1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Delta College's mission, vision and values were revised and refreshed through a campus-wide process in the Fall of 2022. They articulate our belief in the importance of reflecting the needs of our students and community in our academic programs and offerings. These statements are publicly and prominently displayed and are readily accessible to students and the community at large.

1.A.1. Delta College has had a strong strategic plan in place since at least 2006, under the leadership of our president emeritus. With the hiring of a new president in 2021, the College began a review of its plan, with a goal of refreshing the document following the COVID-19 pandemic.

Delta College implemented a major overhaul of its strategic plan in 2022, launched by the Board of Trustees, leading to a college employee summit. The outcome was the following mission and vision:

- **Mission:** Delta College collaborates to deliver and sustain an enriching education that empowers our diverse and inclusive community to achieve their personal, professional, and academic goals.
- **Vision:** We are the national leader in innovative community college education.

Beyond just our mission and vision, Delta College also refreshed its values in 2022. Delta College **strives** to create an atmosphere of belonging in which a diverse community can experience equitable opportunities to pursue success. From a foundation of trust, inclusion, and respect, we achieve excellence by embracing the values of:

- **Service** - We respond to the needs of others.
- **Teamwork** - We accomplish more together.
- **Respect** - We honor human dignity.
- **Innovation** - We inspire creativity.
- **Veracity** - We value honesty and authenticity.
- **Excellence** - We encourage outstanding achievement.

The resulting 2023-2027 Strategic Plan includes initiatives, and actions projects focused on increasing equitable enrollment, retention and completion. Key performance indicators (KPIs) have been established and are regularly examined, with data disaggregated and viewed through a lens of equity. The strategic plan is a path for our work that will provide [The Way Forward](#) for our students and the community. The plan was printed in a booklet that was shared with all employees at the 2023 Fall Learning Days event and on the public website. This allows the entire service community to be aware of Delta College's direction in the upcoming years.

The entire process of the plan's development is detailed further in the [Delta College 2023-2024 Strategic Plan and Budget Book](#). Data and input were gathered from focus groups including about 180 employees in October of 2022. That feedback was culled down through participant engagement and voting on what direction to take moving forward. At the conclusion of the 2022 Mission, Vision and Values (MVV) Summit, facilitators gathered the data, analyzed it, and summarized all of the responses. That information was then provided to the MVV cross-functional writing team, which included both faculty and staff. Through multiple rounds of written drafts, the team created efficient, effective, and compelling statements, which were then voted on campus wide. In the end, the Board of Trustees were presented with the draft statements and approved them as board policies on [December 13, 2022](#).

We also work to ensure that our mission, vision and values are widely publicized and recognized across campus and in the community. The content is presented on posters which are hung within our campus building ([Mission, Vision, and Values Board Room Signage](#)). In addition to being posted on our public website, the mission, vision and values are also included in the [online Course Catalog](#), as well as the [Student Handbook](#) and included in the [Board Policy Manual](#).

1.A.2. Delta College's mission, vision and values support our belief in our ability to offer comprehensive higher education to our regional community. Since 1961, we have offered innovative programs that respond to the needs of businesses and ensure that our graduates are well prepared to take their place within the work environment.

Beyond instruction and classroom scholarship, Delta College maintains a strong devotion to public service, economic development and culturally enriching community learning. This commitment is reflected in our mission statement's wording indicating that we deliver education to help the community *to* **achieve their personal, professional and academic goals.**

Our mission guides our work related to instruction, hands-on learning opportunities, and public service activities. As with most missions, the ability to engage the team and accomplish the tasks at hand relies on a shared vision of the future. As Delta College revised its mission in 2022, it also revised its previous vision to now say, ***"We are the national leader in innovative community college education."*** Aspiring to lead nationally, in innovative ways, helps set high expectations for all our daily work.

Delta College is focused on our community's needs and stays true to its mission, as it expands our assessment work to ensure all our learning is in line with our stated goals. Through reviewing student learning assessment data, we are better able to analyze our student learning outcomes. The assessment learning cycle is iterative and guides our data-informed decision-making to ensure the highest levels of quality in academics, student support and Institutional development.

