INSTITUTIONAL EFFECTIVENESS

Institutional Effectiveness can be defined as an evidence-based demonstration that an institution is achieving its mission and key goals. Delaware Tech determines its institutional effectiveness by annually assessing a defined set of intended outcomes – called Critical Effectiveness Indicators –related to each of the College's seven mission goals for comparison with their optimal performance benchmarks. Information from these assessments is used to monitor the degree to which the College is achieving the mission goals and to identify areas and methods for improvement, as appropriate.

MISSION STATEMENT

Delaware Technical Community College is a statewide multi-campus community college committed to providing affordable, open admission, post-secondary education that is relevant and responsive to labor market and community needs. The College offers comprehensive educational opportunities that contribute to the economic vitality of the State, including career, general, developmental, and transfer education; workforce development; and lifelong learning. The College respects its students as individuals and as members of diverse groups and is committed to fostering student success in higher education as a means to economic and personal advancement. (Effective date: July 1, 2015)

MISSION GOALS

1. Academic programs will prepare students with knowledge and skills needed for employment in their career field of study and/or for transfer to a senior institution.

2. Developmental education will prepare students in mathematics, reading, and writing to be successful in entry-level College courses and workforce development programs.

3. Academic and workforce development programs will prepare and support a competitive workforce across a range of occupational levels.

4. Personal enrichment programs and events will support lifelong learning in the community.

5. The College will provide an inclusive environment that promotes respect for diverse cultures, abilities, and points of view.

6. Programs, activities, and services will cultivate student learning and success.

7. Public and private resources and partnerships will be identified, obtained, and utilized to advance the College Mission and Goals.

The following is a summary of the FY 19 Critical Effectiveness Indicator (CEI) assessment results for each mission goal.

Summary of Multi-Year Data

Mission Goal Assessment

2018

INTRODUCTION

This Summary of Multi-Year Data report, presented annually to the Board of Trustees, contains overarching outcomes under each of the College's five mission goal areas, as well as some other important information including:
- Performance across multiple years;
- The most current data available;
- Explanations about how criteria for success were established; and
- Actions that have implemented to improve performance in the mission goal areas

Prior to reviewing this report, it is important to note key factors about the mission goal assessment process:
- The College mission and mission goals are reviewed every five years with Board input. At the same time these are updated, the criteria for success also are reviewed and updated to ensure that we still have meaningful measures in place to assess how well we are achieving our mission. This process was completed in 2016.
- The process of assessing our mission goals results in the identification and implementation of improvement actions, which sometimes includes improvements to the assessment process itself. These improvements could include:
  - Updates to the criteria used to define success; many of these were updated for 2016 as a result of the mission goal review process and also to align with national reporting requirements.
  - Changes to the means for assessment
  - Revisions based on other factors that inform assessment – An example of one of these factors is the Voluntary Framework of Accountability (VFA), a set of performance measures specific to community colleges and recognized at a national level. The College enrolled in VFA in fall 2015 and incorporated VFA benchmarks as appropriate.

CAREER AND TRANSFER EDUCATION

Mission Goal 1: Academic programs will prepare students with knowledge and skills needed for employment in their career field of study and/or for transfer to a senior institution.

> **Intended Outcome(s):**
> - Graduates are employed in jobs related to their field of study.
> - Graduates of Connected Degree programs enroll in an articulated institution.
> - Graduates are prepared for the workforce.

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):		
	2016	**2017**	**2018**
1. Eighty-five percent (85%) of associate degree graduates who wish to be employed in their field of study report employment within six months of graduation.*	Criteria not met. Of the 2016 graduates seeking employment in their field of study, 81% secured employment within six months of graduation.	Criteria not met. Of the 2017 graduates seeking employment in their field of study, 83% secured employment within six months of graduation.	Criteria not met. Of the 2018 graduates seeking employment in their field of study, 82% secured employment within six months of graduation.
2. Thirty percent (30%) of graduates of Connected Degree programs transfer to an articulated senior institution within six months of graduation. ‡	Criteria met (28%). Within six months of graduation, 28.3% of 2015 graduates of Connected Degree programs transferred to an articulated senior institution (327 of 1,154).	Criteria met (28%). Within six months of graduation, 30.3% of 2016 graduates of Connected Degree programs transferred to an articulated senior institution (429 of 1,413).	Criteria met (30%). Within six months of graduation, 33.9% of 2017 graduates of Connected Degree programs transferred to an articulated senior institution (488 of 1,440).
3. Seventy-five percent (75%) of graduates of Connected Degree programs that enroll in an articulated senior institution are still enrolled after one year.	Criteria not met. 74.6% of the 2015 graduates that transferred to a senior institution were still enrolled after one year (244 of 327).	Criteria met. 89% of the 2016 graduates that transferred to a senior institution were still enrolled or graduated after one year (382 of 429).	Criteria met. 83.2% of the 2017 graduates that transferred to a senior institution were still enrolled or graduated after one year (406 of 488).

