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Serving the common good by assuring and enhancing the quality of higher learning

September 22, 2010

Jean Goodnow
President
Delta College
1961 Delta Road
University Center, MI 48710

Dear President Goodnow:

Enclosed is a copy of Delta College's *Systems Appraisal Feedback Report*. It begins with a concise Executive Summary, intended for those general readers that do not require a high level of detail. Your Systems Appraisal Team of quality experts provided extensive detail in the full report by identifying nine distinct groups of what they view as your institution's *strengths* and *opportunities for improvement*, one group for each of the nine AQIP Categories. We are also emailing your institution's AQIP Liaison a copy of this full *Systems Appraisal Feedback Report*.

To receive maximum benefit from your Systems Appraisal, you and your colleagues should plan to invest substantial time in discussing it, considering the team's observations and advice, and identifying which actions will best advance your institution. The enclosed *After Your Appraisal* details what lies ahead and how to use your Feedback Report most effectively, and explains when and how to register for your next Strategy Forum.

To comply with federal requirements, we need the CEO of the institution formally to acknowledge receipt of this report within the next two weeks, and to provide us with any comments you wish to make about it. Please read the enclosed *After Your Appraisal* suggestions *before* you decide how to respond. Limit your acknowledgement and comments to a maximum of two typewritten pages, and understand that your response will become part of your institution's permanent HLC file, to be shared with future peer reviewers who review your institution (including the next Systems Appraisal team, the next Quality Checkup visit team, and the next Reaffirmation of Accreditation panel). Email your response to AQIP@hlcommission.org; call me or Mary Green (at 800-621-7440 x130) if you have any questions about it.

We know you will gain real value from the Systems Appraisal Feedback and the activities it will stimulate within your institution, and we are proud to be working with you as you continue along the never-ending path to improvement.

Sincerely,

Stephen D. Spangehl
Vice President

SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

DELTA COLLEGE

September 20, 2010



**Academic
Quality Improvement
Program**

The Higher Learning Commission **NCA**

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SYSTEMS APPRAISAL FEEDBACK REPORT
In response to the *Systems Portfolio* of
DELTA COLLEGE



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EXECUTIVE SUMMARY FOR DELTA COLLEGE

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

- **Category 1:** Delta College has a generally well-articulated educational program that is aligned with the institutional mission and vision of being learner centered. In addition, Delta College has responded to its large population of developmental education students through extensive data collection.

Although Delta College has gathered data on developmental students, the portfolio does not provide evidence of a similar effort regarding the rest of the instructional effort. While CCSSE and Noel-Levitz provide valuable information, they do not provide direct measures of student learning. The College reports improvements in student data collection, developmental education, and the assessment of general education objectives, but it is unclear if the College has determined measures for Helping Students Learn across the curriculum and how the results will be used. A review of the College processes and performance results would benefit the clarity of systematic and comprehensive processes. The College now has an opportunity to fully analyze and utilize measurement results to support future improvements.

- **Category 2:** Delta has developed a set of overlapping, non-instructional Distinctive Objectives for diverse stakeholder groups in ways that logically extend the mission of the College: Corporate Services, Foundation, Planetarium, Quality Public Broadcasting, and Sustainability. Each objective is designed, implemented, and evaluated by internal leadership and external advisory groups. All five are linked through involvement by the president. The College identifies a number of measures currently in place to determine the effectiveness of these objectives.

However, the level of data reporting and analysis is inconsistent across the five areas. The College has an opportunity to use its own best practices of data collection and analysis for some of its distinctive objectives as a framework to establish a more comprehensive and formalized data collection and analysis process. This may provide the College with the information needed to determine the impact of all of its current distinctive objectives and also provide results that can be used to identify and implement needed improvements.

- **Category 3:** Delta College employs a number of mechanisms for identifying the needs of students and other key stakeholders, for maintaining relationships with these groups, and for identifying new stakeholder groups and developing programs to serve them. It is important to note that Delta College's recent move to engage in strategic planning, to engage in employee evaluations, and to use action projects to understand and better meet the needs of its students and other stakeholders is commendable.

It appears that a large amount of data is being collected to help the College understand students' and other stakeholders' needs, but it is not apparent whether Delta College has fully digested this information. The College is able to quote results, but the connection between the data that has been collected and the College's understanding of how this information is or can be used for continuous improvement is not readily apparent. The College has an opportunity to establish a more comprehensive, consistent, and formalized data collection, reporting, and analysis process. In addition, the College has an opportunity to develop a centralized mechanism for gathering and analyzing complaint information. This may provide the College with a more focused approach to using data to make improvements related to understanding and addressing students' and other stakeholders' needs.

- **Category 4:** Delta College has effective processes and practices in place that demonstrate its commitment to its faculty and staff, establishing the principle that the college values its people. The College has linked its hiring processes to its mission, vision, and values, including a "best fit" document to determine whether the institution is a suitable match for the job candidate. Of particular note is the College's structure and emphasis on training and development. New full-time faculty members are required to complete a year-long orientation course in Best Practices in Teaching and Learning. The College has developed a code of conduct for faculty and staff and a student code of conduct in cooperation with students. The College has created separate evaluation systems for faculty and for administrative and support staff to address the differing nature of those positions, and it offers an extensive, well-defined program of awards for all job classifications. The College was named one of the 2009 "Great Colleges to Work For" by *The Chronicle of Higher Education*.

The College has significant opportunities to establish measures, targets, and benchmarks related to this category so as further to ascertain opportunities for improving processes for Valuing People. One area in which Delta might place more emphasis to ensure that the

institution has its finger on the pulse of its employees is a more systematic assessment of employee satisfaction. Further, it is not clear how selected processes in this area are chosen for improvement. As noted by the College, Delta has an opportunity to develop a succession plan for key leadership positions.

- **Category 5:** Delta College drafted its mission, vision, and values at all-campus summits in 2006 and 2008. The College's leadership regularly communicates a shared sense of these statements to internal and external stakeholders. The statements were refined by various committees and have shaped the articulation of strategic initiatives and action plans. Strategic planning has been guided by the Strategic Planning Steering Committee and Environmental Scanning Team. The College gathers a variety of data to support planning, decision making, and organizational communication.

Using performance data more strategically, providing leadership opportunities for middle-level managers, and planning for leadership succession represent important opportunities for improvement in Leading and Communicating.

- **Category 6:** Delta College provides an extensive list of examples of its processes that support institutional operations for students, administrators, and other key stakeholder groups. It appears that the College has a number of well-established processes in several departments, such as the exemplary Crisis Management Process, Finance Office, Auxiliary Services, and Facilities Management. Furthermore, evidence exists that the College is using comparative data to determine future trends and target needs.

However, since each department appears to be responsible for its own measurements, it is difficult to determine whether the College has collected and analyzed measurement data across all departments and used them to identify and respond to stakeholder needs. Delta College may benefit from developing, implementing, and communicating college-wide, comprehensive processes for data collection and analysis that facilitate setting performance targets and making improvements.

- **Category 7:** Delta College is making significant strides in its processes for data collection and analysis, and it appears to have an organizational structure that supports process improvement. The College has recently unveiled a college-wide dashboard of institutional measures and has adapted Core Indicators of Effectiveness for its academic institutional measures. In addition, some of the CCSSE and Noel-Levitz survey results are being

analyzed as performance measures. The College uses DATATEL Colleague and has established an IT security infrastructure that includes SunGard Higher Education and five standing committees, thus providing an infrastructure for Measuring Effectiveness.

Delta College is commended for working toward establishing a comprehensive, consistent system to collect, analyze, distribute, and use data to manage the College and drive performance improvement. Despite these positive developments, processes for determining how well the performance data actually inform planning and improvement activities have not been clearly established. The College has opportunities to improve in this category by more clearly and consistently defining and implementing processes for selecting, managing, distributing, and using data to support improvement activities.

- **Category 8:** Delta College uses strategic planning to drive institutional change and as the tool for Planning Continuous Improvement. In addition to its strategic planning framework, Delta College incorporates environmental scanning, strategic focus areas and initiatives, action plans, budget group leaders, and key performance indicators as means to involve internal and external stakeholders, departments, and staff. In addition, budgetary decisions are linked to the College's planning efforts.

While Delta College has a robust planning structure, its results for planning for continuous improvement are limited to indirect references and measures. The College has an opportunity to identify, organize, and communicate key performance results in ways that advance effective planning and continuous improvement across the institution.

- **Category 9:** Delta College has developed strong interactions with the organizations that supply its students and the organizations that depend on its graduates. Further, the College's shared governance structure assures that internal relationships are created between and among College departments along with maximized communication and input from all areas of the College regarding major policy decisions. The examples provided reveal a sound philosophy for Building Collaborative Relationships.

