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**DELTA COLLEGE
BOARD OF TRUSTEES
DINNER MEETING
March 8, 2011
Delta College Main Campus Room N 7**

Board Present: K. Ellison, R. Emrich, K. Higgs, K. Houston-Philpot, J. MacKenzie, E. Selby, R. Stafford

Board Absent: K. Lawrence-Webster, D. Wacksman

Others Present: J. Goodnow, L. Bourassa, D. Case, P. Clark, L. Govitz, P. Graves, D. Gutierrez, A. Hill, G. Hoffman, J. Knochel, T. Lane, S. Leenhouts, T. Light, C. Lusk, D. Lutz, S. Montesi, C. Morley, M. Mosqueda, L. Myles-Sanders, D. Peruski, G. Przygocki, A. Sarkar, A. Sarkar, A. Ursuy, S. VanderLaan, B. Webb, M. Wiltse

Press Present: B. Howell, Bay City Times

Board Vice Chair Robert Emrich called the meeting to order at 5:30 p.m. He called on Ginny Przygocki, who introduced Lindsey Bourassa, David Case, and Sharon Leenhouts. She described the American Recovery and Reinvestment Act of 2009 (ARRA) grant in which Delta is participating in a consortium to educate professionals in health information technology (the "HIT grant"). She described the college's educational delivery model and introduced Lindsey Bourassa.

Ms. Bourassa described the mission of LifeLong Learning to provide short term career training, and gave an overview of programs, testing services, and statistics. Sharon Leenhouts explained the purpose and organization of the five regional consortia which are providing HIT education nationwide. David Case, at Delta as a full time faculty member just 2.5 months, reviewed the curriculum and the structure of the program. It is offered online, open-entry and open-exit, and provides training for various health professionals from doctors to nurse practitioners to front line and technical support staff. Passing the examinations will provide students a credential that is portable nationwide.

Responding to questions from Mr. Higgs, Dr. Ellison, Dr. Emrich, and Mr. Selby, Mr. Case explained that the certificates vary with the role for which the education is provided, that the electronic records requirements of the new health care law are not yet mandatory but that monetary rewards and penalties should encourage all health care providers to participate. Dave Peruski said that in the Great Lakes Bay Region Covenant is furthest along in adopting this technology.

Mr. Stafford asked about consistency of results and Mr. Case explained that although various programs and systems may be used there must be the ability to share the information between providers and that although entry screens can vary the data itself is very standardized. Jack

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MacKenzie asked whether this program competes with the nursing program for scarce clinical resources and Dave Peruski responded that there is no competition since this program takes place entirely on line. He also did not think other LifeLong Learning programs such as phlebotomy competed with nursing since the specialty is located in different space in any of the clinical sites.

Dave Peruski presented an update on the Nursing program. Enrollment has increased from 167 in 2008 to 372 in Winter 2011. There continue to be wait times due to limited clinical space. He projected that need would continue strong for at least the next 3 to 5 years. The Nursing Scholar Process allows students with higher GPA's and work experience in health care to progress more quickly; this program has shown lower attrition and all students have passed the NCLEX examination. Jack MacKenzie said he had heard about students leaving Delta and going to Baker College, and Dave Peruski responded that Baker has selective admissions, taking only students with 3.9-4.0 GPAs. Mr. Stafford, Dr. Emrich, Mr. Higgs and Mr. MacKenzie expressed concern regarding wait times.

Mr. Peruski also provided trustees information about the Endowed Teaching Chair project of Kelly Prena, which will take Delta students to Kenya for service learning, and of Daisy McQuiston, who is developing online courses for several prerequisite courses and for the Nursing Transition Program that enables LPNs to move to RN level. An assessment project with data for one semester so far, using Compass scores at clinical entry, has demonstrated that students who cannot achieve at least a level 5 in reading comprehension have a 100% fail rate, which has led to interventions to improve students' reading comprehension skills.

There being no further business, the dinner meeting was adjourned at 7:00 p.m.

Respectfully submitted,

Leslie Myles-Sanders, Board Secretary