4. Eighty-five percent (85%) of graduates who take the national exam in their career field, or other exam required for employment, pass within one year of graduation.**	Of the 2016 graduates who took the national examination in their career field or tests required for employment within a year of graduation, 91% passed.	Of the 2017 graduates who took the national examination in their career field or tests required for employment within a year of graduation, 91% passed.	Of the 2018 graduates who took the national examination in their career field or tests required for employment within a year of graduation, 92% passed.

ADDITIONAL DETAILS:

*There are no national benchmarks for community college graduate employment in the career field, nor is there a standard definition for successful graduate employment. The benchmark of 85% was selected by the College prior to the recession when the career field employment rate had been as high as 95% (2008 graduates). After the recession hit, 2009 graduates reported an employment rate of 74%.

**At the academic program level, the benchmark for national exam passage rate is established by the national accrediting body for the specific career field. Delaware Tech researched these pass rates and chose an overall pass rate of 85% for institutional-level assessment that encompasses all academic programs. This criterion also is one of the measures suggested by the Voluntary Framework of Accountability.

‡ The benchmark for criterion #2 is updated each year using College data from the past four years. These benchmarks also align with Delaware Tech's program review standards.

Mission Goal 3: Academic and workforce development programs will prepare and support a competitive workforce across a range of occupational levels.

Intended Outcome:
- Program completers are employed in the workforce.

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):		
	2016	**2017**	**2018**
1. Ninety-five percent (95%) of employers rate their satisfaction with the College's contractual training as above average. (Rating of 4 or higher on a 1-5 scale). **2017 Revision: Eighty-five percent (85%) of students in workforce development training indicate that the education received resulted in a career/job placement within six months.** **IN 2019, THIS CRITERIA WILL BE UPDATED TO ALIGN WITH CAREER TECHNICAL EDUCATION (CTE) METRICS FROM THE VOLUNTARY FRAMEWORK OF ACCOUNTABILITY (VFA).**	Two of the three campuses met the criteria for success with 100% of employers (16 out of 16 that responded) reporting above average satisfaction. One campus did not meet the criteria for success with 67% of employers (6 out of 9 that responded) reporting above average satisfaction.	Criteria met. Eighty-five percent (85%) of survey respondents collegewide (100 out of 118) indicated employment within six months of completing the workforce development program.	Criteria not met. Eighty-one percent (81%) of survey respondents collegewide (30 out of 37) indicated employment within six months of completing the workforce development program.
2. On each item on the satisfaction survey, 80% of the responses are above average. (Rating of 4 or higher on a 1-5 scale).	Met the criteria for success at all campus locations.	This criteria was eliminated in 2017 and will be replaced in 2019 with Career Technical Education (CTE) Metrics required by the Voluntary Framework of Accountability.	
ADDITIONAL DETAILS: None.			

Multi-Year Improvement Action(s) for Career and Transfer Education Mission Goals:

Employment in the Field of Study

In 2016:
- Academic programs continued implementation of strategies to improve employment and quarterly reporting for all programs with employment rates below 85% or above 85%, but in decline for two consecutive years.   The plans are created by the department chairpersons and faculty with input from program advisory committees. Strategies included:
  - Increased work-based learning opportunities for students in degree programs.
  - Enhanced career services outreach to students through information sessions, seminars, etc.

In 2017:
- The annual review of academic programs resulted in strategies to improve graduate employment. Some examples are listed below:
  - Utilized social media to share job opportunities with graduates.
  - Invited employers to campus to speak with students about employment opportunities.
  - Investigated new/additional certifications for possible integration into the curriculum to improve employment readiness.
  - Expanded advisory committee membership to ensure adequate representation from relevant sectors.
- Reviewed programs with low graduate employment rates and redesigned curriculum for these programs.
- Aligned job fair events collegewide so that a spring job fair event is offered in each county.
- Developed and implemented a collegewide menu of career services workshops.