However, the College does not provide consistent evidence that it is conducting measurement, analyzing the data collected, and then using the results to target and implement improvements in Building Collaborative Relationships. Delta College has an opportunity to more intentionally and consistently collect, analyze, and use data concerning its collaborations for continuous improvement. In particular, the College would benefit from

clearer connections between the item being measured and the mechanism used to measure it.

The Delta College Systems Portfolio Overview states that "Delta College is a key catalyst for the region it serves as the region transitions from the automotive industry to healthcare and green jobs industries." The appraisal team had originally included that information, which it considered to be quite significant, within Critical Characteristics but removed it when no further mention was made of this significant regional transition in the portfolio. The team is not sure how significant this point is to the College. The team recognized that the College is active in the community and has key partnerships with regional businesses, so there was ample opportunity to include the role the College is playing as a catalyst for the region.

Accreditation issues and Strategic challenges for Delta College are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

ELEMENTS OF Delta College's FEEDBACK REPORT

The *Systems Appraisal Feedback Report* provides AQIP's official response to your *Systems Portfolio* by a team of readers trained in evaluation. After appraisers independently reviewed your document, the team reached consensus on essential elements of your institutional profile, strengths and opportunities for improvement by Category, and significant issues for your institution. These are presented in three sections of the Feedback Report: Accreditation Issues Analysis, Critical Characteristics Analysis, and Category Feedback. These components are interrelated in defining context, evaluating performance, surfacing critical issues, and assessing institutional performance.

It is important to remember that the Systems Appraisal Team had only your *Systems Portfolio* to guide their analysis of your institution's strengths and opportunities for improvement.

Consequently, their report may omit important strengths — if you were too modest to stress them in your *Systems Portfolio*, or if your discussion and documentation of them was unconvincing. Similarly, the team may have pointed out areas of potential improvement that are already receiving the institution's attention. Again, the team used its best judgment in identifying improvement opportunities. If some of these areas of potential improvement are now strengths rather than opportunities because of your own focused efforts, that is all to your credit. If the

team was unsure about an area, we urged it to err on the side of giving your institution the best possible advice about where investing your efforts might pay off. If some of their advice comes after the fact, after you've already tackled an area, no harm is done.

Executive Summary: Summative statements agreed upon by the Systems Appraisal Team reflecting the reviewers' assessment of the institution's current status in relation to critical quality characteristics: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback, and systematic processes for improvement of the activities that the Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic challenges for the institution are listed in detail within the Strategic and Accreditation Issues Analysis section of the Appraisal Feedback Report.

Strategic and Accreditation Issues Analysis: Strategic issues are those most closely related to your institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Accreditation issues are areas where you have not yet provided evidence that you meet the Commission's *Criteria for Accreditation*, or where the evidence you have presented suggests you may have difficulties, now or in the future, in meeting these expectations. If accreditation is essential for your institution then any accreditation issues identified are, by definition, also strategic. The Systems Appraisal Team identified both of these kinds of issues through analysis of your Organizational Overview and the feedback it provided for each Category, as well as by reviewing the Index to the *Criteria for Accreditation* that you provided along with your *Systems Portfolio*. This list of strategic issues offers a framework for addressing ongoing improvement of processes and systems, serving as an executive summary of the Report's key findings and recommendations.

Critical Characteristics: Your Systems Portfolio's Organizational Overview provides context for the team's knowledge of your institution's identity, mission objectives, strategic goals, and key factors related to improvement. Critical Characteristics are those features most important for understanding the institution's mission, environment, stakeholders, competitive position, goals, and processes. Characteristics having the greatest relevance to each Category are identified in the Report.

Category Feedback: The Report's feedback on each of AQIP's nine Categories specifically identifies strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the

double letter signifying important achievements or capabilities upon which to build.

Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Comments, which are keyed to your *Systems Portfolio*, offer brief analysis of each strength and opportunity. Organized by Category, and presenting the team's findings in detail, this section is the heart of the Report.

STRATEGIC AND ACCREDITATION ISSUES

In conducting the Systems Appraisal, the team attempted to identify the broader issues that present the greatest challenges and opportunities for your institution in the coming years. These are all strategic issues, ones you need to grapple with as you identify your institution's strategies for confronting the future and becoming the institution you want to be. The team also examined whether any of these strategic issues put your institution into jeopardy of not meeting the Higher Learning Commission's accreditation expectations.

Issues Affecting Compliance with the *Criteria for Accreditation*. An important goal for the Systems Appraisal was to review your institution's compliance with the Higher Learning Commission's *Criteria for Accreditation*. The peer quality experts who served on the team were all trained in evaluating colleges and universities using the Commission's *Criteria*, and the Systems Appraisal process they followed included careful steps to ensure the team used the *Criteria* as a major factor in their review. As the team reviewed your presentation of your institution's systems and processes under each AQIP Category, it searched for accreditation-related issues and concerns. In addition, the team used the *Index to the Criteria for Accreditation* that you provided with your Portfolio to perform a comprehensive review of the *Criteria* and each Core Component to ascertain whether you presented compelling evidence that your institution complies with each of these Commission expectations.

The Systems Appraisal team concluded that Delta College has presented evidence that it complies with each of the Five *Criteria for Accreditation* and each of their Core Components. Although the Systems Appraisal does not in itself constitute a review for continued accreditation, the team's conclusion upon reviewing your Portfolio against the Criteria will serve as a telling piece of evidence during the Commission's next scheduled AQIP review of your institution for Reaffirmation of Accreditation.

Issues Affecting Future Institutional Strategies. The Systems Appraisal Team identified the following strategic issues to assist Delta College in prioritizing and taking action on the important broad challenges and opportunities it faces. From these you may discover your vital immediate priorities, shaping strategies that can lead to a quantum leap in the performance of your institution. Implementing these strategies may call for specific actions, so AQIP's expectation that your institution be engaged in three or four vital Action Projects at all times will help encourage your administrators, faculty, and staff to turn these strategic goals into real accomplishments. Knowing that Delta College will discuss these strategic issues, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified:

- The consistent lack of data for measureable Results and outcomes constitutes a Strategic Issue for Delta College's portfolio. The portfolio consistently shares an understanding of its Processes, some quite enviable, in each Category. However, from the information provided, there appears to be a lack of understanding about the R and I sections. While the College reports many exciting activities and some enviable consequences of those activities, what are reported as results are actually accomplishments related to the processes reported, not empirical Results aligned with the Processes initially discussed. In the R section of each Category, Delta needs to be using empirical measures rather than anecdotal reporting of successes. Then, the I section can continue the alignment and report on Improvements made based on Results for the Processes presented. College officials are encouraged to visit with AQIP personnel to gain an increased understanding of using empirical measures to make the institutional portfolio accurately reflect the strengths and good things happening at Delta College.
- The writing of Delta's portfolio consistently reveals the need for a single voice that actually addresses the specifics of the portfolio questions. In some of the Categories, it was recognized that, while Processes to collect data are underway, data was not yet available on which to report Results. That is understandable at this stage of Delta's continuous improvement journey. That acknowledgement needs to be reflected in additional Categories. Clearly addressing the questions asked and using empirical measures with one voice will allow the College to more accurately show the strength of its people and its programs. From the descriptions, it is obvious that the College has many enviable processes and achievements. Adherence to the portfolio questions provides the College with the

opportunity to accurately showcase those processes and achievements as a reflection of where the College is in its continuous improvement journey.

USING THE FEEDBACK REPORT

The *AQIP Systems Appraisal Feedback Report* is intended to initiate action for improvement. It is therefore important that the Report produced by the Systems Appraisal Team stimulate review of organizational processes and systems. Though decisions about specific actions are each institution's, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement. At the next Strategy Forum an AQIP institution attends, its peers will examine in detail how it is using the feedback from its Systems Appraisal.

An organization needs to examine its Report strategically to identify those areas that will yield greatest benefit if addressed. Some key questions that may arise in careful examination of the Report may be: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned?

How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration and integrity. Based solely upon an organization's *Systems Portfolio*, the Report reflects a disciplined, external review of what an organization says about itself. The report should help an organization identify ways to improve its *Systems Portfolio* so it functions better to communicate accurately to internal and external audiences. But the Report's chief purpose is to help you to identify areas for improvement, and to act so that these areas actually improve. These improvements can then be incorporated into an updated *Systems Portfolio*, guaranteeing that future Systems Appraisals will reflect the progress an institution has made.

Within a year following the Systems Appraisal, an institution participates in another AQIP Strategy Forum, where the focus will be on what the institution has learned from its Appraisal (and from its other methods of identifying and prioritizing improvement opportunities, and what it has concluded are its major strategic priorities for the next few years. AQIP's goal is to help an

institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities through Action Projects that will make a difference in institutional performance.

