Committee, the Executive Committee of Administrative/Professional Staff, Support Staff Executive Committee, Sabbatical Leaves and Grants Committee, and Faculty Salary Committee. Five additional standing committees are in place and ad hoc committees are formed as necessary. Shared governance at Delta College goes beyond the Senate and includes numerous committees which provide a voice for faculty and staff. This structure provides opportunity for involvement, leadership, and communication.

Center for Organizational Success

The Center for Organizational Success (COS) provides professional development for all employees. These target faculty, staff, and administrative positions and includes development, workshops, coaching, and orientation programs.

Faculty Leadership

Leadership is strongly encouraged and opportunities are provided at the discipline, division, and College level. Leadership opportunities at the discipline level include new program development or revision, adjunct and new faculty mentoring, and project leadership. Division opportunities include leadership in division sponsored events such as STEM Festival; Math and Science Manufacturing Experience for middle and high school teachers; Arts Festival; Camp Health and Wellness; Middle School Girls Day Out for Computer Programming; and the

Humanities Speaker Series. College level leadership opportunities include working with the Presidential Speaker Series; the Multicultural Committee; Human Relations Committee; Sustainability projects; and Budget Cabinet. In addition, faculty may display leadership through the College's shared governance process or by accepting an administrative assignment or projects that focus on goals outside of the classroom. Also, leadership is included in the promotion criteria for full professor.

H. Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

The College uses a collaborative approach to demonstrate its mission and vision. This process helps to assure a transparent agenda for the College. Additionally, the College has a number of policies that address conflicts of interests and methods for making decisions to reinforce its mission and vision (2.C.3).

These are provided here

- [State of Michigan Statute Chapter 15, Section 261 – Open Meetings Act](#)
- Delta College Board of Trustees Bylaws regarding
 - [Conflict of Interests \(page 6\)](#) (yellow highlight)
 - [Powers and Responsibilities of the Board \(page 6\)](#) (green highlight)
 - [Open Meetings Act \(page 9\)](#) (green highlight)
- Operating Parameters
 - [Ethical Standards \(page 3-4\)](#) (yellow highlight)
 - [Roles and Responsibilities \(page 4-7\)](#) (green highlight)
- Senate Policy
 - [Conflicts of Interest](#)
 - [Nepotism](#)

I. Tracking outcomes/measures utilizing appropriate tools

- To assure that leadership opportunities are available to all levels of the College, our shared governance system allows all individuals a means to participate or be represented.
- The COS offers sessions for the development of leadership skills.
- Faculty are expected to demonstrate leadership in various steps of their promotion and tenure process.

4R3: Results

A. Summary results of measures

- *Current members of the Senate Assembly*
 - [2016](#)
 - [2017](#)

- [2018](#)
- [2019](#)
- [Center for Organizational Success Programming](#)

B. Comparison of results with internal targets and external benchmarks

The College has not identified internal or external targets for these data.

C. Interpretation of results and insights gained

The membership of our Senate Assembly demonstrates the inclusive nature of our current shared governance system. We recognize that since the faculty voted to become a part of a collective bargaining unit in January 2019 there may be changes in our overall governance structure.

4I3: Improvement

Notable improvements in this area include the revision of the curriculum for the leadership experience program to expand leadership skills for all employees.

Sources

- 0 000 Assembly Membership 2018
- 0 000 Roster of Senators and Alternates for 2018
- 1 025 Governance
- 2 011 Academic Freedom
- 2 020 Conflicts of Interest
- 2 068 Nepotism
- 2014.11.11.BOT Operating parameters.pdf
- 2014.11.11.BOT Operating parameters.pdf (page number 3)
- 2014.11.11.BOT Operating parameters.pdf (page number 4)
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- 2014.11.12-BOT By-Laws.pdf (page number 9)
- 2014.11.12-BOT By-Laws.pdf (page number 10)
- 4_3 COS Sessions Weekly Attendee Count 17-18
- 4_3 Roster of Senators and Alternates for 2016.pdf