In 2018:
- Identified opportunities to improve the assessment:
  - Entered into preliminary conversations with the State of Delaware to better and more consistently collect employment data.
  - Improved the survey instrument to determine the length of graduates' employment.
- Drafted a Delaware Tech Loss-Momentum Framework to include a transition phase, which includes post-graduation employment and transfer.
- Established an Employer Engagement Task Force to identify additional opportunities to strengthen employer partnerships and employment opportunities for graduates.
- Developed and implemented a consistent mechanism for identifying and tracking work-based learning courses in Banner so that participation and outcomes can be assessed and improvement actions can be identified to strengthen employment in field.

Transfer Success

Recent improvements included:
- Updated measures for success in 2016 due to inconsistency from the senior institutions in reporting data. Data for the new measures is provided by a national database of federally required metrics.
- Developed a Connected Degree brochure and updated the website to better communicate transfer opportunities to current and prospective students.
- Created and published a video highlighting Connected Degrees.
- Collaborated with the social media manager to create social media campaigns around Connected Degree opportunities.

Graduate Preparation for Employment

Associate-degree graduates continue to have a strong record of success on national exams. Collegewide, the 2018 pass rate for Registered Nursing was 89% and for all Allied Health programs (including Nursing) was 92%. While criteria for success were met, chairpersons and faculty continue to monitor graduates' performance on national exams and make adjustments as necessary to ensure competencies are mastered by students.

2018 Pass Rates

Program	Owens	Stanton/Wilmington	Terry	Collegewide
Total Allied Health (includes all Nursing)	89%	95%	90%	92%
Practical Nursing	95%	-	100%	98%
Registered Nursing	83%	93%	87%	89%

In the Workforce Development division, graduates from Department of Labor Blue Collar Grant Programs continue to have a strong job placement rate at 81%, as these programs provide extensive supports such as direct benefits and intense follow-up with students for six months following training. The students in these programs also are primarily unemployed or underemployed and their objective is employment immediately following training.

There currently are no reliable methods for measuring employment for the majority of individuals completing short-term training programs. A new tool called GradCast was piloted to assess employment of students who are served through open enrollment training programs; however, the response rate was limited during the pilot. Improvement actions to increase employment rates for graduates of short-term training programs, identified for implementation in 2019 include:

- Analyze 2018 GradCast data/data collection methods and develop strategies to improve responses.
- Conduct surveys of students enrolled in short-term training programs to determine supports needed while taking courses to prepare them for job search and attainment, and thereby, increase the number of students completing the programs.
- Determine additional methods for obtaining post-training employment data, including enhanced data sharing with the DE Department of Labor.

DEVELOPMENTAL EDUCATION

Mission Goal 2: Developmental education will prepare students in mathematics, reading, and writing to be successful in entry-level College courses and workforce development programs.

Intended Outcome:
- Students successfully complete developmental courses and progress to complete sequential college-level courses.

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):		
	2016	**2017**	**2018**
1. The percentage of developmental students with at least 12 credit hours at the end of their second year (VFA credential seeking cohort) that become college ready in Math will exceed the annual VFA benchmark. ‡	Exceeded annual VFA benchmark of 49%; 59% of developmental students with at least 12 credit hours by the end of their second year were college ready in Math.	Exceeded annual VFA benchmark of 56.3%; 63.8% of developmental students with at least 12 credit hours by the end of their second year were college ready in Math.	Exceeded annual VFA benchmark of 60.0%; 70.2% of developmental students with at least 12 credit hours by the end of their second year were college ready in Math.
2. The percentage of developmental students with at least 12 credit hours at the end of their second year (VFA credential seeking cohort) that become college ready in English will exceed the annual VFA benchmark. ‡	Exceeded annual VFA benchmark of 67%; 92% of developmental students with at least 12 credit hours by the end of their second year were college ready in English.	Exceeded annual VFA benchmark of 76.9%; 96% of developmental students with at least 12 credit hours by the end of their second year were college ready in English.**	Exceeded annual VFA benchmark 78.5%; 95.8% of developmental students with at least 12 credit hours by the end of their second year were college ready in English.