CRITICAL CHARACTERISTICS ANALYSIS

The purpose of this section is to identify what team members understood to be the critical and distinguishing characteristics of your institution. They are the shared understanding of the most important aspects of Delta College, its current dynamics and the forces surrounding it, and its internal momentum and aspirations, at least as team members understood them. This section also demonstrates that the Systems Appraisal Team recognized and knew what makes Delta College distinctive. Should you find some characteristics that you think are critical and missing from this list, you may want to clarify and highlight these items when you revise your *Systems Portfolio* and other literature explaining your institution to the public.

Item	Critical Characteristic
OV1a	A comprehensive public community college located in Bay County, Michigan, Delta College is committed to being a learning centered community. Part of that commitment is to maintain, at a minimum, 65% of its credit/contact hours of instruction taught by full-time faculty.
OV1b	Developing an enhanced culture of data-based decision making for its current student body of 11,000 students at Delta College and addressing the needs of developmental students are the primary goals for student learning at the College.
OV1c	Approximately 80% of Delta College students have developmental-level skills in reading, writing, and/or math. Delta College's developmental education support structure is seeking certification through NADE.
OV1d	Delta College has a 15 year history with assessment of student learning.
OV1e	Students at Delta College can complete the requirements for certificate, associate degree, and dual degree programs.
OV1f	The College's instructional programs are supported by a variety of systems, including: the General Education Program, Curriculum Approval and Design,

Program Review, Counseling/Advising, Student Learning Support, and Learning Management System.

- OV2a There are five distinctive institutional services offered at Delta College for its students and external stakeholders: corporate services, a Foundation, a planetarium and learning center, quality public broadcasting, and a sustainability initiative which includes a comprehensive awareness program, participation in the American College and University Presidents' Climate Commitment (ACUPCC) and the development of a theme of sustainability in course offerings.
- OV2b Located in University City, Michigan, Delta College serves external stakeholders in a three county service area with a planetarium and learning center in Bay City and service centers in Saginaw and Midland.
- OV3a Using the Appreciative Inquiry process, 450 Delta College personnel and College stakeholders created new mission, vision, and values statements for the College in 2006 that resulted in a new strategic plan that incorporates student and stakeholder needs.
- OV3b Students and key stakeholders at Delta College have clearly delineated expectations, and the College has identified a number of primary competitors for its different types of students.
- OV4a Delta College has 540 full-time and 459 part-time employees; 217 full-time instructors and 348 adjuncts; 144 professional staff and 140 support staff; all of whom are part of a shared governance system and are represented on the College Senate which develops and recommends policies for HR organization and work.
- OV4b Delta College is organized into six functional divisions (Instruction and Learning Services, Student and Educational Services, Institutional Advancement, Business and Finance, Communications Technology/Public Broadcasting, and Corporate Services) which are subdivided into departments, disciplines, and work groups. A strategic planning process and CQI goals direct employee work at the College.

- OV5a Delta College has a long tradition of shared governance which provides alignment of College leadership, decision making, and communication with its mission and external obligations.
- OV5b Delta College's president has provided decisive leadership, including the development of a strategic plan that focuses on five strategic initiatives viewed as critical to Delta College's future success: student success, program and service excellence, people focus, community relationships, and financial stability.
- OV6 A summit in 2006 attracted 450 Delta College stakeholders to define the College's mission, vision, and values which served as the foundation for a Strategic Plan in 2010, which has four focus areas: student success, community focus, resource effectiveness and sustainability, and people.
- OV7a External and legal requirements have been the major drivers of Delta College's data and information collection efforts. Since 1996, the College has outsourced its IT operations to SunGard.
- OV7b Delta College has been developing measurable key performance indicators to show the health of the institution and to act as an early warning system for potential problems.
- OV8a Delta College is committed to its mission, vision, and values which serve as the foundation for its strategic plan.
- OV8b Delta College's primary constraint is financial as dictated by Michigan's current economy. At the same time, it is also challenged by continually increasing enrollments.
- OV9a The League for Innovation in the Community College, of which Delta College is a charter member, and professional associations comprise the College's key educational partnerships. The College also collaborates with area school districts, the area's home school system, and transfer institutions.
- OV9b Institutional effectiveness is enhanced through the College's key business and industry collaborations, which are managed by a high profile administrative operation.

OV9c Delta College's system of shared governance provides a sound basis for its strong internal collaborations.

CATEGORY FEEDBACK

In the following sections, each of which deals with strengths and opportunities for improvement for one of the nine AQIP Categories, selected *Critical Characteristics* are again highlighted, those the Systems Appraisal Team believed were critical keys to reviewing that particular AQIP Category. The symbols used in these "strengths and opportunities" sections for each Category stand for *outstanding strength* (SS), *strength* (S), *opportunity for improvement* (O) and *pressing or outstanding opportunity for improvement* (OO). The choice of symbol for each item represents the consensus evaluation of the Systems Appraisal Team members, and deserves your thoughtful consideration. Comments marked SS or OO may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP CATEGORY 1: HELPING STUDENTS LEARN

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

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 1, Helping Students Learn:

Item	Critical Characteristic
OV1a	A comprehensive public community college located in Bay County, Michigan, Delta College is committed to being a learning centered community. Part of that commitment is to maintain, at a minimum, 65% of its credit/contact hours of instruction taught by full-time faculty.
OV1b	Developing an enhanced culture of data-based decision making for its current student body of 11,000 students at Delta College and addressing the needs of developmental students are the primary goals for student learning at the College.
OV1c	Approximately 80% of Delta College students have developmental-level skills in reading, writing, and/or math. Delta College's developmental education support structure is seeking certification through NADE.
OV1d	Delta College has a 15 year history with assessment of student learning.
OV1e	Students at Delta College can complete the requirements for certificate, associate degree, and dual degree programs.
OV1f	The College's instructional programs are supported by a variety of systems, including: the General Education Program, Curriculum Approval and Design, Program Review, Counseling/Advising, Student Learning Support, and Learning Management System.
OV6	A summit in 2006 attracted 450 Delta College stakeholders to define the College's mission, vision, and values which served as the foundation for a Strategic Plan in 2010, which has four focus areas: student success, community focus, resource effectiveness and sustainability, and people.

Here are what the Systems Appraisal Team identified as Delta College's most important strengths and opportunities for improvement relating to processes encompassed by Category 1, Helping Students Learn.

Item	S/O	Comment
1P1	S	Delta College's institutional learning outcomes for degrees are defined by faculty and are reviewed, revised, and approved by the General Education Curriculum Assessment Committee, Dean's Council, and

- Curriculum Council. Each of these groups includes representatives from academics and student services.
- 1P2 S Learning outcomes for specific programs are developed by the faculty who teach and design those programs. The outcomes are reviewed by the Curriculum Sub-Council, Curriculum Council, and program advisory boards.
- 1P3 S The process for designing new courses and programs includes environmental scanning, advisory board review, and curriculum review by members of academics, student services, and administration. These processes help to ensure that Delta College's programs and courses are competitive with those offered by other organizations.
- 1P4 SS Delta College uses a variety of internal processes, program advisory committees with local professionals and employers, and outside consultants for SWOT analysis purposes to maintain the currency of its academic offerings. The College also utilizes a standard rotation cycle for comprehensive program review with triggers for issues with enrollment, graduation or employer satisfaction, or faculty resources.
- 1P5 S Delta College determines students' academic preparation through the curriculum design process and faculty and advisory committee input. Minimum reading, math, and English test scores are used to determine whether students must complete remedial coursework or prerequisites for specific courses.
- 1P6 S The College communicates course, program, and degree expectations mainly through course prerequisites and program developmental learning objectives described in the College's catalog. Services are available to help students identify their career needs, interests, and abilities.
- 1P7 S Delta College employs a number of strategies to assist students in program selection. COMPASS assessments assist in guiding students toward courses that are matched to their abilities; licensed, professional counselors work with students individually to provide assistance with

- program selection; and a number of courses include career exploration components.
- 1P8 S Students who are academically under-prepared are referred to the College's Developmental Education Program, Teaching/Learning Center, Bridge Program, and/or Disability Services. The Developmental Education Program offers remedial courses in language, math, computer literacy, and academic skills. The Teaching/Learning Center offers free tutoring on a walk-in basis. The Bridge Program offers advisement and registration assistance, tutoring, PLATO remediation materials, and transition-to-college support.
- 1P9a S Faculty who teach developmental courses and Teaching/Learning Center staff help students identify dominant and under-developed learning styles.
- 1P9b O Delta College may benefit from considering ways to address differences in students' learning styles across the curriculum and in faculty development so as to maximize students' learning and development.
- 1P10 S A number of programs are available for special needs groups which focus on services, financial needs, tutoring needs, and transportation needs.
- 1P11a S Expectations for effective teaching and learning at Delta College are defined by campus standards set through the College's promotion and tenure process. These expectations are reinforced and communicated through myriad professional development opportunities offered by the Center for Teaching Excellence and the Center for Organizational Success.
- 1P11b O Adjunct faculty have access to professional development opportunities provided by the Center for Teaching Excellence and Center for Organizational Success, but Delta College does not describe how it communicates with or evaluates this significant group of faculty (35%).
- 1P12 O The portfolio contains discussion of how the College builds its class schedule (block scheduling, Division Chair and Discipline Coordinator decisions, room scheduling, and eLearning Advisory Board review), but

there is no description of the effectiveness of the course delivery system or how that system meets students' needs.

