

A. DELTA COLLEGE'S PRESENT:

1. Distinctive organizational features

Delta College is a comprehensive community college located on a 640-acre campus complex in Bay County, Michigan. The College lies midway between the major cities of Saginaw (population 70,000), Bay City (40,000), and Midland (40,000). The Delta campus opened in 1961, and recent renovation/expansion projects - totaling more than \$74 million - have modernized nearly 90 percent of the main campus, adding approximately 120,000 square feet to the facility. Delta College opened its Planetarium and Learning Center in downtown Bay City in January 1997. Delta is a public, not-for-profit organization, supported by tuition, local tax dollars and State funding. Delta College's Board of Trustees, which exercises oversight of the college operations, is comprised of representatives elected from the tri-counties.

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

Delta College has a strong commitment to learning and student success. We are a charter member of the National League for Innovation in the Community College and are devoted to improved learning through experimentation and innovation. In contrast to the trend in undergraduate education, Delta College is committed to maintaining, as a minimum, the current standard of sixty-five percent of total credit/contact hours being taught by full-time faculty. Our strong focus on professional development, involvement, and education opportunities for employees has resulted in a retention rate exceeding 90% in all position classifications. Through the appreciative inquiry process, approximately 450 Delta employees and community members helped to draft new mission, vision and values statements at a day-long summit in March of 2006. These new statements reflect Delta's continued commitment to its community, students and employees.

In addition to offering traditional classes for students working on career or transfer degrees, or taking courses for personal enrichment, Delta offers programming through its Corporate Services facility as well as hosting Quality Public Broadcasting. Delta College's Foundation has been instrumental in providing the college financial opportunities to pursue these and many other initiatives.

Delta College Corporate Services (DCCS) was founded in 1984 with the directive to serve the learning needs of business and industry. It has grown into a global, multimillion dollar business that delivers performance improvement solutions for clients in the automotive, chemical, financial, health care and manufacturing industries. DCCS is unique in that it receives no financial support from the College's general fund. This provides an environment of quick response based on market conditions. The innovative approach and success of DCCS serve as a model for other colleges. DCCS was named one of the Top 20 Training Outsourcing Companies for 2005 by TrainingOutsourcing.com, and was the only community college and one of only two educational institutions selected to the list.

Delta College Quality Public Broadcasting serves a population of approximately 1.2 million viewers and listeners, offering diverse programming for children and families, award winning news and documentary programs, and local programming of special interest. Q-90.1 is the only area radio station to provide bilingual Hispanic music and information programming. In 2004 Delta College was the only community college nation wide to receive the 2004 PBS Development Award in recognition of a \$4.5 million capital campaign for the digital conversion of the Frank N. Anderson Broadcasting Center.

The Delta College Foundation ranks among the top fundraising community colleges in the nation. The Foundation has provided leadership for two successful capital campaigns and is committed to institutional enrichment, student financial assistance, capital improvement and faculty/staff professional development, thus ensuring the healthy long-term future of the institution. The market value of Delta's Endowment Fund is currently more than \$10 million. The community's continuing support of the College is an affirmation of presidential leadership and an outstanding academic reputation that Delta College has enjoyed for years. Their financial investment in the College provides a margin of excellence for our students, faculty and staff, and helps support innovative programs at Delta College.

2. Scope of educational offerings

Our primary focus is on undergraduate learning for our transfer and career education students numbering nearly 15,000 annually. We offer 165 associate degree programs and 58 certificate programs linked to 166 secondary and 87 post-secondary articulations. Within the approximately 200,000 academic credit hours during the 2005-2006 academic year, Delta College provided 33 sections of honors, 234 developmental sections, and 302 elearning sections to meet the varied needs and interests of our students. Courses are offered on our main campus and at three satellite centers in the surrounding communities. Additionally, we offer a variety of non-credit educational learning opportunities through Corporate Services (closed enrollment for businesses) that had 5,846 duplicate head-count enrollees in 2005, Workforce Development (open enrollment for individuals) that had 1,224 participants in Fall 2005-Fall 2006, and Michigan Small Business and Technology Development Center (assistance for small businesses) that held 47 events with 812 attendees and counseled 472 distinct clients in 2005. We also provide non-credit offerings in the academic Business, Health and Technical Divisions.

3. Students

Delta College is a commuter college and has an "open admissions" policy. Over the past three years, fall and winter semester academic enrollments have averaged slightly above 10,000 students.