Delta College's institutional [student learning outcomes](#) (ISLOs) are to ensure students can:

- Apply skills and knowledge
- Communicate effectively
- Think critically
- Act responsibly

This work is further defined in our general education learning outcomes (GELOs) as:

- Communicate effectively (Communicate effectively in oral, written, or symbolic expression)
- Think critically (Produce a defensible conclusion or solution using critical or creative thinking)
- Think civically (Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life)
- Cultivate wellness (Demonstrate an understanding of wellness principles to promote physical and personal health)
- Utilize technology effectively (Solve a problem or accomplish a task using technology)
- Reason quantitatively (Use quantitative information or analyze data within context to arrive at meaningful results)

Through continuous reflection and assessment, Delta College remains focused on the needs of our students and our community, doing so with our mission constantly in mind. The breadth and depth of the planning and implementation of our work on learning outcomes demonstrates Delta College's commitment to learning both inside and outside of the classroom.

1.A.3. The purpose of our mission and related statements is to clearly identify our desire to offer educational offerings to our constituents, but also engage our constituents communitywide. Our mission statement also emphasizes our work to *"...empower our diverse and inclusive community...."* That has led us to provide educational offerings and services in many different methods, for the good of all tax-paying citizens, whether or not they are enrolled as students.

When communicating with the general public, we highlight what our academic programs are and how students would benefit from pursuing and earning a certificate or degree. We print what is called a recruiting "Viewbook," which is revised each year. This printed piece is used when talking to potential students about the benefits of higher education, especially when pursued at Delta College. Accompanying that printed piece are auxiliary flyers and brochures that talk about financial information, important dates and popular programs of study.

Language on mailers, websites and other printed materials is further customized for high school students or to attract returning adults. Demographics within our region have highlighted the need to continually seek new pools of residents who would benefit from higher education, and Delta College continues to adapt its marketing to meet those needs.

Delta College has done a very good job of offering activities and events that are open to all students, but also to members of the community. For example, the Delta College President's Speaker Series features prominent nationally and internationally renowned speakers talking about important issues in the world today. The series aims to help broaden knowledge and widen the classroom experience by focusing on civic engagement and challenging the college community to think deeply and act responsibly. Students and community members listen to and can communicate with the speakers in question-and-answer forums following the presentations. The Speaker Series began in 1998 and the College has hosted over 35 nationally recognized speakers. Events are free, open to the community, and no tickets required. A few recent and memorable guests who have joined us on campus include renowned journalist Dr. Jelani Cobb and acclaimed psychologist Dr. Jean Twenge.

Many more community events, especially related to celebratory heritage months and civic engagement, are detailed further in criterion section 1.C.

1.A.4. Delta College's approach to education requires students to declare a major field of study but also to complete general education requirements that help them achieve competency in a broad range of areas, as stated earlier in 1.A.2.

College administrators and faculty members are constantly working to ensure course offerings reflect up-to-date content and meet business and industry hiring needs. Many different methods are used to gather information necessary to remain current and to look ahead for new career and job skills trends.

Advisory committees provide an important link between Delta College and the work world. They assess how each academic program meets the current occupational needs of employers, make recommendations on program curriculum and equipment, and provide input to help prepare students for work in their chosen field. Delta College has 40 advisory committees with over 650 members, to provide information and support to occupational programs.

Other sources of information regarding careers are offered through the state of Michigan. The Department of Technology, Management and Budget shares extensive information, as explained further in 1.B.3. This is helpful as we measure the resources dedicated to curriculum development, curriculum assessment and current relevance of all our offerings.

Our mission to serve those seeking personal, professional and academic goals is evident in many ways around campus and through our facilities. The College supports technological advancement through industry partnerships, incubation activities, and the operation of a state-of-the-art technical education center. Through multiple industry partnerships, employers contribute expertise to curriculum development and companies provide equipment donations. These labs are used to educate academic students, retrain dislocated workers and upgrade incumbent workers' skills. Delta College has a long-standing relationship with the Great Lakes Bay Manufacturing Association and other business and industry partners. We work together to develop appropriate hands-on training to meet regional industry needs.