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|-------|---|--|
| 1P13 | S | Delta College references its responses to 1P1-1P4 to explain how it ensures programs and courses are current and effective. |
| 1P14 | S | To change and discontinue programs and courses, Delta College relies on its processes for identifying common learning objectives along with the recommendations of the Curriculum Sub-Council and the Curriculum Council. The College maintains a regular cycle for reviewing academic programs. It has also identified key factors that might launch a review outside that cycle: administrative request, enrollment declines, and graduate/employer dissatisfaction. |
| 1P15 | S | Clear processes are in place to assess the learning needs of students as tracked by the Library and Learning Information Center, the Testing Center, and the Counseling and Advising Center. The College recognizes faculty needs through the Instructional Technology Advisory Committee, the Office of Information Technology, and the Teaching/Learning Center. Student learning support is a key component of the College's budgeting process. |
| 1P16 | O | Delta College maintains an Office of Student Engagement that provides resources and advising to foster co-curricular learning. The portfolio cites examples of such learning. However, it does not clarify how the goals of these activities are linked to larger curricular objectives. |
| 1P17 | S | There is a three-step process at Delta College for determining that its students who earn certificates and degrees have met Delta College's learning expectations: the Delta College assessment process, an academic audit on each student prior to awarding a certificate or degree, and a variety of post-graduate measures and surveys. |
| 1P18a | S | Delta College's assessment process, which measures learning at the course, program, and institutional levels, is designed and conducted by faculty. Course and program assessment projects are reviewed by the Academic Assessment Committee, and institutional assessment is |

- conducted annually under the supervision of the General Education Curriculum Assessment Committee.
- 1P18b OO The College may benefit from having a schematic or flowchart, with deadlines and persons and offices responsible, that outlines feedback loops for program-level and general education assessment and improvements.
- 1R1 O While the data provided by Noel-Levitz and CCSSE provide important indirect measures of the College climate, they do not provide direct measures of student learning and development. The College is encouraged to identify and collect specific measures for its student learning and development.
- 1R2 O Once the College has clearly identified its measures for student learning and development, it will be able to provide the results for those measures.
- 1R3 OO Delta College would benefit from a specific process for producing program-specific performance results, analyses, and improvements. The following examples support this opportunity. Less than one-quarter of all occupational programs filed assessment results in 2008-2009, which represents the highest percentage of results gathered in the previous five years. In 2008-2009, 51 of 63 programs had student learning outcomes in the Academic Assessment Committee's database. The narrative does not clarify the number of standards that were met in the 51 programs. The analysis of program-level assessment data and development of program improvements are similarly unclear.
- 1R4 O Although Delta College provides various data on students' employment after graduation, an opportunity appears to have been missed to gauge more precisely the extent to which graduates have acquired the knowledge and skills required by employers and other educational organizations.
- 1R5 S Delta College presents results regarding student engagement (from the CCSSE), student satisfaction (from the Noel-Levitz survey), developmental education (letter grades), tutoring services (letter grades),

and distance learning (letter grades). Highlights of analyses demonstrate that faculty and staff are reacting to the data and implementing concrete improvements in some areas.

- 1R6 O Delta College compares itself to similar schools in terms of major CCSSE categories (e.g., active and collaborative learning) and students' success in developmental education. There is an important opportunity to develop comparisons to League for Innovation Schools in other meaningful aspects of Helping Students Learn.
- 111a S Delta College has made three significant improvements related to Helping Students Learning: collecting historical data on student success rates in reading, writing, and math; strengthening the coordination and delivery of developmental education; and developing a general education assessment process.
- 111b OO The College may benefit by reviewing how systematic and comprehensive its processes and performance results are for Helping Students learn.
- 112 S Delta College reports improvements in its ability “to embrace a culture of evidence” through its strategic planning process—“developed to work closely after AQIP in terms of determining action projects and key performance indicators.” Three events seem significant in this improvement: a new president in 2005; a campus summit in 2006 to identify mission, vision, and values; and the formation of a Strategic Planning Steering Committee.

AQIP CATEGORY 2: ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

Accomplishing Other Distinctive Objectives addresses the processes that contribute to the achievement of your institution’s major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution’s character, it examines your institution’s processes and systems related to identification of other distinctive objectives,

alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 2, Accomplishing Other Distinctive Objectives:

<i>Item</i>	<i>Critical Characteristic</i>
OV2a	There are five distinctive institutional services offered at Delta College for its students and external stakeholders: corporate services, a Foundation, a planetarium and learning center, quality public broadcasting, and a sustainability initiative which includes a comprehensive awareness program, participation in the American College and University Presidents' Climate Commitment (ACUPCC) and the development of a theme of sustainability in course offerings.
OV2b	Located in University City, Michigan, Delta College serves external stakeholders in a three county service area with a planetarium and learning center in Bay City and service centers in Saginaw and Midland.

Here are what the Systems Appraisal Team identified as Delta College's most important strengths and opportunities for improvement relating to processes encompassed by Category 2, Accomplishing Other Distinctive Objectives.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
2P1	S	Delta College identifies five distinct non-instructional objectives for its stakeholders. Each one differs in mission, but all offer life-long learning opportunities for the College and community. The objectives include: Delta College Corporate Services, a Foundation, a Planetarium, Quality Public Broadcasting, and a Sustainability initiative. The objectives operate within clear lines of authority, and each relies on an advisory group for "relevance, feedback, and overall direction."
2P2	S	Delta College determines its major distinctive objectives and the appropriateness and value of each objective by collecting formal and informal input from external stakeholders, including, but not limited to:

advisory groups, client and partner input, community feedback, focus groups, program evaluation, and externally designed rubrics.

- 2P3 S Expectations for Delta’s five non-instructional objectives are communicated through the College’s website, electronic avenues, surveys and data, reports, and other written publications. The College also solicits feedback from the faculty and staff, president, and the Board of Trustees.
- 2P4 S Delta College assesses and reviews the appropriateness and value of its non-instructional services primarily through internal activities. Each service conducts various self-reviews in consultation with the College president. The president functions as a “common thread” among each of the five distinctive services.
- 2P5,2P6 O Although the text mentions that both formal and informal methods are used to determine faculty and staff needs, there is no discussion of the formal methods. Formal methods for identifying, collecting, and reporting data on faculty and staff needs for the non-instructional processes may provide all stakeholders with a clear picture of the results of incorporating faculty and staff needs in these important processes.
- 2R1 S Each of the key non-instructional objectives has its own measures that the College collects and analyzes regularly. These include: headcounts, contact hours, operational data, financial data, Nielsen ratings, and satisfaction surveys to measure the effectiveness of activities in other distinctive areas.
- 2R2 OO Performance results reported in this section overall are limited. Data on classes, headcounts, and budgets are provided for Corporate Services. In addition, revenue data are provided for the Foundation and Planetarium. However, little is provided for Public Broadcasting and Sustainability. The College needs to exhibit a clearer understanding that measures should be identified for each process and results reported for those measures.

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| 2R3a | S | The College compares its Foundation against two peer institutions and against external agencies as appropriate. Where data is available, Delta compares favorably. |
| 2R3b | O | While Delta College does provide some comparison data, it reports that the uniqueness of its distinctive objectives has presented an opportunity to identify additional sources of appropriate comparison data. The College is encouraged to seek other institutions and agencies with which it can compare its processes. |
| 2R4 | S | Delta's non-instructional processes provide services to its community that enhance the quality of life and provide much-needed training and services to support the economic viability of that community. Strong partnerships are developed as the result of these services, leading to community support of the College. |
| 2I1 | O | Although Delta College indicates that it has made improvements in each of the five distinctive objectives, it is unclear what specific improvements have been made. Rather, the College appears to have indicated the improvement it will be making in the future based on collection and analysis of results. |
| 2I2 | S | Delta College uses the AQIP process and Continuous Quality Improvement to identify areas requiring change and to structure activities for improvement. Each of the distinctive objectives is focused on being sustainable, which, in itself, forces a continual evaluative/review and adjustment process. |

AQIP CATEGORY 3: UNDERSTANDING STUDENTS' AND OTHER STAKEHOLDERS' NEEDS

Understanding Students' and Other Stakeholders' Needs examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining

satisfaction of students and stakeholders, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 3, Understanding Students' and Other Stakeholders' Needs:

<i>Item</i>	<i>Critical Characteristic</i>
OV3a	Using the Appreciative Inquiry process, 450 Delta College personnel and College stakeholders created new mission, vision, and values statements for the College in 2006 that resulted in a new strategic plan that incorporates student and stakeholder needs.
OV3b	Students and key stakeholders at Delta College have clearly delineated expectations, and the College has identified a number of primary competitors for its different types of students.