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- 4_3 Roster of Senators and Alternates for 2017.pdf
- 4_3 Roster of Senators and Alternates for 2018.pdf
- 4_3 Roster of Senators and Alternates for 2019.pdf
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Fall 2017
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Winter 2016
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- Strategic Plan Cycle Overview.pdf
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- strategic-plan-budget-2018-2019 (page number 24)
- strategic-plan-budget-2018-2019 (page number 37)
- strategic-plan-budget-2018-2019 (page number 53)

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Responses

4.2: Strategic Planning

A. Engaging internal and external stakeholders in strategic planning (5.C.3)

External stakeholders, community leaders, employers, and peer educational institutions are part of the employee summit. This process also includes College employees and members of the Board of Trustees. The mission, vision, and values developed from this summit serves as the basis for the College's strategic plan. Along with the mission, vision, and values, the strategic plan is reviewed by the Strategic Planning and Institutional Effectiveness Steering Committee, Executive Council, President's Cabinet, and the Board of Trustees (5.C.3).

More details about the employee summit are provided in

- Category 4: Planning and Leading
Subcategory 1: Mission and Vision

B. Aligning operations with the institution's mission, vision and values (5.C.2)

The College uses a four-year planning cycle based on environmental scanning and the College's mission, vision, and values. This four-year cycle is managed annually and progress toward the planning goals is achieved through manageable six-month to one-year action projects. The strategic plan is aligned with the yearly budget to assure that the plan is appropriately funded to be successful. Funding priorities for different aspects of the strategic plan are prioritized by President's Cabinet (5.C.2).

Along with the mission, vision, and values, the College uses a collaborative process to identify and reaffirm strategic focus areas that serve as the foundation for our strategic plan. Our current plan is built upon the following four strategic focus areas:

- Student Success
- Community Focus
- Sustainability
- People Focus

Each focus area is supported by initiatives and action projects. Initiatives provide a broad, goal-oriented description of the way in which the College is working to attain success in each of our four strategic focus areas. To accomplish these initiatives, institutional action projects have been developed for each strategic focus. They can be short-term or long-term, and as they are completed, new projects will be identified. Action projects may be submitted as formal Higher Learning Commission Action Projects or they may be only monitored internally. Action projects are defined by a brief description, champions, identified resource groups, and an expected length for completion. To monitor progress, each action project also has defined baseline or starting points and defined goals. Progress reports are submitted every six months by champions along with Director of Institutional Effectiveness and provided to President's Cabinet, the President and the Delta College Board of Trustees. These update reports are made available as part of the yearly strategic plan and budget document.

Several of the College's operating areas have developed their own multi-year plans to better support, guide, and align with the College's planning process. These include a multi-year financial projection and a master facilities plan. These plans are also reflected in the College's strategic planning and budget document and are sometimes listed separately as "Additional Strategic Planning Initiatives."

The process of strategic planning, defining action projects, monitoring progress, monitoring results, and strategic plan revisions constitute the College's broadest illustration of the Plan-Do-Check-Act (PDCA) cycle. Within that broad PDCA cycle, action projects represent a nested PDCA cycle.

C. Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

Executive Council is comprised of the President's Cabinet and the positions who are direct reports to President's Cabinet. This allows for cross-departmental coordination and alignment of institutional efforts. Within each unit of the College, including finance, academics, and student services departments develop yearly initiatives to support the College's strategic plan (5.B.3).

These efforts are coordinated with our governance process through the Senate Executive Board, which includes the President and union contracts. Delta College's shared governance

process is embodied by the [Senate](#) and its [Assembly](#). The Senate and the Senate Assembly consists of administration, administrative/professional staff, faculty, students, support staff, and the President. All members of the Assembly may serve as Senators and participate in the process of developing, discussing, and implementing policy changes.

D. Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

Environmental scanning data are used as the basis for development of the mission, vision, values, and the strategic plan through SWOT analysis carried out by the Board of Trustees, Executive Council and the Strategic Planning and Institutional Effectiveness Steering Committee. The environmental scanning process provides information that allows the College to anticipate population shifts and employment as well as monitor the value of the College's brand in our community. Through the SWOT analysis, these groups are able to identify the current institutional strengths, weaknesses, opportunities, and threats. We use results to move forward with developing and/or validating the mission, vision, and values and subsequently to develop a strategic plan and supporting budget (5.C.4, 5.C.5).

E. Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

Delta College uses a SWOT analysis to understand our strengths and future threats. These are addressed in the four-year planning cycle and made actionable through strategic focus areas, initiatives, and action plans which are aligned to the budget to assure appropriate funding. Funding priorities for different aspects of the strategic plan are prioritized by President's Cabinet. The annual budget and strategic plan, including the mission, vision, and values are all approved by the Board of Trustees (5.C.1, 5.C.4).

F. Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

Compliance with Strategic Planning Schedule

- Long-term planning cycle
- Annual planning cycle for institution

Use of Environmental Scanning Reports

The environmental scanning reports are critical information at the center of the processes used to develop the mission, vision, values, strategic plan, and budget. These reports are provided as part of the results for

- 4P1 – Mission, Vision and Values
- 4R1 – Environmental Scanning Data

Institutional Effectiveness Report

The Institutional Effectiveness Report is the College's scorecard using measurements identified by Executive Council with the Executive Director of Administrative Services and Institutional Effectiveness. Each strategic focus area has multiple measures and target values. The overall rating of the focus area is determined by the College's ability to meet measured goals associated with that focus area.

Each measure is evaluated as a percentage of its target goal and assigned a performance score based on the percentage that is achieved. These standards were chosen through a review of scorecards from other institutions.

- Score of 3 = 90% or more of target is achieved. If 110% or more of the goal is achieved, the goal is reevaluated for the next planning year.
- Score of 2 = 80 - 90% of target is achieved.
- Score of 1 = Less than 80% of target is achieved.

These individual measurement rankings are then aggregated to produce an evaluation of the focus area. The aggregated focus area ranking is the sum of the scores for its individual measurements out of the maximum sum of possible scores. Example: If there are five individual measures in a single focus area and those measures are scored as: 2, 3, 2, 1, and 2. There is a possible 15 points (5 measures possibly ranked as high as 3 each). In this example, there is a total of 10 points earned of the possible 15. This is 67% for that focus area.

The focus area is then scored:

- Green = 90% of target is achieved
- Yellow = 80 - 90% of target is achieved
- Red = Less than 80% of target is achieved

The current standards and measures were chosen through discussion within Executive Council.

4R2: Results

A. Summary results of measures

Compliance with Planning Schedule

Using the processes described above, the College maintains a long-term planning horizon and develops a shorter-term annual strategic plan for each academic year in our current accreditation cycle.

Annual Strategic Planning and Budget Reports

The annual Strategic Planning and Budget Reports are a result of the strategic planning process. The following links provide access to the annual Strategic Planning and Budget Report. This document is produced annually and includes the strategic plan, supporting initiatives, and budget model for that year.

The campus initiatives since the 2014-2015 report are presented here because that was the point of Delta College's last portfolio submission. Our current long-term planning cycle started a year later in 2015-2016. The 2018-2019 set of initiatives represents the last year of that long-term planning cycle. The College is actively developing the next long-term strategic plan for the 2019-2023 planning cycle.

Each year within the long-term planning cycle includes an annual process of identifying goals, outlining initiatives, setting measurable outcomes, and developing a budget to support these activities. This directly supports the strategic planning focus areas, initiatives overview, action plans and additional initiatives for each year. The action plans approved by HLC were frequently filed with the HLC as part of the the AQIP pathway.