- 36% are enrolled full time
- 56% are women
- Two-thirds are under age 25
- 15% indicate that they are members of a minority group which is representative of the adult population in our College district
- Almost half are enrolled in a combination of day, evening and internet courses; 3% are enrolled only in internet delivered courses; 18% are evening only students
- 84% are residents of our tri-county district
- 17% enroll in at least one course at our three major off-campus centers
- 60% of our students receive financial aid
- 51% have declared an occupational program; 26% are enrolled in transfer programs; 16% indicate they are undecided; 7% are guests from another college or high school dual enrolled students or attending only with personal enrichment goals
- New student test scores (Compass assessment) indicate 43% are ready for College Composition; less than half are reading at college level; and, over 85% need one or more course below College Algebra

4. Collaborative or partnership Arrangements

- Saginaw Valley State University: The primary transfer university for Delta College students
- Tri-County K-12 System: 28%-30% of Tri-County students enroll at Delta College within 1yr of high school graduation
- Area Foundations: The most significant resource in terms of assets for private sector fundraising in support of Delta College

5. Faculty and staff

We have seven major academic and administrative divisions: Administrative Services, Communications Technology, Corporate Services, Finance/Business and Facilities Management, Instruction and Learning Services, Institutional Advancement, and Student and Educational Services.

The College employs 1298 individuals: 523 full-time, 400 part-time, and 375 student workers. We classify employees as:

Administrative/Professional (123 full-time, 4 part-time)

Full-time stats:

- Education: 4 with doctorates, 46 with masters, 44 with bachelors, 19 with associates and 10 with high school diplomas
- Ethnicity: 82% Caucasian, 9% African-American, 6% Hispanic, 3% Asian

AFSCME Staff (30 full-time, 60 part-time)

Food Services (2 full-time, 31 part-time)

Full-time stats:

- Education: 2 with high school diplomas
- Ethnicity: 100% Caucasian

Facilities Management (28 full-time, 29 part-time)

Full-time stats:

- Education: 1 with bachelors, 3 with associates, 24 with high school diplomas
- Ethnicity: 79% Caucasian, 18% African-American, 4% Hispanic

Corporate Services Staff (57 full-time, 5 part-time)

Hourly Staff Summary

13 full-time staff members

- Education: 1 with JD, 2 with bachelors, 7 with associates, 3 with high school diplomas
- Ethnicity: 100% Caucasian

Salary Staff Summary

44 full-time staff members

- Education: 15 with masters, 18 with bachelors, 4 with associates, 7 with high school diplomas
- Ethnicity: 84% Caucasian, 9% African-American, 5% Hispanic, 2% Native American

Faculty (215 full-time, 285 adjuncts – fall 2006)

Full-time stats:

- Education: 38 with doctorates, 158 with masters, 13 with bachelors, 3 with associates, 2 with certifications, and 1 with high school diploma
- Ethnicity: 90% Caucasian, 5% African-American, 2% Hispanic, 1% Asian, < 1% Native American, 2% Other

Support Staff (98 full-time, 46 part-time)

Full-time stats:

- Education: 3 with masters, 17 with bachelors, 46 with associates, 2 with certifications, and 30 with high school diplomas
- Ethnicity: 84% Caucasian, 11% African-American, 5% Hispanic

With the exception of food services and facilities management, faculty and staff are not unionized. In 2005, the employee turnover rate was 6.4% (71.4% of the turnovers were due to retirements).

6. Three operational environment requirements

- The local and State of Michigan economy has not rebounded from the last recession and is rated at the bottom of the 50 states overall in measures of economic strength. Michigan is the only state in the Midwest that lost jobs in the last year. Locally, the large automotive supplier Delphi Corporation recently declared bankruptcy, cutting thousands of jobs. State Funding has declined 11% (before inflation) over the past 6 years and is at levels of 10 years ago while enrollment has increased 13%. Local property tax provides 40% of the college's funding yet recent growth rates in local property tax values in our region rank lowest in the state.
- Delta College and all Michigan Community Colleges are strongly committed to affordable tuition for students with tuition revenue covering about 1/3 of the actual cost of education.
- Changing demographics that point to lower numbers of high school graduates and a decreasing population in general, continued need for developmental education due to increasing numbers of under prepared students and large numbers of displaced manufacturing workers needing retraining/enhanced skills will continue to put pressure on educational offerings at Delta College.