3. The percentage of developmental students with at least 12 credit hours by the end of their second year (VFA credential seeking cohort) that complete a college-level course in Math will exceed the annual VFA benchmark. ‡	Exceeded annual VFA benchmark of 30.9%; 35% of developmental students with at least 12 credit hours by the end of their second year completed a college-level course in Math.	Exceeded annual VFA benchmark of 36.3%; 38.7% of developmental students with at least 12 credit hours by the end of their second year completed a college-level course in Math.	Exceeded annual VFA benchmark of 39.5%; 41.4% of developmental students with at least 12 credit hours by the end of their second year completed a college-level course in Math.
4. The percentage of developmental students with at least 12 credit hours by the end of their second year (VFA credential seeking cohort) that complete a college-level course in English will exceed the annual VFA benchmark. ‡	Exceeded annual VFA benchmark of 52.3%; 62% of developmental students with at least 12 credit hours by the end of their second year completed a college-level course in English.*	Exceeded annual VFA benchmark of 60.2%; 82.7% of developmental students with at least 12 credit hours by the end of their second year completed a college-level course in English.**	Exceeded annual VFA benchmark of 63.3%; 84.0% of developmental students with at least 12 credit hours by the end of their second year completed a college-level course in English.

ADDITIONAL DETAILS:
*Developmental reading and developmental writing were combined and will be reported under "English" in future reports.
**2017 is the first year that the student cohort reflected the combined reading and writing which accelerates students' progression.
‡ Measure was updated in 2016 to align with the Voluntary Framework of Accountability (VFA). Utilizing these externally developed metrics provides the college the ability to assess against other VFA participating schools. The benchmarks are set annually by VFA based on the data from all VFA participating institutions for each reporting year.

Multi-Year Improvement Action(s) for Developmental Education:
The data continue to indicate that overall developmental education is successful in preparing students for college level courses as compared to national benchmarks; current course pass rates compared to the four-year average pass rates; and the pass rates of developmental students compared to fully qualified students in first college courses. To continue to strengthen developmental education, the following improvement actions were implemented.

In 2016:
- Began collaborating with Delaware's institutions of higher education to create and pilot a "Foundations of English" course in three Delaware high schools. Students who successfully complete the course will demonstrate readiness for college-level English courses.
- Developed and implemented a new math curriculum to align with requirements for specific college degree programs and streamlined content to reduce redundancy across courses.

In 2017:

- Redesigned the Academic Calendar to create an opportunity for collegewide summer bridge programs that will accelerate students' completion of developmental coursework.
- Implemented the "Foundations of English" course in four high schools throughout the state of Delaware.
- Continued to assess the success of the math redesign and identify improvement actions to increase the percentage of students who successfully complete their required math courses.
- Conducted a statewide meeting with K-12 superintendents to share information about course placement and discuss improvement opportunities for college readiness.
- Through Delaware Tech faculty and administrator participation on sub-committees of Delaware's P-20 council, researched best practices and developed recommendations for implementation in grades K-12.
- Revised developmental hold policy and process to provide enhanced advising and appropriate interventions for students who do not successfully complete a developmental course.

In 2018:

- Identified math performance as a barrier for student success and leveraged the Achieving the Dream comprehensive data review to validate the critical need to improve student outcomes and progression in math coursework.
- Aligned instructional materials for developmental math courses.
- Researched different strategies for college level placement and developed a recommendation and plan for implementing a multiple measures policy that allows students to use high school cumulative GPA for placement rather than relying solely upon test scores.
- Continued to hold statewide meetings with K-12 superintendents to share placement data and collaborate on opportunities to support college readiness.
- Continued to work with Delaware's P-20 council to identify and implement opportunities to improve college readiness in K-12.
- Conducted a comprehensive review of existing dual enrollment policies and processes and began to identify new opportunities for dual enrollment to support and strengthen college readiness.

LIFELONG LEARNING:

Mission Goal 4: Personal enrichment programs and events will support lifelong learning in the community.

　　　　Intended Outcome:

- Community members value the services and programs provided for enrichment and lifelong learning.

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):		
	2016	**2017**	**2018**
1. Ninety percent (90%) of participants in enrichment and lifelong learning courses, services, and activities will indicate they are satisfied with their experience.	Criteria met at the Owens (99%; 887 out of 890) and Stanton/George (96%; 429 out of 445) Campuses. Criteria not met at the Terry Campus (44%; 208 out of 478).	Criteria met at the Owens (99%; 6,564 out of 6,614) and Stanton/George (95%; 2,117 out of 2,231) Campuses. Survey not conducted by the Terry Campus.	Criteria met at the Stanton/George (99%; 447 out of 450), and Terry (92%; 436 out of 472) Campuses. Criteria not met at the Owens Campus (89%; 985 out of 1,101).
2. Ninety percent (90%) of participants in enrichment and lifelong learning courses, services, and activities will indicate they consider these activities valuable.	Criteria met at the Owens (99%; 955 out of 960) and Stanton/George (92%; 411 out of 445) Campuses. Criteria not met at the Terry Campus (89%; 424 out of 478).	Criteria met at the Owens (98%; 4,640 out of 4,705) and Stanton/George (99%; 2,270 out of 2,283) Campuses. Survey not conducted by the Terry Campus.	Criteria met at all campuses. Owens Campus (99%; 983 out of 997); Stanton/George Campuses (99%; 447 out of 450); and Terry Campus (92%; 435 out of 472).
ADDITIONAL DETAILS: Data is based on participants who responded to the survey.			