The measurable outcomes for these initiatives are also reported. Progress updates occur twice per year as a mid-year report and end-of-year report. The mid-year reports are published as a section of the following year's strategic planning report. For example, the 2015-2016 Mid-Year Report will appear as part of the 2016-2017 Strategic Plan.

Since 2015, Delta College's Strategic Plan has had four focus areas, ten initiatives, and 24 different action projects. This [document](#) provides a very broad overview of how these different pieces integrate to form an integrated strategic plan.

2012-2015 Planning Cycle (completed since last portfolio)

- 2014-2015 Initiatives
 - [Strategic Focus Areas for 2012-2015](#)
 - [Current Year's Implementation Plan](#)
 - [Additional Institutional Strategic Planning Initiatives](#)

2015-2019 Planning Cycle

- 2015-2016 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)
 - [2015-2016 Mid-Year Report](#) (published in 2016-2017)
- 2016-2017 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)

- [Action Plans for Current Year](#)
- [Additional Institutional Strategic Planning Initiatives](#)
- [2016-2017 Mid-Year Report](#) (published in 2017-2018)
- 2017-2018 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)
 - [2017-2018 Mid-Year Report](#) (published in 2018-2019)
- 2018-2019 Initiatives
 - [Focus Areas](#)
 - [Strategic Initiatives Overview for 2015-2019](#)
 - [Action Plans for Current Year](#)
 - [Additional Institutional Strategic Planning Initiatives](#)

2019-2023 Planning Cycle

- Currently under development

Institutional Effectiveness Report

The annual strategic plan improves the College's scorecard measurements as identified in the annual Institutional Effectiveness Report. The following links access graphs showing trends over time for the measurements used in the Institutional Effectiveness Report.

The College produced a formal report document in academic years 2015-2016 and 2017-2018. These reports include data sets that provide a multi-year look-back. While similar data was collected and tracked during 2014-2015 and 2016-2017, we experimented with on-line reporting for those years and therefore do not have a formalized published report for those years. Again, the data for these years can be reviewed in the data sets in any subsequent year's report. The 2017-2018 report was not created because of shifts in the state standards for reporting similar information. In the future, the report will be reformatted to meet state standards.

- [2013-2014](#) (on-line reporting, no formal report)
- [2014-2015](#) (formal report, published Winter 2016)
- [2015-2016](#) (on-line reporting, no formal report)
- [2016-2017](#) (formal report, published Fall 2017)

B. Comparison of results with internal targets and external benchmarks

Since beginning the AQIP accreditation process in 2005, Delta College has carried out two in-depth reviews of its mission, vision, and values. The 2006 review resulted in a three-year strategic plan. The 2009 review of the mission, vision, and values statements found that they

were still relevant. These statements were retained with minimal change and a new three-year Strategic Plan was developed.

In 2012, the mission, vision, and values were revised extensively, and a new three-year strategic plan was developed based on these revisions. In 2015, the mission, vision, and values were retained with minimal changes and the strategic planning horizon was extended to a four-year horizon.

C. Interpretation of results and insights gained

Since beginning the AQIP process, the College has evolved in its use of the strategic plan as a tool for moving the College forward. The plan is truly a living document that changes to meet the needs of Delta College and the community we serve.

4I2: Improvement

The College is in the last year of its current four-year planning cycle. The next four-year planning cycle began in January 2019. The strategic plan resulting from these activities will be implemented July 1, 2019.

Executive Council has determined that the scorecard needs to be revised. The values in the scorecard will be aligned to the indicators of success for each strategic focus area in the new plan.