Here are what the Systems Appraisal Team identified as Delta College's most important strengths and opportunities for improvement relating to processes encompassed by Category 3, Understanding Students' and Other Stakeholders' Needs.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
3P1a	S	Delta College employs multiple methods to identify students' needs including, but not limited to: placement tests, student surveys, student representatives, program advisory committees, area K-12 schools and transfer institutions, and the College's own academic student profile and dashboard of student data. The dashboard will facilitate new courses of action based on analysis of the data and comments collected.
3P1b	O	With the exception of placement tests and student surveys, it is not clear how Delta College analyzes the data it gathers regarding student needs and then uses this data to make improvements in services and/or programs.
3P2	S	Delta College builds and maintains relationships with its students through a variety of methods including: mentoring, events and activities, student organizations and clubs, intramurals, intercollegiate athletics, a student

newspaper, student employees and shared governance. In addition, the new position of Associate Dean of Student Engagement is charged with effectively linking students with services, engaging them in learning, developing student organizations and events that enhance the college experience, and developing and evaluating a comprehensive student retention plan.

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| 3P3a | S | Delta College employs multiple methods to identify the needs of key stakeholders, including: research projects, surveys, liaison activities, advisory boards, direct client contact, and memberships in community and professional groups. |
| 3P3b | O | Although Delta College identifies methods used to identify stakeholders' needs, it is unclear how the data associated with stakeholder needs are analyzed and used to select a course of action for improvement. Delta College has the opportunity to access data to analyze the changing needs of its key stakeholder groups, allowing the College to select courses of action to meet those needs. |
| 3P4 | SS | Delta College builds and maintains relationships with key stakeholders in a variety of ways including, but not limited to: special events targeted to middle and high school students and also to those 50 and older; participation in community events and sponsorship of community events on campus; a variety of media communications; and the Fitness Center and Planetarium. In addition, the use of campus programming and facilities provides ample avenues to build and maintain relationships with key stakeholders. |
| 3P5 | S | To identify new student or stakeholder groups which require academic programming, Delta College relies on a systematic data collection process that includes research studies and surveys, as well as trends in employment, business and industry, and the community. Using the data, advisory groups and faculty determine the need for a new program. To identify new student or stakeholder groups which require non-credit programming, the LifeLong Learning Department relies on |

recommendations from its advisory board, faculty, and the state MIWorks unit.

- 3P6 O Although Delta College collects complaint data from a number of sources—student surveys, complaint forms, grade appeals, tech support requests, security reports, the student newspaper, focus groups, and lunch gatherings—a formal process does not exist for tabulating data, analyzing trends, and responding to complaints. The College may benefit from establishing a consistent, formalized, and centralized method for collecting, analyzing, and using student and stakeholder complaint data for continuous improvement to prevent or reduce student complaints.
- 3R1 S Delta College employs three primary mechanisms to measure student and other stakeholder satisfaction: Clarus Corporation research, the CCSSE survey, and the Noel-Levitz student satisfaction survey. In addition, Delta College’s Corporate Services relies on annual client surveys, student evaluations of training sessions, project debriefing sessions, and advisory committees input regarding stakeholder satisfaction.
- 3R2 O Although Delta College reported that it used three tools to measure student and stakeholder satisfaction; it only reports results from the CCSSE survey. The results of the CCSSE are included in the narrative but not documented. An opportunity exists for Delta College to analyze its satisfaction data, and to design, implement, and assess improvements on the basis of that review.
- 3R3 S Results for Delta College’s Noel-Levitz student satisfaction survey indicate consistently average or above average levels in four key areas of student satisfaction: student relationships with people at Delta College, student relationships with other students, student relationships with instructors, and student relationships with administrative personnel and offices.
- 3R4 S Delta College reports performance results for stakeholder satisfaction using four indicators: the Clarus Report, enrollment predictors developed

- by the Foundation, Foundation contributions, millage elections, and data gathered by Corporate Services via awards and honors earned. In all four areas the College reports high levels of stakeholder satisfaction.
- 3R5 O Although Delta College indicates that a variety of results for building relationships with stakeholders are collected, other than the Chemical Process Technology program success, no other results are provided.
- 3R6 S Delta College has processes in place to provide for the comparison of its performance results to other higher education organizations. It benchmarks its Noel-Levitz results against the National Community College Benchmark Project Aggregate. The College ranks higher than the medium in the NCCBP percentiles but lower than the 75% percentile. The College also benchmarks its CCSSE results against national norms, scoring as a “high performing” college in three of the five national benchmarks.
- 3I1 O Delta College has made significant and systematic improvements in the category of Understanding Students’ and Other Stakeholders’ Needs. Delta College indicates that it has developed a four-year plan to implement a number of improvements based on the Clarus Research. Furthermore, the College acknowledges that it has an opportunity to research students’ outcomes systematically once they leave the institution and to develop a comprehensive retention program.
- 3I2 O Delta College references the strategic planning process in response to this question; however, it does not clearly explain how the culture of the institution helps improve its understanding of student and other stakeholder needs.

AQIP CATEGORY 4: VALUING PEOPLE

Valuing People explores your institution’s commitment to the development of your employees since the efforts of all of your faculty, staff, and administrators are required for institutional success. It examines your institution's processes and systems related to work and job

environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 4, Valuing People:

<i>Item</i>	<i>Critical Characteristic</i>
OV3a	Using the Appreciative Inquiry process, 450 Delta College personnel and College stakeholders created new mission, vision, and values statements for the College in 2006 that resulted in a new strategic plan that incorporates student and stakeholder needs.
OV4a	Delta College has 540 full-time and 459 part-time employees; 217 full-time instructors and 348 adjuncts; 144 professional staff and 140 support staff; all of whom are part of a shared governance system and are represented on the College Senate which develops and recommends policies for HR organization and work.
OV4b	Delta College is organized into six functional divisions (Instruction and Learning Services, Student and Educational Services, Institutional Advancement, Business and Finance, Communications Technology/Public Broadcasting, and Corporate Services) which are subdivided into departments, disciplines, and work groups. A strategic planning process and CQI goals direct employee work at the College.
OV5a	Delta College has a long tradition of shared governance which provides alignment of College leadership, decision making, and communication with its mission and external obligations.
OV9c	Delta College's system of shared governance provides a sound basis for its strong internal collaborations.

Here are what the Systems Appraisal Team identified as Delta College's most important strengths and opportunities for improvement relating to processes encompassed by Category 4, Valuing People.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
4P1	S	Delta College reviews and updates all available positions to ensure alignment with the vision, mission, core values and guiding principles of the College. In addition, Human Resources reviews all positions for consistency, and it compares positions with like organizations regionally and nationally, when appropriate.
4P2	S	Delta College uses hiring committees extensively when employing new personnel. The College has developed a "best fit" document to structure the job posting and to create interview questions. This document helps the committee to determine if the College would be a good match for the job candidate. The College has developed hiring processes specific for each job classification to assess credentials, skills, and values.
4P3	S	A process to recruit, hire, and retain employees is firmly embedded at Delta College. This process includes a core list of employee recruitment strategies, criteria to determine the need for new positions, pay equity, a reward system, and opportunities for professional growth and development.
4P4	SS	Human Resources and the Center for Organizational Success at Delta College have developed an orientation program for new employees that includes HR benefits and compliance, institutional culture and history, College systems and processes, and optional mentoring. New full-time faculty are required to complete a year-long orientation course: ED 390, Best Practices in Teaching and Learning. The College provides adjunct faculty with an Adjunct Training Academy in fall and winter terms. Adjunct faculty are able to participate in College and departmental developmental opportunities.
4P5a	S	Delta College tracks enrollment trends, economic climate, and local business trends to predict demand for certain courses and corresponding