7. Three important competitors

- Saginaw Valley State University is located within five miles of our main campus and has significantly enhanced their physical facilities, strategically positioned themselves as the newest State supported university, and appeals primarily to younger undergraduate students who have a desire to live on-campus.
- Davenport University is an independent, multi-campus college that has 7 of its 19 sites located within a 50 mile radius of Delta College. They aggressively market to adult students in business fields.
- Workforce training options offered by a large variety of organizations have significantly increased within the past five years.

8. Three important opportunities

- Review programs and activities to get older and non-traditional constituents involved with Delta College.
- Continue to work with the local k-12 systems to explore all areas of articulation, transfer and credit.
- Work to strengthen our collaboration and articulation with Saginaw Valley State University.

Three critical vulnerabilities

- Increasing imbalance in our funding source between state dollars, local dollars and tuition dollars.
- Turnover of baby boomer faculty and staff with the ability to find qualified replacements while maintaining organization, culture and knowledge.
- Delta College's ability to quickly recognize and act on changes and opportunities in the external environment.

B. DELTA COLLEGE'S FUTURE:

1. Three chronic frustrations

- Agility. We would like to be able to respond to opportunities or challenges in more timely and flexible ways.
- Foresight. We would like to have better access to information or data that would allow us to optimally predict and respond to student and stakeholder needs.
- Communication. We would like to be able to focus more clearly, efficiently, and effectively in our communications across campus avoiding information overload, ambiguity regarding roles and responsibilities, and unnecessary conflict between departments.

2. Three elements of your shared vision

- Delta College will enroll the majority of our district high school college-bound graduates.
- Delta College employees will understand and live the College's values in their daily work.
- Delta College will develop appropriate partnerships in order to meet the needs of the communities we serve.

3. Three most critical Principles of High Performance Organizations

- Agility—striking a balance between the deliberate and time-consuming process of shared governance and the need to respond effectively and in a timely manner to a variety of internal and external challenges and changes to better meet our students' need.
- Organizational Learning—developing a process management model to guide faculty and staff in the design, management, and improvement of our processes, a model for decision-making based on information that will prompt purposeful continuous quality improvement and high performance expectations to reach our vision.
- People—moving the institution toward a learning culture by (1) providing for all employees professional development programs that are focused on the mission, vision, and values of the institution and by (2) developing strategies to infuse the concepts of a learning organization, such as team learning, systems thinking, etc.

4. Three to four tentative Action Project ideas

1. Enhance the success opportunities for developmental students.
2. Measure community perceptions of Delta College, determining unmet needs.
3. Define processes to create the organizational learning culture.
4. Build stronger student relationships through engagement and connections.

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| Action Project Worksheet Delta College, Michigan | <i>Challenging</i> | X | <i>Easy</i> |
| | <i>Complex</i> | X | <i>Simple</i> |
| | <i>High Payoff</i> | X | <i>Low Payoff</i> |
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Action Project idea # 1: *Enhance the success opportunities for developmental students*

AQIP Criterion to which this primarily relates: *Helping Students Learn*

Briefly describe what you would like this project to accomplish.

Successful completion of this challenging project, including the development of an integrated developmental program, will result in higher success rates in developmental courses and in subsequent college level courses, modification to processes and development of new processes, greater collaboration/cooperation between College units, and higher rates of retention in courses and from semester to semester.

Where did the idea or stimulus for this project originate?

This project originated as a result of the following factors:

- Trends (Delta is serving an increased population of developmental students.)
- College-wide discussion regarding the need to develop a system for developmental education and a proposal for the organization of a coordinated developmental education.
- Developmental students are not as successful as other populations of students.

Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How?

This project serves as a vehicle for the improvement of learning success for entering students, 50% of whom require reading and writing remediation and over 80% of whom require mathematics remediation. By enhancing this program, we will provide students with more depth in course offerings and more choices in how they progress through the program. We are confident that we can use the latest research in pedagogy, assessment, and organizational structure to make this project successful. The College has recently experimented with learning communities for students failing to meet college-level course enrollment. A plan to implement freshman interest groups that focus on an exposure to occupational careers is in place for winter 2007. In October 2006 the College sent two development education specialists to take a close look at the model developmental education program of the Community College of Denver. The team submitted recommendations based on what they learned from this visit. These improvements and others to be developed will also provide an opportunity to better inform our communities of the developmental program and its role in higher education. As a result, developmental students will be more successful.

How would doing this project allow you to better meet your employees' needs? Which, specifically?