Sources

- 0 000 Assembly Membership 2018
- 0 000 Roster of Senators and Alternates for 2018
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Fall 2017
- Delta College Strategic Planning Institutional Effectiveness Report with Linked Tables for Winter 2016
- Institutional Effectiveness Data for 2014
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- strategic-plan-budget-2018-2019 (page number 37)
- strategic-plan-budget-2018-2019 (page number 53)

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Responses

6.2: Culture of Quality

A. Developing an infrastructure and providing resources to support a culture of quality

The Executive Director of Administrative Services and Institutional Effectiveness has the primary responsibility of assuring that the College's action plans are embedded within a quality framework. As such, the College's Institutional Research Office reports to the Executive Director of Administrative Services and Institutional Effectiveness to help with data reporting and identify the opportunities for improvement while working within a continuous quality improvement (CQI) framework.

The Executive Director of Administrative Services and Institutional Effectiveness is a member of President's Cabinet. The Executive Director's input helps assure that actions are implemented and monitored in a manner that corresponds to a quality culture.

B. Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

The Executive Director of Administrative Services and Institutional Effectiveness directs Strategic Planning in a manner that supports the institution's scorecard and dashboard.

The Executive Director of Administrative Services and Institutional Effectiveness works collaboratively with the Center for Organizational Success (COS) to provide professional development for employees to help refocus activities to a process-based management model and for feedback through data collection.

C. Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

The members of President's Cabinet and members of Executive Council are the primary drivers of the quality culture at Delta College by leading through example and encouraging a CQI culture within each of the areas that they lead.

Through the leadership of the President, Executive Director of Administrative Services and Institutional Effectiveness, Strategic Planning and Institutional Effective Steering Committee, Executive Council, and President’s Cabinet review how CQI tools such as scorecards and institutional success metrics are used to facilitate discussions for identifying, implementing, and reviewing strategic initiatives. These discussions have helped us come to a greater understanding of how to strategically approach change and new challenges.

D. Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

Delta College’s commitment to quality principles and the AQIP Pathway is inculcated by processes supporting our institutional strategic planning process and is reaffirmed through professional development opportunities for College leadership positions that are responsible for helping to apply these principles in the spirit of continuous improvement.

6R2: RESULTS

Delta College’s efforts toward developing a CQI infrastructure have been devoted to

- developing more detailed process maps;
- identifying College level measures; and
- developing a more accessible data reporting system.

These improvements represent huge leaps forward compared to the College's earlier - more siloed - operational style. This infrastructure allows the College to move to the next steps in CQI culture that include developing a deeper process-based culture and increased understanding of how to use these data delivery tools.

6I2: IMPROVEMENTS

Since starting on the AQIP Pathway in 2005, Delta College’s culture has shifted. Any cultural shift occurs incrementally. To varying degrees across the College culture has moved beyond defining the basic parts of a process and identifying the needs for data. Our most recent initiatives have sought to build on this growth.

Professional Development for Process-based Management

During the last academic year, we have reinforced process-based management and challenged employee groups to develop process maps that are more detailed and integrated. This has been supported through professional development. More than 100 employees have participated in process-based management training. This year's goal was to map college wide processes and begin to document the processes that are being used at the department level. This documentation will serve as a starting point to begin formally aligning the processes at the

department level with other departments and identifying points where efficiencies may be gained through changes in work flow.

Professional Development in Data-use Reform

In addition to professional development in process mapping, Executive Council have embarked upon additional professional development through studying data use reforms introduced by Achieving the Dream (AtD) Data Coach, Dr. Brad Phillips, CEO of the Institute for Evidence-Based Change and author of the book "Creating a Data-Informed Culture in Community Colleges". Executive Council members read Dr. Phillips' book for professional development in data use reform. Members took turns presenting and discussing chapters from the book to the group and led discussions with Executive Council on lessons learned in viewing Delta College's data.