- personnel. Senate policies provide timelines for resignations, and financial incentives are offered for early retirement announcements.
- 4P5b O Delta College has an opportunity to develop a formal leadership succession planning process to ensure the College is prepared for leadership changes.
- 4P6 S To design work processes, Delta College relies primarily on cross-functional committees, process mapping, job redesign, and work re-assignments. The College encourages process review so that staff members can inform others of their work, take responsibility for the process, and provide input regarding improvements.
- 4P7 S At Delta College, Human Resources, the Equity Office, and the General Counsel help ensure that College policies and procedure are current and provide resources and assistance regarding matters of equity, harassment, conflict, and ethical behavior. The College has also established an Institutional Review Board in accordance with Federal guidelines. The College has developed a Code of Ethical Conduct which addresses obligations to students, colleagues, and the community. In conjunction with students, the College has also implemented a Student Code of Conduct.
- 4P8 S Delta College identifies training needs through division leaders and department managers working in cooperation with Human Resources. Specific information is gathered from faculty and staff advisory councils/committees and surveys of employees, students, and the community. The College identifies professional development training objectives for each employee during yearly performance evaluations. The objectives are created to align with departmental and College initiatives and with institutional missions, vision, and values.
- 4P9 SS Delta College provides training and professional development options, coordinated through the Center for Organizational Success. Employees can select from a broad range of campus-wide initiatives, draw on a

- professional development allowance, and/or generate their own “grass roots” initiatives.
- 4P10 S Delta College has developed separate processes for evaluating its faculty and its administrative and support staff. The faculty process focuses on teaching effectiveness and service to the College and community. In doing so, the process aligns with objectives for instructional and non-instructional programs and services. The faculty “job description” template describes teaching effectiveness and service in specific terms which relate to the College’s strategic focus areas of Student Success and Community Focus. Administrative and support staff are evaluated within a larger Performance Management System developed by the staff in conjunction with an outside consultant. The evaluation system measures basic performance factors and less tangible matters of behavior, thought patterns, traits, and knowledge.
- 4P11 S Delta College has a variety of reward and recognition programs in place for faculty and staff. These programs are designed to align with the College’s mission, vision, and strategic priorities.
- 4P12 O Although the College does have in place other processes that help to identify key issues, it does not appear that the institution has conducted a comprehensive assessment of staff since 2007; therefore, the College is encouraged to again conduct a staff survey, as it indicates in the portfolio. No information was provided on how these issues are analyzed or how courses of action are selected.
- 4P13a S Delta College includes risk management training as a module available through Human Resources; the module is also a segment of new employee orientation. The College is in compliance with outside regulatory agencies regarding hazardous wastes. The College offers employees free counseling services through an employee assistance program titled “LifeWorks.” In addition, the College operates a Public Safety Office and has developed a College Crisis Management Plan, a Crisis Communication Plan, and a Behavioral Intervention Review Board.

- 4P13b O It does not appear that Delta College conducts overall assessments of employee satisfaction. Although information is provided about safety and employee health, no information is provided on wellness programming.
- 4R1 O Measures are limited in this area. Delta College does not routinely collect and analyze measures of valuing people on an institution-wide basis. Information was collected in 2007; however, no additional information is available to determine if improvements or progress have been made.
- 4R2a S Delta College provides documentation of a low employee turnover rate and performance-based compensation resulting in 98% of administration/professional and support staff and 53% of faculty receiving more than the 2% raise established by the Board of Trustees.
- 4R2b O Delta College has an opportunity to expand upon its performance results in valuing people by measuring more than the employee turnover and compensation rates. The College would likely benefit from incorporating performance results as a component of its systematic College wide data collection identified in 4R1.
- 4R3a S The College presents data from employees' performance evaluations, faculty members' applications for promotion and tenure, and employees' use of professional development allowances. All of the data indicate high levels of productivity and effectiveness.
- 4R3b O The text declares that Delta College's "rigorous promotion and tenure process is an indicator of productivity and effectiveness of ... [its] faculty." A chart then showcases the high percentage of faculty achieving tenure. Although Delta College's tenure rates look good, the College would benefit from more fully developing measures of faculty productivity and effectiveness.
- 4R4 S Delta College benchmarked its 2007 staff opinion survey against a comparable community college in the state. The results are generally higher than or only slightly lower than the peer institution. The College was named one of the 2009 "Great Colleges to Work For" by The Chronicle of Higher Education.

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| 411 | S | Delta College indicates that improvements related to Valuing People include creating the Center for Organizational Success, developing and implementing new professional development programs focused on learning and leadership, and establishing a Rewards and Recognition Task Force. |
| 412 | S | Delta College relies on its committee structure and advisory boards to set goals for improvement and to assess the results. In addition, the College reports that its tradition of shared governance, particularly its Senate, creates a work environment that encourages employee participation. |

AQIP CATEGORY 5: LEADING AND COMMUNICATING

Leading And Communicating addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction setting, future opportunity seeking, decision making, use of data, leadership development and sharing, succession planning, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 5, Leading and Communicating:

<i>Item</i>	<i>Critical Characteristic</i>
OV5a	Delta College has a long tradition of shared governance which provides alignment of College leadership, decision making, and communication with its mission and external obligations.
OV5b	Delta College's president has provided decisive leadership, including the development of a strategic plan that focuses on five strategic initiatives viewed as

critical to Delta College’s future success: student success, program and service excellence, people focus, community relationships, and financial stability.

OV6 A summit in 2006 attracted 450 Delta College stakeholders to define the College’s mission, vision, and values which served as the foundation for a Strategic Plan in 2010, which has four focus areas: student success, community focus, resource effectiveness and sustainability, and people.

Here are what the Systems Appraisal Team identified as Delta College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 5, Leading and Communicating.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
5P1	S	Delta College has utilized a comprehensive process that involves all major stakeholders for designing its institutional mission, vision, and values.
5P2	S	The College's mission, vision, and values serve as the foundation for planning, which involves the development of focus areas, strategic initiatives, annual action plans, mid-year reports, end-of-year reports, and budgets. The strategic plan is updated periodically and monitored by the Strategic Planning Steering Committee and Executive Council.
5P3	S	Data from environmental scanning and student surveys are used to shape future directions. The information informs the development of unit-level action plans. The most recent planning cycle incorporated 89 specific recommendations for addressing student and stakeholder needs.
5P4	S	Delta College’s Strategic Steering Committee and Environmental Scanning Team guide the organization in seeking future opportunities. The president also seeks recommendations from the Executive Council, Budget Cabinet, and Leadership Team. The Office of Institutional Research surveys both internal and external stakeholders, as well as a number of additional departments on campus.
5P5	S	Delta College has established teams and committees. The Board of Trustees has final, legally binding authority. The Board receives input

- from the president, Executive Council, President's Leadership Team, Budget Cabinet, and Senate. The president and Executive Council receive input from an extensive system of councils, sub-councils, and teams.
- 5P6 S Delta College uses dashboards, reports, and peer-comparison data to formulate strategic plans, revise programs and services, develop new initiatives, respond to community stakeholders, and address areas of concern.
- 5P7 O Although Delta College uses face-to-face meetings, electronic media, and print, the extent to which these media support Leading and Communicating among all of the institution's levels and units is unclear.
- 5P8 S Delta College's leadership communicates a shared sense of mission, vision, and values in three ways. The president and executive staff are responsible for communicating to the general public. Elected representatives of employee groups are responsible for communicating to internal stakeholders. In addition, Marketing and Publications and Institutional Advancement are responsible for communicating to the general public.
- 5P9 S The College's Senate was consciously created to provide a shared, internal governance structure that would strengthen the leadership abilities of all College employees. In addition, leadership development is inherent in Delta College's faculty promotion process. Finally, as detailed in 4P9, the College's Center for Organizational Success provides Delta College's employees with opportunities for professional development in leadership and communicating.
- 5P10a S Delta College's Trustees serve staggered terms, which helps ensure the continuity of leadership and the organization's mission, vision, and values.
- 5P10b O The College recognizes that it has an important opportunity for ensuring stability and growth by developing a leadership succession plan.

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| 5R1 | S | In addition to CCSSE data from students, Delta College developed its own performance measure of Leading and Communicating, a staff opinion survey, based on Baldrige criteria. |
| 5R2 | O | The College recognizes that information from its staff opinion survey, although indicating positive results, is dated, and that it has opportunities to utilize results from its key performance indicators for improvement in a number of areas, including mid-management leadership and horizontal communication. |
| 5R3 | S | Delta College benchmarked the results of its staff opinion survey against Grand Rapids Community College, which used the same instrument. Results tended to be similar or slightly higher than the peer institution. |
| 5I1 | S | As a result of concerns identified by the staff opinion survey, Delta College has expanded its Senate to include support staff. The president has also created a Communications Strategies Team to address weaknesses in horizontal communication. |
| 5I2 | S | Delta College has robust shared governance systems that support organizational communication, planning, decision making, and continuous improvement. |

AQIP CATEGORY 6: SUPPORTING INSTITUTIONAL OPERATIONS

Supporting Institutional Operations addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 6, Supporting Institutional Operations:

Item Critical Characteristic

OV6 A summit in 2006 attracted 450 Delta College stakeholders to define the College’s mission, vision, and values which served as the foundation for a Strategic Plan in 2010, which has four focus areas: student success, community focus, resource effectiveness and sustainability, and people.