This project will help faculty and staff be better equipped to work with developmental students. By reaching out across employee ranks to inform them of the purpose of this project and involve them in the project, faculty and staff will be able to identify and respond to student needs as well as help students succeed. This project will align faculty and staff responsibilities in an integrated and focused way on the needs of developmental students.

How would accomplishing this project change or affect your institution's culture?

Accomplishing this project will help us reach a portion of our population that we are currently not reaching as well as we would like. This project will improve teaching methodology and pedagogy (less re-work) because of the focus on a coordinated structure. Along with the traditional emphasis on students preparing for occupational careers or transfer, this project is expected to instill developmental education into the mainstream of the culture of the College.

What leadership and employee enthusiasm and support is there for doing this project now?

This project is supported at all levels of the College (Board of Trustees, Presidential, administrative, faculty, and student services support). In particular, the Board has always been interested in assuring access to College programs and services by all students, regardless of the level of their high school preparation, in our district.

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Action Project idea # 2: *Measure community perceptions of Delta College, determining unmet needs.*

AQIP Criterion to which this primarily relates: *Understanding Students' and Other Stakeholders' Needs*

Briefly describe what you would like this project to accomplish.
 The goal of this project is to find out from the perspective of our communities, students and other stakeholders what we are not doing, what we need to be doing, what we are doing right, and where there is opportunity for improvement in order to increase our agility and foresight. Successful completion of this project will help us to achieve our mission and vision. In addition, this project will help us prepare students for the future workforce and help us identify a wider range of stakeholders.

Where did the idea or stimulus for this project originate?
 This project originated from the stakeholder focus of the College and a lack of data in this area. A decade ago the College hired a consultant to survey the community about its perception of the College. Based on the results, the College made significant changes to meet community needs and perceptions. It is with that precedent in mind that the College wishes once again to do a thorough and formal survey of community, student, and stakeholder perceptions and to use the results for improvement. The impact of this survey is expected to affect all major units of the College from programs and services to marketing and recruitment.

Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How?
 This project will provide a vehicle for giving voice to our community so that their needs can be more clearly identified. It will also give us a better understanding of what the specific needs of our community and other stakeholders are so that we can focus on and respond to those needs. We will, for example, review our marketing strategy, our curriculum, and our services to students to determine if these effectively serve our community's needs. Fundamentally, this project will help us make significant progress toward meeting our vision as the communities' first choice to learn, work, and grow.

How would doing this project allow you to better meet your employees' needs? Which, specifically?
 Completion of this project will give employees a better sense of direction through concrete information and data, a better connection to the College vision, and possible opportunities to train for new types of work. In addition, this project will help us establish strategic priorities and to allocate resources efficiently. To go about determining unmet needs in particular requires planning. We may hire a consultant to assist us in this endeavor to do a series of needs assessments.

How would accomplishing this project change or affect your institution's culture?
 This project will affect our mission to educate, inspire, challenge, and support a diverse community of learners by enhancing our focus on stakeholders. It will improve relationship building within the community. In short, the College's intention to be data-informed will be realized.

What leadership and employee enthusiasm and support is there for doing this project now?
 General agreement. This project is supported by leadership, has been identified by the Strategic Planning process as a high priority, and is driven in part by recommendations from our occupational advisory boards. There has been a sense that the College, without formal strategies to obtain community input, has become more reactive than proactive. To obtain and act on data that includes community perceptions is a high priority.

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Action Project idea # 3: *Define processes to create the organizational learning culture.*

AQIP Criterion to which this primarily relates: *Valuing People*

Briefly describe what you would like this project to accomplish.

The goal of this challenging and complex project is to give us a greater understanding of what steps are necessary to develop and implement an organizational learning culture and to move us closer to our vision. To make substantial progress toward becoming a learning organization means starting with clarification and an infusion of the theory and practice of the disciplines of systems thinking, shared vision, commitment of continuous learning, and the ability to understand and change assumptions to fit new realities. To measure success will require regular cultural surveys/audits of employees about job satisfaction and job effectiveness. Concurrent with but essential to the success of this action project is the emergence of a comprehensive, ongoing, and sustainable professional development program for all employees. The program will be based on theory and knowledge and provide opportunities for practice and feedback. Outcomes-based, the program will promote high morale and continued retention and encourage performance improvement.

Where did the idea or stimulus for this project originate?