Multi-Year Improvement Actions for Lifelong Learning:
While customer satisfaction for personal enrichment courses remains high and participants consistently find the activities valuable, survey responses are reviewed annually to determine themes for improvement. These include:

- Identified two themes from 2018 satisfaction surveys for implementation in the future:
  - Expand program offerings to match student interest (e.g. Survey comments continue to say that personal enrichment courses are highly enjoyable, but more time on the topic would be appreciated.

- o Offer extended series for popular courses with levels added (e.g. Stackable language courses for continued learning or wellness classes that build upon topics from week to week).
- Enhanced the "Continuing Education" pages on the website

LEARNING ENVIRONMENT

Mission Goal 5: The College will provide an inclusive environment that promotes respect for diverse cultures, abilities, and points of view.

Intended Outcome:
- Students perceive the College provides a welcoming environment that promotes respect for differences.

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):		
	2016	**2017**	**2018**
1. No more than 10% of students who respond to annual satisfaction surveys will indicate that the College does not provide an environment that cultivates a welcoming and inclusive environment. **2017 Revision:** **Ninety percent (90%) of students who respond to the annual student survey agree that Delaware Tech provides a welcoming atmosphere that supports diversity.**	An annual satisfaction survey was not deployed in the spring of 2016. Surveys will resume in the spring of 2017.	Criteria not met. 85% of students who responded to the 2017 student satisfaction survey indicated on the relevant questions that the College provides an environment that cultivates a welcoming and inclusive environment.	Criteria met. 94% of students who responded to the 2018-19 student satisfaction survey indicated they agreed or strongly agreed that the College cultivates a welcoming and inclusive environment.
2. No more than 10% of students who respond to annual satisfaction surveys will indicate that the College does not promote respect for diverse cultures, backgrounds, and points of view. **2017 Revision:** **Ninety percent (90%) of students who respond to the annual student survey agree that the atmosphere in the classroom environment is accepting of who they are.**	Data was not collected.	Criteria not met, 81% of students who responded to the diversity and inclusion survey agreed or strongly agreed that the atmosphere in the classroom is accepting of who they are. An additional 17% responded "neutral."	Criteria met. 94% of students who responded to the 2018-19 student satisfaction survey indicated they agreed or strongly agreed that the atmosphere in the classroom is accepting of who they are.
3. Ninety percent (90%) of students who respond to the annual student survey indicate satisfaction with the racial/ethnic diversity of faculty and staff. (New for 2017).		Criteria not met. 75% of students who responded to the diversity and inclusion survey were satisfied or very satisfied with	Criteria met. 93% of students who responded to the 2018-19 student satisfaction survey indicated they were satisfied or

		the racial/ethnic diversity of the faculty. An additional 21% responded "neutral."	very satisfied with racial/ethnic diversity of the faculty and staff.

ADDITIONAL DETAILS:
Comparable national data is not available. Data is obtained through various student satisfaction surveys that the College deploys (CCSSE, SENSE, internally-developed).

Mission Goal 6: Programs, activities, and services will cultivate student learning and success.

Intended Outcomes:
- Students continue toward program completion.
- Students complete their programs of study.
- Students believe the College provides an environment that supports a quality educational experience.
- Students achieve their educational goal(s).