Here are what the Systems Appraisal Team identified as Delta College’s most important strengths and opportunities for improvement relating to processes encompassed by Category 6, Supporting Institutional Operations.

Item	S/O	Comment
6P1	S	Delta College describes a number of informal and formal methods of identifying support services needs of students and other stakeholders, using the means suitable to the unique nature of each group, including: surveys, comments cards, direct interactions, Datatel queries, and meetings and special events.
6P2a	S	Delta College describes a number of mechanisms through which it gathers data on the administrative support needs of faculty, staff, and administration. These mechanisms are largely specific to a given department and/or service and appear to be appropriate to the particular nature of the activities.
6P2b	O	Although Delta College provides several examples of how it gathers data about the administrative support needs of students and employees, it is unclear whether all departments are participating in these activities. Furthermore, the portfolio does not clarify how the information gathered reflects the needs of its stakeholder groups. For example, the description of the Project Approval Process in Facilities Management does not explain how that process addresses the needs of faculty and/or staff.
6P3	SS	Delta College has addressed the safety and security needs of its faculty and staff in a number of ways. A Crisis Management Team evaluated security factors and developed an Emergency Response Manual and Quick Reference Guide that is disseminated in print and electronic format

to internal and external stakeholders. The College has formed a Crisis Response Team and developed a Crisis Communication Plan to inform students, faculty, and staff regarding potential threats. A particular strength is that the College has developed a Behavioral Intervention Review Board Handbook to help faculty and staff identify and address disruptive, intimidating, or threatening behaviors in students.

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| 6P4 | S | Delta College uses formal tracking and reporting systems to manage support processes in information technology, facilities management, human resources, and student services. The College appears to have developed a culture of continuous reflection and improvement in other support departments in which stakeholders' feedback is regularly and informally reviewed. |
| 6P5a | S | Delta College's real-time online financial reports for each cost center, CCSSE and Noel-Levitz results, an Auxiliary Services annual calendar, membership in CQIN, and an Innovation Incubator are examples of how the College's support processes are documented to encourage knowledge sharing, innovation, and empowerment. |
| 6P5b | O | Although Delta College indicates a number of examples of how support processes encourage knowledge sharing, innovation, and empowerment, it is unclear whether other departments beyond those indicated are involved in these processes. The institution may benefit from clearly defined and articulated processes to ensure that these processes are occurring college-wide. |
| 6R1 | S | Delta College uses Datatel as an enterprise resource planning system in the office of Institutional Research to collect and analyze data related to student, administrative and organizational support services processes, including: student grades and progress reports, student demographics, course enrollment trends, and financial data. In addition, the College is in the final stages of creating a data warehouse and an institutional dashboard. |

- 6R2 O Although Delta College provides examples of improvements in student support services, the results provided do not appear to reflect a systematic process of effectiveness assessment. Given the number of measures included in this category, the College has an opportunity to prioritize the data that it most wants to analyze, and to ensure that it has adequate processes in place to establish data-supported performance measures and targets for each of its support service departments.
- 6R3 O While it has earned unqualified audits and updated its campus infrastructure without incurring debt, Delta College has an opportunity to gather performance results for all of the support service departments in the College.
- 6R4 O Although Delta College reports how three departments made improvements based on data collection and analysis, it is difficult to discern whether other departments on campus are making improvements based on measurement results. For example, the Secret Shopper data reported in 6P4 could serve as a model for other support service areas that need to collect and analyze data and then use the results as the basis for improvement.
- 6R5 S Delta College provides examples of how it has begun to compare with other institutions related to student and administrative support processes which include: receiving the Government Finance Officers Association Distinguished Budget Award, having some of the lowest per square foot costs among Michigan colleges, and achieving a higher success rate of 65-80% of developmental education students than the 50% average for other institutions nationally.
- 6I1 O The institution recognizes that an opportunity exists to more systematically and comprehensively implement process improvements across the institution.
- 6I2 S Delta College relies on its strategic planning process and its tradition of shared governance as key components in helping it select processes and targets for improved performance. Further, the College cites reporting

processes in various departments/divisions, including benchmarking, as means to identify programs for additional study and improvement.

AQIP CATEGORY 7: MEASURING EFFECTIVENESS

Measuring Effectiveness examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data – at the institutional and departmental/unit levels; institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its Systems Portfolio section covering Category 7, Measuring Effectiveness:

Item	Critical Characteristic
OV7a	External and legal requirements have been the major drivers of Delta College's data and information collection efforts. Since 1996, the College has outsourced its IT operations to SunGard.
OV7b	Delta College has been developing measurable key performance indicators to show the health of the institution and to act as an early warning system for potential problems.

Here are what the Systems Appraisal Team identified as Delta College's most important strengths and opportunities for improvement relating to processes encompassed by Category 7, Measuring Effectiveness.

Item	S/O	Comment
7P1	S	Delta College cites its membership in AQIP and in the HLC Assessment Academy as primary "drivers" to help it determine the institutional factors that are measured to indicate effectiveness. The College also credits <i>Core Indicators of Effectiveness for Community Colleges (2007)</i> and the

current president's leadership as sources that have contributed structure to the College's continuous improvement journey. The College has developed a strategic dashboard to collect, manage, and report data on its key performance indicators. The College contracts with the Clarus Corporation to survey both the institution and community, and it administers the CCSSE and Noel-Levitz surveys in alternating years.

- 7P2 S Delta College uses sound managerial practice, external requirements for reporting, and support of the College's mission as the general criteria for selecting data to measure institutional effectiveness. Furthermore, KPI measures, environmental scanning, Core Indicators of Effectiveness, and financial measures all serve as sources that support the College's planning and improvement efforts.
- 7P3 S Delta College identifies departmental data needs with assistance from academic and administrative advisory groups that work with SunGard, the College's IT vendor. The College uses the DATATEL Colleague system to collect and store its major data, and it provides access, as needed, to appropriate departments and individuals.
- 7P4 S Delta College analyzes data and information on the organizational level through its newly developed institutional dashboard, as well as through financial reports at board meetings, the College's web site, and the Institutional Research Office's intranet web page.
- 7P5 O Delta College recognizes that its methods for determining needs and priorities for comparative performance data can be improved. The College has explored the use of measures from the CCSSI, Noel-Levitz, IPEDS, Community College Benchmarking Project, and Michigan ACS reporting system toward this end.
- 7P6 O Although Delta briefly mentions assessment and program accreditation in this response, no mention is made of program review for programs that are not accredited. Furthermore, there is no discussion of how departmental level data/information aligns with the College's organizational goals or how this analysis is shared.

- 7P7 S Delta College outsources its IT operations to SunGard Higher Education Services. The College works to ensure the timeliness, accuracy, reliability and security of its information systems with that company through a contract administrator and five standing college committees.
- 7R1 OO Delta College indicates that it is just beginning to analyze the information collected through its dashboard and through CCSSE results to measure the performance and effectiveness of its information management system. However, it is unclear how these results serve as direct effectiveness measures of the institution's information management systems. Delta has an opportunity to define and implement data collection measures that will provide results on the effectiveness of the College's information management systems.
- 7R2 O Delta College recognizes that it has not measured the effectiveness of its information management systems and thus has important opportunities for improvement in this area.
- 7R3 O Delta College's response does not appear to answer the question being asked. Although Delta College provides IPEDS, CCSSE, and NADE peer analysis data, none of these results compares the College's processes for measuring effectiveness with other organizations. Rather, these results compare data such as enrollments and student performance with data from other institutions. As the College fully develops its processes for measuring effectiveness, it has an opportunity to incorporate methods for comparing its effectiveness processes with those used by other institutions.
- 7I1 S Delta College has made several recent improvements in Measuring Effectiveness, including the dashboard and drill down capabilities in the dashboard, demonstrating the College's commitment to systematically and comprehensively provide data and information to all College constituents.
- 7I2 S Delta College's leadership, culture, and infrastructure appear to support process improvements and ongoing growth in this category. Its use of

strategic planning processes, action projects, key performance indicators, institutional dashboard, and campus-wide communication strategies are commendable and seem to help the College set targets for improved performance results.