In Fall 2023, we enrolled 7,646 students. Student data is on an enrollment profile available to all employees. It provides data and information for everyone to examine as we consider how we are meeting our mission goals. Through that examination, we can see demographic trends as a way of measuring whether we reflect the composition of our region. At times, we may see gaps that need to be addressed, which is important work for us campus wide.

With declining populations of middle and high school students, it is important to engage with area youth early to help overcome an ongoing trend of many who are questioning the need for higher education. Delta maintains active partnerships with regional high schools, intermediate school districts, and career-tech centers to provide instruction through dual enrollment, concurrent enrollment, direct credit, middle college, or academic programs. Dedicated dual enrollment staff enhance partnerships with all schools in the area. We are able to assist students and schools with their dual enrollment and early middle college needs to help plan for their completion.

Delta College is the primary post-secondary education host of ten early middle college partnerships consisting of: three early middle college high schools with 100% of the pupils dual enrolled; six early middle college programs with a mix of dual-enrolled students; and one early middle college consortium comprised of nine high schools from multiple school districts. Also, one coordinating agency delivers enhanced dual enrollment across the College's primary service region, in partnerships with an Educational Service Agency, involving all local high schools and intermediate school districts.

Delta promotes, sponsors, and hosts community service activities for students, staff, and community members. The Delta College Food Pantry provides food for currently enrolled students to help them stay focused on academic success. During the 2021-2022 academic year, 1,016 intakes, 255 family food boxes and 426 lunch bags were distributed. We also distributed 355 food vouchers in 2022 (purchased through HERFF funding) for students to use on main campus cafeteria locations. The food pantry is open to serve students at Delta's main campus and at the Downtown Midland and Saginaw Centers.

Delta College has an AmeriCorps College Completion Coach (CCC) grant through the Michigan College Access Network (MCAN) to increase the number of first generation, low income, and people of color enrolled in a post-secondary institution to receive a certificate and/or degree. Delta has sponsored two AmeriCorps members, which provide a variety of community service and pre-college support to promote access for these student groups.

1.A.5. Delta College's mission and vision are stated publicly and prominently. However, beyond making the statements in public places, we also believe we need to ensure our entire team is trained in and familiar with the contents of the plan. This is done through two key departments on campus. Delta College's Center for Organizational Success (COS) provides professional, program, and organizational development support for all employees, full-time and part-time. The COS, a centralized location for professional and organizational development programs and initiatives, provides departmental support, workshops and retreats, instructional support, and coaching and mentoring.

Delta College's [New Employee Orientation (NEO)](#) program introduces Delta's mission, vision, values and culture. The program has 13 modules. Each module advances employee knowledge and increases skills in our processes and systems. All new full and part-time regular employees are expected to complete this program within the first year of employment.

Additionally, the Faculty Center for Teaching Excellence (FCTE) supports Delta College faculty in their quest to achieve teaching excellence and serves both full-time and adjunct faculty with faculty-led professional development opportunities such as Learning Days sessions, tech information sharing, and AI webinars. FCTE provides opportunities for faculty sharing of ideas and concerns and serves as a liaison between faculty and administration on matters concerning teaching, learning, and professional development.

Finally, Learning Days is the academic kick-off to the fall and winter semesters that provides all Delta College employees with new and upcoming college information and professional development. Of interest was the kick-start to the college-wide summit on mission, vision, and values, held in October 2022.

Delta College's mission statement is the basis for its current Strategic Plan and Budget document, which is discussed in further detail in Criterion 5. With a strong focus on enrollment, retention and completion, we are viewing all our work through a lens of equitable opportunities for everyone.

Taken as a whole, Delta College's mission, vision and values define how we will pursue our work, who we will serve, and how we will treat each other, our work and the community.