In April 2019, the President's Office sponsored a team of eight faculty and staff to attend Odessa College's Leadership Institute. Odessa is one of the three colleges profiled in Dr. Phillips' book for the use of data-driven student success reforms, and an Aspen Rising Star Award recipient for 2017 and 2019. The Delta College team learned Odessa's success story in student achievement and retention, and identified six goals to implement with work already begun for academic year 2019-2020. These goals are:

1. Coffee and Conversation with Dr. Goodnow. Rationale: faculty and staff meetings from the past year have had good attendance and employees asked for this to continue. The President's office is already working to implement monthly coffee and conversations. Implementation: Fall 2019. Measure of Success: Meeting frequency and meeting attendance.
2. Develop draft of goals that will describe what commitment faculty, staff, and students will bring to their engagement at Delta College. Implementation: Present the draft at Fall Learning Days, with frequent opportunities for faculty, staff, and students, to comment and edit their respective commitment goals in fall semester. Present the goals in Winter 2020 Learning Day for formal launch. Measure of Success: 50% of faculty and staff agree to the commitment goals.
3. College success course: Pilot course is already planned for selected developmental education students over the summer, free through a grant from the Foundation. Implementation: Summer 2019; one offering at new Downtown Saginaw Center and one offering at main campus. Measure of Success: Successful completion of summer attendees of their fall semester courses, and retention from fall-to-winter and fall-to-fall with increased persistence.
4. Ten sets of accelerated course sections will replace respective 15-week sections in the fall 2020 schedule. Implementation: Fall 2020 Measure of Success: Accelerated sections will run as scheduled.

5. Self-assessment tool for faculty: Provide faculty with data indicating number of student drops, persistence (no drops or withdrawals), student success (C or better) for their courses at the end of each semester. Implementation: Submit work request to the Office of Information Technology (OIT) for consideration of this project over academic year 2019-2020, so by the end of winter 2020 semester, full-time faculty have access to their data going forward for each semester they teach.

6. Develop a self-assessment tool for disciplines, so faculty can see aggregate data for all sections. Implementation: Submit work request to the Office of Institutional Research for consideration of this project over academic year 2019-2020, so full-time faculty have access to discipline data going forward to assess their individual data against discipline data.

Departmental Line-of-Site to Institutional Mission

The College has a strategic plan that includes measures to track incremental progress toward achievement of goals. The 2019-2023 Strategic Plan will include indicators which will measure overall success in each focus area. These measures will become the institutional scorecard and support the strategic initiatives. This will allow departments within each unit to more clearly connect their efforts to the strategic plan.

Data Access

The College has also recognized that one of the most significant impediments to continued growth has been limited use of available data. As a College, a great deal of data is collected. We also recognize that many key employees lack the general understanding of what data is available, how to access it, and how to turn data into usable information. Our Institutional Research Office is working to address this issue through the following initiatives.

For the past several years, the Institutional Research Office has been working with a group of data stewards from areas throughout the College to develop a standardized data dictionary. This effort is known on the campus as the Data Cookbook and is available online to all employees. In addition a group of Data Ambassadors are working to help promote the use of the data dictionary and to raise awareness of the types of available data. The Institutional Research Office will build on these efforts by updating the Data Cookbook as new data and reports are needed. The Institutional Research Office continues to build and organize the list of available data reports for access by the College community.

Data Need

In some areas, the College struggles with finding comparative data that is expected by our accreditation process. Comparisons have been typically limited to broadly defined measurements that can be found through the Integrated Postsecondary Education Data System (IPEDS), National Community College Benchmarking Project (NCCBP), and Voluntary Framework of Accountability (VFA).

The College has been participating in the NCCBP for 11 years. This source is rich in data that corresponds to information requested by our accreditation report and offers some comparisons. The project is limited in that institutional participation is voluntary. These comparisons are offered as a national composite for all participating institutions and the ability to limit the comparison pool to meaningful peer institutions. We broadly defined our peer group as community colleges in the state of Michigan.

Analysis of this data has led to the development of the graphs used in this portfolio that show the College's measurements against national percentiles of participating schools and peer institutions across the state. Future plans are to make this data more widely available to relevant areas of the school for planning purposes.

Sources

There are no sources.