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):				
	2014	**2015**	**2016**	**2017**	**2018**
RETENTION RATE 1. Fifty-nine percent (59%) of full-time, first-time or transfer award-seeking students either re-enroll the following fall semester or complete their program by that time (previous fall cohort returning for the following fall semester). **2016 Revision‡:** **The percentage of full-time and part-time, first-time students and full-time and part-time new transfer students (VFA Main Cohort) that will be retained from fall to spring will exceed the annual VFA benchmark.**	Criteria not met (57.7%) by 1.3 percentage points.	Criteria met CW (60.6%). Criteria not met by all individual campus locations.	Did not meet annual VFA benchmark of 69%; 68.9% of full-time and part-time, first-time students and full-time and part-time new transfer students were retained from fall to spring.	Exceeded the annual VFA benchmark of 70.3%; 75.4% of full-time and part-time, first-time students and full-time and part-time new transfer students were retained from fall to spring.	Exceeded annual VFA benchmark of 71.6%; 77.4% of full-time and part-time, first-time students and full-time and part-time new transfer students were retained from fall to spring.
2. Fifty percent (50%) of full-time, first-time or transfer award-seeking developmental students either re-enroll the following fall semester or complete their program by that time (previous fall cohort returning for the following fall semester). **2016 Revision‡:** **The percentage of full-time, first-time students and full-time new transfer students that will earn 42 credits by the end of their second year will exceed the annual VFA benchmark.**	Exceeded criteria with a 55.6% retention rate.	Exceeded criteria with a 58% retention rate.	Did not meet the annual VFA benchmark of 43%; 32.8% of full-time, first-time students and full-time new transfer students earned 42 credits by the end of their second year.	Did not meet the annual VFA benchmark of 42.9%; 38.0% of full-time, first-time students and full-time new transfer students earned 42 credits by the end of their second year.	Did not meet the annual VFA benchmark of 43.9%; 35.4% of full-time, first-time students and full-time new transfer students earned 42 credits by the end of their second year.

3. The percentage of part-time, first-time students and part-time new transfer students that will earn 24 credits by the end of their second year will exceed the annual VFA benchmark.			Did not meet the annual VFA benchmark of 34.6%; 30% of part-time, first-time students and part-time new transfer students earned 24 credits by the end of their second year.	Exceeded annual VFA benchmark of 33.1%; 34.5% of part-time, first-time students and part-time new transfer students earned 24 credits by the end of their second year.	Met annual VFA benchmark of 34.3%; 34.4% of part-time, first-time students and part-time new transfer students earned 24 credits by the end of their second year.

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):				
GRADUATION RATE	**2011 Cohort (Graduated 2014)**	**2012 Cohort (Graduated 2015)**	**2013 Cohort (Graduated 2016)**	**2014 Cohort (Graduated 2017)**	**2015 Cohort (Graduated 2018)**
4. Seventeen point six percent (17.6%) of full-time, first-time degree seeking students complete their program within the three-year IPEDS defined time limit.	Owens: 17.7% Stanton: 11.3% Terry: 15.4% George: 12.3% **14.5%**	19.9% 11.0% 16.9% 13.3% **16.0%**	21.2% 10.5% 16.5% 11.7% **15.7%**	**21.8%** **12.8%** **15.7%** **17.9%** **17.6%**	**23.2%** **15.8%** **18.4%** **21.1%** **20.2%**
5. Twenty-three point nine percent (23.9%) of full-time, first-time degree seeking students complete their program within the IPEDS defined time limits for longer programs (five years). **2017 Revision‡: Twenty five percent of first-time, full-time and part-time students (VFA first time in college cohort) complete their program within six years.**	20.6%	19.6%	20.7%	21.2%	23.1%

ADDITIONAL DETAILS:

The national two-year public retention rate for full-time, first-time students (2016 to 2017) is 62.3%; this does not include transfer students. The Delaware Tech rate without transfer students included for this period was 60%.

The national Call to Action initiative, which the College signed in April 2011, affirmed a commitment by the College to raise graduation rates 50% by 2020. The College's 2020 target is 17.6% based on the 11.7% completion rate of the 2007 cohort (Graduated 2010). This baseline was calculated using the following data: Owens: 18.4%; Stanton: 6.6%; Terry: 13.7%; and George: 6.4%.

In addition to the criteria for success listed in this chart, Delaware Tech measures its "true success rate." This rate for the 2011 cohort is:

Cohort	Associate (Transfer)	Associate (No Transfer)	Certificate (Transfer)	Certificate (No Transfer)	No Award (Transfer)	Still Enrolled	Total Success
2011	8.2%	12.1%	0.1%	1.6%	16.8%	7.9%	46.7%

Note: Chart is based on the 2011 cohort of first-time/full-time students and reflects the six years of data required to measure ourselves against the standard graduation formula for Higher Education set by the federal government and VFA.

‡ Measure was updated to align with the Voluntary Framework of Accountability (VFA). Utilizing these externally developed metrics provides the college the ability to assess against other VFA participating schools. The 2018 benchmarks are set by VFA based on the data from all VFA participating institutions for reporting year 2017-18.