Sources

- Board Policy Manual
- December 13 2022 Board of Trustees Regular Meeting Minutes
- December 13 2022 Board of Trustees Regular Meeting Minutes (page number 2)
- Delta College 2023-2024 Strategic Planning and Budget Book
- Delta College 2023-2024 Strategic Planning and Budget Book (page number 18)
- Dr. Jean Twenge
- Dr. Jelani Cobb
- Dual Enrollment
- Enrollment Profile Fall 2023
- Financial Information
- High School Students
- Important Dates
- Mission Vision and Values Board Room Signage
- New Employee Orientation NEO
- Popular Programs
- Returning Adults
- Student Learning Outcomes
- The Department of Technology Management and Budget
- The Way Forward Delta College Strategic Plan 2023-2027 - Year One Brochure
- Viewbook 2023

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

1.B.1. Delta College demonstrates commitment to the common good of its campus and the community through a foundation of fiscal strength and several prominent programs. Those programs demonstrate our belief in public service and conservation of resources, which thereby strengthens our ability to offer continuing affordable education.

Since its founding in 1961, Delta College has embraced its role as a comprehensive community college, rather than just a career and technical education facility. This means that our mission is viewed broadly and includes services to the community beyond just classroom instruction. Several examples included here demonstrate the activities and programs Delta College offers that meet the public good.

1. Delta College hosts or sponsors enrichment programs for area K-12 students, such as college days, summer or after-school programming, and academic competitions. Since 1997, the Delta College Science and Mathematics Division has hosted the Middle School Mathematics Competition, which is open to 6th, 7th and 8th This competition is currently being reformatted to a Math Fest where all middle school students will be welcomed and introduced to mathematical concepts with fun and educational activities.

2. For over 20 years, Delta College's Business and Technology division has hosted an annual [Student Technical Solutions Competition](#) on campus. This event allows over 200 area high school students representing nearly 30 high schools and tech centers in the region the opportunity to showcase their talents and skills in specialty areas such as architectural drafting, automotive service technology, residential construction, machine tool, AutoCAD, and welding.

3. Since 2008, Delta College has hosted the annual SkillsUSA Region III Competitions with about 300 high school students competing in various competitions such as Early Childhood Education, Precision Machine Technology, Welding, Technical Drafting, Job Interview, Automotive, Criminal Justice, Crime Scene Investigation and Technical Math.

Many Delta students, faculty, and staff members participate in the set-up and judging of these competitions.

4. Delta College offers its Possible Dream Program, which has served 2,459, 6th through 12th grade students with educational and enrichment activities to encourage their successful completion of high school and transition to college enrollment. This program receives financial support through the Delta College Foundation and the community, and we have been able to offer scholarship dollars to assist in college expenses. Delta College offers cultural enrichment opportunities to the Possible Dream students, including summer camps, many offered by community partners such as Creative 360 and the American Chemical Society. Informational sessions include video game building, MMA self-defense, "STEM Explorer Day," and the skilled trades programs.

Delta operates or sponsors opportunities for community members to engage in activities that promote leisure, wellness, and cultural or personal enrichment such as community sports teams, theater or musical ensembles, and artist guilds. Typically, each semester Delta College's Drama department produces a play that is open to the public with a strong emphasis on reaching out to K-12 schools to encourage group field trips.

The Delta College Choral Program offers concerts, presented by the three vocal ensembles: the Chorale, the Chamber Choir, and the Jazz Singers. All concerts are open to the public and held within the community at various venues. Additionally, the athletic department holds summer camps for area youth, hosts games and offers a variety of high school athletic events and tournaments. We accommodate not only the competitors, but their supporters and families from the local community.

Delta College operates public facilities to promote cultural, educational, or personal enrichment for community members, such as libraries, computer labs, public art, and a public TV and radio station. The Delta College Sculpture Walk is a free, outdoor sculpture exhibit featuring permanent works held by Delta College, displaying multiple styles and media used by the artists and sculptors. All 25 sculptures are displayed within the beautifully landscaped grounds of the main campus, in the heart of Michigan's Great Lakes Bay Region.

Delta College's art gallery, called the Galleria, is in the Fine Arts Building and open to the public at no cost. Exhibitions by professional contemporary artists change every 6-8 weeks throughout the academic year. Typically, the April through mid-August show is devoted to the annual Delta Art & Design Student Exhibition.