AQIP CATEGORY 8: PLANNING CONTINUOUS IMPROVEMENT

Planning Continuous Improvement examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 8, Planning Continuous Improvement:

<i>Item</i>	<i>Critical Characteristic</i>
OV3a	Using the Appreciative Inquiry process, 450 Delta College personnel and College stakeholders created new mission, vision, and values statements for the College in 2006 that resulted in a new strategic plan that incorporates student and stakeholder needs.
OV6	A summit in 2006 attracted 450 Delta College stakeholders to define the College's mission, vision, and values which served as the foundation for a Strategic Plan in 2010, which has four focus areas: student success, community focus, resource effectiveness and sustainability, and people.
OV8a	Delta College is committed to its mission, vision, and values which serve as the foundation for its strategic plan.
OV8b	Delta College's primary constraint is financial as dictated by Michigan's current economy. At the same time, it is also challenged by continually increasing enrollments.

Here are what the Systems Appraisal Team identified as Delta College's most important strengths and opportunities for improvement relating to processes encompassed by Category 8, Planning Continuous Improvement.

<i>Item</i>	<i>S/O</i>	<i>Comment</i>
8P1	S	Delta College implemented a strategic planning process based on the PDSA cycle. The process was implemented by a Strategic Planning Steering Committee which was responsible for seeing that the strategic focus areas, strategic initiatives, priority action plans, and key performance indicators were developed and for coordinating the plan with appropriate groups. Delta College has developed process maps for a number of its key planning processes, including: environmental scanning; review of mission, vision, and values; development of strategic focus areas and initiatives; development of action plans; and specification of key performance indicators.
8P2,P3	S	Short and long term strategies are selected as an integral part of the strategic planning process. Since the inauguration of its new president in 2005, the College has undertaken a vigorous approach to continuous improvement which now includes an enviable system for strategic planning that incorporates the organization's philosophy of shared governance and appreciative inquiry. This philosophy ensures the development of sound short- and long-term strategies as part of the larger planning system and the inclusion of departmental and unit action plans to achieve institutional goals.
8P4	SS	Delta College has aligned its planning activities both horizontally and vertically. In its deployment phase, the plan was distributed horizontally to six budget group leaders who were responsible for implementing the plan vertically within the group. As it creates specific action plans, the College utilizes a template modeled directly on the AQIP Action Plan reporting format. Using this template helps align strategic planning, budgeting, and AQIP reporting.

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| 8P5 | O | Although Delta College indicates that it selects and identifies objectives and measures during its strategic planning process, using national comparison data and the College's dashboard, that indication alone is not enough to describe the specific process(es) used to define objectives, select measures, and set performance targets. |
| 8P6 | S | Use of environmental scanning, budget forecasting, the strategic planning process, and Executive Council discussions provide the link between selection of planning strategies and current/future resources. |
| 8P7 | S | Delta College identifies the chief risk to its planning process as "future availability of financial resources." The College addresses this risk by integrating the planning process and by working from three-year budget models which contain a factor for the assessed risk and priorities for proposed expenditures. |
| 8P8 | S | Delta College references two primary mechanisms to develop faculty and staff capabilities in line with changing requirements created by its strategic planning process: a recently developed Center for Organizational Success and self-directed professional development allowances. These mechanisms operate in conjunction with the previously established Faculty Center for Teaching Effectiveness. |
| 8R1 | O | At present, measures for the effectiveness of its planning processes are not evident in the College's response. The College is preparing additional research into best practices in higher education and non-higher education organizations. The College intends to submit its strategic planning questions to the Michigan Quality Council for evaluation by a Michigan Quality Council Examiner. |
| 8R2 | O | The accomplishments cited by Delta College were limited. The College has an opportunity to identify, organize, and communicate key performance results in ways that advance effective planning and continuous improvement across the institution. |
| 8R3 | O | Delta College references multi-year action plans with baseline measures, performance data, and future targets and performance goals. However, |

the portfolio does not report specific projections and/or performance targets over the next 1-3 years.

- 8R4 O Admirable achievements are reported that show Delta College rates favorably with other higher education institutions, but those achievements are not the results of measures for its planning effort. The absence of these data represents missed opportunities for scrutinizing the effectiveness of planning processes and making improvements on the basis of that analysis.
- 8R5 O There appears to be some evidence that the College's system for planning continuous improvement is effective, but it is not clearly stated. The College notes that system improvements are based on external best practices and that grant funding has been received, but these are not examples of empirical evidence. Delta College does not address the effectiveness of its continuous improvement process.
- 8I1 S Delta College has aligned its planning and budgeting processes and supports them with environmental scanning, institutional research, and resource developments. The College has established key performance indicators across the planning process on all levels of operation. A 2007 study by the Clarus Corporation identified over 80 opportunities for improvement, on which the College has acted.
- 8I2 S Delta College operates with a Strategic Planning Committee that is broadly representative of all employee groups. The Committee has authority to review and revise key processes. The College has aligned AQIP action projects and assessment projects with its strategic planning and budgeting.

AQIP CATEGORY 9: BUILDING COLLABORATIVE RELATIONSHIPS

Building Collaborative Relationships examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and

external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas.

Here are the Key Critical Characteristics of Delta College that were identified by the Systems Appraisal Team as most relevant for its interpretation of its *Systems Portfolio* section covering Category 9, Building Collaborative Relationships:

Item Critical Characteristic

- OV9a The League for Innovation in the Community College, of which Delta College is a charter member, and professional associations comprise the College's key educational partnerships. The College also collaborates with area school districts, the area's home school system, and transfer institutions.
- OV9b Institutional effectiveness is enhanced through the College's key business and industry collaborations, which are managed by a high profile administrative operation.
- OV9c Delta College's system of shared governance provides a sound basis for its strong internal collaborations.

Here are what the Systems Appraisal Team identified as Delta College's most important strengths and opportunities for improvement relating to processes encompassed by Category 9, Building Collaborative Relationships.

Item S/O Comment

- 9P1 S Delta College has used a number of approaches to establish connections with organizations from which it receives students: visits to schools by executive administrators, regular contacts by Admissions Office personnel with school counselors, articulation agreements, academic and athletic competitions for K-12 students, summer camps, community access to fitness and recreation centers, and an academic preparation program for students in grades 6-12.
- 9P2 S Each occupational program and service area has an advisory board by which it maintains relationships with organizations that depend upon the supply of the College's graduates. Delta College uses other approaches

to maintain these relationships, as well, including: its Foundation, Small Business and Technology Development Center, and participation by College employees in community-based organizations in the College's service area. In addition, the College has assigned "specific staff responsibilities for creating and building relationships with four key groups of stakeholders: business and industry, education, community-based organizations, and legislators at the state and national levels."

- 9P3 S Delta College creates, prioritizes, and builds relationships with organizations that provide services to its students through the President's Executive Council, division/department meetings, and some of its advisory committees. The College operates its own bookstore and food services, and it coordinates with transportation and technology service providers, to maintain relationships with organizations that provide services to students. The College outsources its information technology services to SunGard Higher Education.
- 9P4 S The ability of the College to create, prioritize, and build relationships with its suppliers of materials and services is limited by strict adherence to its purchasing and supply acquisition policies. Those policies take precedence over building long term relationships with suppliers.
- 9P5 S Delta College maintains associations with educational institutions, external agencies, consortia partners, and the general community in a variety of ways: through the President's involvement in a number of local, state and national educational and related organizations; through the Foundation's communication with the community; through multiple offices working closely with area schools and transfer institutions; and through community outreach activities for local school students.
- 9P6 O In response to this item, Delta College lists a number of surveys conducted. However, it is not clear how the surveys directly relate to the relationships outlined previously in this section (i.e. high schools, community organizations, vendors). Delta College could expand its survey work to include obtaining feedback directly from these constituent

- groups. In addition, there is no description of how the College ensures that its partnerships with constituencies are meeting the needs of those involved.
- 9P7 S Delta College's shared governance structure provides an ideal structure to create and build relationships between and among departments and units within the College. Integration and communication channels are inherent in this structure.
- 9R1,9R2 O Delta College provides a number of examples of how it measures external collaborative relationships, and in some cases it provides limited results. However, based on the information provided, it is difficult to ascertain whether the College is measuring collaborative relationships or simply reporting data that is collected for another purpose. The College might benefit from more clearly defining the specific results it intends to collect and analyze consistently to facilitate measurement of its collaborative relationships.
- 9R3 O Delta College indicates that comparison results for internal and external collaborations are difficult to obtain. Outside of transfer GPA comparison, the College acknowledges that it has no comparative results for building collaborative relationships. The College has an opportunity to identify and pursue sources of comparison data.
- 9I1 O Although Delta College does provide examples of improvements in collaborative relationships, the College's examples do not appear to be systematically based on the collection and analysis of data. The College may benefit from closer connections between the measurement of collaborative relationships and the use of those results to improve these relationships.
- 9I2 S Delta College relies on its practice of shared governance and on its strategic planning process to ensure the continuity of its collaborative relations. At present, the College is engaged in initiatives in four strategic areas: Student Success, Community Focus, Resource Efficiency and Sustainability, and People Focus.