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):				
	2014	**2015**	**2016**	**2017**	**2018**
SATISFACTION 6. Ninety percent (90%) of students will recommend the College to a friend or family member as reported on the Student Satisfaction Survey.*	Exceeded criteria for success with a rate of 98% (1250 out of 1272)	Exceeded criteria for success with a rate of 98.54% (1078 out of 1094)	Exceeded criteria for success with a rate of 94% (1,375 out of 1,462).	Exceeded criteria for success with a rate of 98% (1,416 out of 1,445).	Exceeded criteria for success with a rate of 92% (1,346 out of 1,463).
7. Ninety percent (90%) of students rate their educational experience as "good" to "excellent" as reported on the Student Satisfaction Survey.*	Exceeded criteria for success with a rate of 96% (1222 out of 1278)	Exceeded criteria for success with a rate of 94.86% (1034 out of 1090)	Exceeded criteria for success with a rate of 98% (1,445 out of 1,481).	Exceeded criteria for success with a rate of 92% (1,335 out of 1,445).	Criteria not met with a rate of 85% (1,248 out of 1,463).
GOAL ATTAINMENT 8. Of the new or transfer students who enrolled in a fall semester with the goal of earning an award, 60% have graduated, transferred, or are still enrolled the following fall semester.** **2016 Revision: The percentage of students with at least 12 credit hours at the end of their second year (VFA credential seeking cohort) that will have either graduated, transferred or remained enrolled at the end of six years will exceed the annual VFA benchmark.‡**	Exceeded criteria for success with a rate 84%. (Criteria for success: 75%)	Met criteria for success with a rate of 63% (2120 out of 3382) (Did not meet new adjusted criteria of success of 75%)	Did not meet the annual VFA benchmark of 64.3%; 49.7% of students with at least 12 credit hours at the end of their second year either graduated, transferred or remained enrolled at the end of six years.	Did not meet the annual VFA benchmark of 65.2%; 61.2% of students with at least 12 credit hours at the end of their second year either graduated, transferred or remained enrolled at the end of six years.	Did not meet the annual VFA benchmark of 65.8%; 61.4% of students with at least 12 credit hours at the end of their second year either graduated, transferred or remained enrolled at the end of six years.

9. Of the new or transfer students who enrolled in a fall semester with the goal of earning an award, but who have *not* graduated, transferred, or continued enrollment, no more than 5% left for a reason related to dissatisfaction with the college.	Met criteria for success; however the difficulty of obtaining data on students who left the College resulted in information gathered from 2 out of 132 students. Neither of these students left the College due to dissatisfaction; however, this data was not adequate to validate success.	No data. This measurement of effectiveness will be re-evaluated when the critical effectiveness indicators are considered for revision.	This metric was eliminated in 2016 due to inability to effectively capture this data.

ADDITIONAL DETAILS:

* 2014-17 results based on graduate responses from annual survey. This criteria was updated in 2018 to measure student satisfaction.

** Criteria for success was changed in 2014 to "Of the new or transfer students who enrolled in a fall semester *or since that semester and reported on the Student Educational Plan (SEP) that obtaining an award is their educational goal*, 75% have graduated, transferred or were still enrolled in fall 2014.

‡ Measure was updated in 2016 to align with the Voluntary Framework of Accountability (VFA). Utilizing these externally developed metrics provides the college the ability to assess against other VFA participating schools. The benchmarks are set by VFA based on the data from all VFA participating institutions for reporting year 2016-17.

Multi-Year Improvement Actions for Learning Environment:

<u>Welcoming and Inclusive Environment</u>
While criteria for success were met for Mission Goal 5, the following improvement actions were implemented since 2016:
- Launched a Collegewide Diversity and Inclusion Committee to continue the College's commitment to providing an environment that respects and values human differences and provide professional development, such as Ally Training

- Updated the College website in 2016 to ensure compliance with ADA requirements.
- Developed and administered a Diversity Climate Survey in 2017.
- Modified survey instrument to remove "Neutral" category when administering it in the future in an effort to get more meaningful results.