This project originated as the result of: (1) campus-wide discussions over a number of years, including the thematic focus of the College's Learning Days conference that starts each academic year, (2) the Appreciative Inquiry Summit in March 2006 that produced a new mission, vision, and values statement for the College, (3) the Strategic Planning process, and (4) such outside factors as the League for Innovation Vanguard Project on the Learning College, Peter Senge's [The Fifth Discipline: The Art and Practice of the Learning Organization](#), and projects of the American Association of Community Colleges.

Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How?

Accomplishing this project would provide us with the information needed to improve all of our processes, increase agility, improve foresight, meet stakeholders needs, and improve communication College-wide. To accomplish this, several actions are necessary, starting with an internal assessment identifying the degree to which faculty and staff understand and are willing to undergo the cultural change required to become a full-fledged learning organization. Once the needs are identified, then each discipline of a learning organization must be defined in the context of the College, followed by the identification of strategies to infuse the five disciplines identified in the literature on organizational learning (Senge's book in particular). We are aware of the difficult journey that other institutions have taken toward becoming learning organizations, many of which have been unsuccessful. But with an internal self-assessment previously undertaken to identify the degree to which the College meets the ten principles of high performance organizations, we are ready to move ahead.

How would doing this project allow you to better meet your employees' needs? Which, specifically?

This project will be instrumental in breaking down silos. It will provide employees with an understanding of how the College works and how they can provide leadership and involvement necessary to focus on the learning goals of the College. This project will help employees grow at an accelerated pace. It will lead to joy in our work and elevate us to a high performing organization. This project will provide opportunities for leadership experience throughout the College. As a result, all employees will recognize the degree to which they produce, facilitate, and support student and organizational learning.

How would accomplishing this project change or affect your institution's culture?

Accomplishing this project would sharpen the focus and embrace the leadership role all employees can play within the institution. It would help us to shift from individual to organizational responsibility. Finally, this project will increase trust and communication and break down the silos that exist within the College.

What leadership and employee enthusiasm and support is there for doing this project now?

Mixed College-wide support.

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| | <i>High Payoff</i> | X | <i>Low Payoff</i> |
| Action Project idea # 4: <i>Build student persistence and success through engagement and connections</i> | | | |
| AQIP Criterion to which this primarily relates: <i>Helping Students Learn</i> | | | |
| Briefly describe what you would like this project to accomplish. This project is intended to improve retention (persistence) and to improve achievement of student goals. This will impact the institutional and learning environment by improving the connection and engagement of the student throughout the college experience. Academic and social integration is key as reflected in the literature (e.g., Astin, 1993; Tinto, 1975, 1987, 1993). The learning environment will be altered to assure that there is student connection with other students and with instructional faculty and staff. Studies show that students have greater success when they are in settings perceived to be committed to their success. This project will result in increased engagement of all areas of the institution with students which will lead to improved student satisfaction, improved faculty methodologies, and increased collaborative efforts among departments. | | | |
| Where did the idea or stimulus for this project originate? This project originated with the need to improve retention and achievement and as the result of a national discussion and retention literature that focuses on student engagement (e.g., the Community College Student Survey of Engagement). More immediately, the project originated through our strategic planning process. This process puts student focus and success at the heart of our mission. A College task force has been charged with the development of a student success model that identifies student goals and includes strategies to maximize recruitment, retention, and the achievement of student goals. Discussion with this task force, as well as a review of a national discussion and retention literature that focuses on student engagement in being integral to student success, has further cemented this as one of our action projects. | | | |
| Which specific needs of your students or other external stakeholders would be better met if you accomplished this project? How? Accomplishment of this project would result in (1) greater identification and achievement of student goals, (2) greater connection for connection with all areas of the College, (3) greater responsiveness to student needs, (4) greater collaboration among College departments, and (5) more attention to the affective skill development of students. In addition, this project will help us produce better citizens and employees for the workforce in our community. | | | |
| How would doing this project allow you to better meet your employees' needs? Which, specifically? Doing this project will help focus development plans for staff, result in intrinsic job satisfaction, and a better understanding of how to meet student needs (making work more effective). | | | |
| How would accomplishing this project change or affect your institution's culture? Accomplishing this project will change or affect our culture by reinforcing the student focus of all parts of the institution. It will also help us identify priorities for process improvement and provide a more comprehensive look at what student success means in the community college (i.e., not just graduation rates but meeting goals). | | | |
| What leadership and employee enthusiasm and support is there for doing this project now? Substantial support (Board of Trustees, Presidential, faculty, and staff) | | | |