Retention, Graduation, Satisfaction, and Goal Attainment

2014-2018

The College identified student success as one of the seven 2012-16 Strategic Directions: "*Strengthen services, programs, and procedures to demonstrate a strong student-centered focus and to foster student success and degree completion*." With this collegewide commitment to student success, the College implemented 40 plus student success initiatives in recent years, such as:

- Redesigned first-year experience, including a mandatory First Year Seminar class and online New Student Orientation
- Integrated high impact practices, including undergraduate research and supplemental instruction
- Dedicated resources for quality instruction, including expanded Instructional Design & Technology offerings and enhanced New Faculty Development
- Improved data collection and reporting, including joining the Voluntary Framework of Accountability in 2015 and implementing student satisfaction surveys and focus

These efforts have allowed the College to meet the Call-to-Action goal of raising graduation rates by 150% in advance of the 2020 target date. In order to continue to strengthen persistence and retention for all students in 2018, the College applied and was accepted to Achieving the Dream, a national organization dedicated to improving student outcomes, including retention and graduation. In the first year of the College's Achieving the Dream work, faculty, staff, and administrators explored data and student feedback to identify potential improvements to strengthen holistic student supports, persistence and retention, and students' satisfaction and sense of belonging. The action plan that will be developed will guide efforts related to programs, activities, and services that cultivate student learning and success.

RESOURCES TO SUPPORT ACCESS

Mission Goal 7: Public and private resources and partnerships will be identified, obtained, and utilized to advance the College Mission and Goals.

> **Intended Outcomes:**
> - The College has a diverse revenue base that supports student access.
> - The College offers an affordable cost of attendance.
> - Resources are available to assist students in meeting their financial needs to achieve their educational goals.
> - Appropriate levels of funding are allocated to support students.

Criteria for Success (with details including any benchmarks that helped to determine the criteria):	Multi-year Data (chart including most recent data):		
	2016	**2017**	**2018**
1. The College's revenue from state and local government sources does not exceed the average for two-year publicly supported community colleges by more than 5%.*	Criteria for success were met with 42.2% of the College's revenue provided by state and local government sources, compared to the national average of 48%.	Criteria for success were met with 40.4% of the College's revenue provided by state and local government sources, compared to the national average of 49%.	Criteria for success met with 40.0% of the College's revenue provided by state and local government sources, compared to the national average of 52.7%.
2. The College's cost of attendance when compared with other regional community colleges ranks in the lowest 10%.	Criteria for success not met. College ranked 36th out of 40 regional community colleges, which is in the lowest 12.5%.	Criteria for success met. College ranked 37th out of 40 regional community colleges, which is in the lowest 10%.	Criteria for success not met. The College ranked 16th of 39 regional community colleges, which is not in the lowest 10%.**
3. The percentage increase in the average amount of financial aid awarded per student is more than the percentage increase in cost of attendance per student in a given year.	Criteria for success not met. There was a .92% increase in the average amount of financial aid awarded per student in comparison to a 1.03% increase in the cost of attendance per student.	Criteria for success not met. There was a 1.03% increase in the average amount of financial aid awarded per student in comparison to a 2.61% increase in the cost of attendance per student.	Criteria for success met. There was a 9.50% increase in the average amount of financial aid awarded (5.67% increase excluding federal student loans) per student in comparison to a 1.05% increase in the cost of attendance per student.
4. Total expenses per full-time equivalent (FTE) student are within five percent (5%) of regional and national averages.	Criteria for success not met. Cost for FTE student is 10.72% ($14,414) above the national average for two-year colleges ($13,019) and 6.64% above the average for two-year colleges in the Mid-Atlantic region ($13,517).	Criteria for success not met. Cost for FTE student is 5.87% ($14,530) above the national average for two-year colleges ($13,724) and 10.13% above the average for two-year colleges in the Mid-Atlantic region ($13,193).	Criteria for success not met. Cost per FTE student is 7.7% ($15,685) above the national average for two-year colleges ($14,557) and 8.6% above the average for two-year colleges in the Mid-Atlantic region ($14,444).

ADDITIONAL DETAILS:
* The national average for revenue from state and local government sources benchmark was provided by the American Association of Community Colleges.
** The calculation for cost of attendance was updated in 2018 to reflect the change in cap for tuition and fees from 12 credits to 15 credits per semester.

Multi-Year Improvement Action(s) to Secure Resources that Support Access:
When criteria for success were met, the College continued to assess the intended outcome(s) and/or explore other measures.
- Reviewed criteria for success to ensure they continue to serve as valid, meaningful measures to assess the College's effectiveness in providing resources to support access. Identified the following modifications for 2019:
    o Change criterion #2 to: The College's cost of attendance when compared with other regional community colleges will be below the mean tuition and fees.
    o Add a new criterion for success related to student debt.
- Conducted an analysis of financial aid awards, with and without including federal loans, to determine impact of change on the intended outcome for criterion #3.
- Continued to collaborate with Student Success Committee, Achieving the Dream team, and other relevant personnel to develop and implement innovative strategies to increase enrollment, while keeping cost increases minimal or flat, in order to better align the College's expenses per FTE with regional and national rates.