Delta operates public facilities to promote leisure or wellness activities for community members. The College's Fitness and Recreation Center (FRC) is open to the public and offers a newly renovated pool, weight and cardio rooms, gym, racquetball courts, and locker rooms. Delta College's sport facilities include gymnasiums, soccer fields, tennis courts, hiking trails and nature areas (640 acres), and a baseball field. An outdoor athletic field complex building houses

restrooms, a concession stand, and equipment storage for use by athletic teams, allowing us to host tournaments.

Delta College Public Media is part of the College's community service mission. The stations are a foundational part of local towns and cities in the Great Lakes Bay Region. The College owns and operates a public TV station (PBS WDCQ-TV) that broadcasts to 14 counties and a public radio station, WUCX-FM (in cooperation with Central Michigan University). Delta's commitment has allowed the College to impact our region for decades by offering a tremendous level of community programming and service. WDCQ's viewership includes 45,000 households weekly, each with multiple residents. WDCQ-TV has been producing local documentaries since 2005 that have included tributes to the heroism of war veterans, along with many historical programs that focused on the region's lumbering history, railroads and early immigrants.

Delta College Public Media, in partnership with Michigan's public television stations, operates the Michigan Learning Channel, which offers instructional content to support the education of students and to provide alternative resources for families and teachers. The channel delivers lessons in 30- and 60-minute blocks for each grade level throughout the day. All content is offered at no cost to schools, families, and caregivers. The content is aligned with Michigan's educational standards and is supported by the state of Michigan and the Michigan Department of Education, offering its free service for all residents.

The Delta College Planetarium is located in our Downtown Bay City Center and touches the community in many ways. We are the only major Michigan community college planetarium with a full spread of both school and public programming. The $8.75 million facility was funded by NASA and includes the Planetarium dome/theater complex, seven classrooms, a computer lab, large multi-purpose exhibit space, and rooftop observation deck. Since opening in 1997, nearly 500,000 people have visited the Delta College Planetarium.

Although the COVID-19 pandemic affected face-to-face services, the Planetarium dome theatre recorded its highest attendance in 2022-2023 since its opening year, all due to an expanding portfolio of activities. These include educational programs for K-8th grade students, college classes, public feature shows, art/music performances, and community events. Additionally, the expansion of services included a broad range of virtual services.

Delta College's STEM Explorer is a 38-foot mobile science laboratory that connects with middle and high school students to provide information about the vast opportunities available in science, technology, engineering, and math (STEM). The customized vehicle is outfitted with state-of-the-art equipment for project-based learning and hands-on activities. Delta's STEM Explorer visits area schools to bring investigative learning directly to students at a time when they are planning their post-secondary path. It uses project-based learning to engage students in a wide variety of STEM areas, helping them make connections between what they are learning in school and how that learning will provide them with an educational path to STEM career opportunities.

The STEM Explorer has visited thousands of students in 13 counties in and around the Great Lakes Bay Region: Bay, Saginaw, Arenac, Midland, Tuscola, Sanilac, Huron, Oscoda, Clare, Isabella, Gratiot, Iosco and Genesee counties. In one year alone ([2022-2023](#)), the STEM Explorer worked with 7,270 middle school and high school students, along with 46 STEM teachers from 26 schools.

The STEM Explorer also provides access to community members at the Saginaw African Cultural Festival, Zilwaukee Family STEM Night, Garber High School Family STEM Night (Essexville), Delta College Girls Day Out, Crossroads Village STEM Day (Flint), Heart of the City 989 STEM Event at Delta, and interacted with 1,148 community members at these events.

1.B.2. Delta College has a strong commitment to the common good by offering excellent higher education, while also serving the larger community. To ensure the highest quality in all it does, financial support is important. Delta College has a strong fiscal basis of operation, has no outstanding bonding, and carries no debt. Decades of fiscal oversight built a foundation allowing the College to carry out its mission fully. Further explanations of the budgeting process are explained in Criterion 5.

[Historically](#), the Delta College Trustees have chosen to seek millage renewals during a fall presidential election every eight years, due to the highest number of voters anticipated to turn out and be involved in the voting process. In November 2020, voters in Bay, Midland and Saginaw counties passed two [Delta College millage proposals](#). The first ballot item was renewal of the current rate of 0.4864 mills funding and the second was whether to restore the 0.0136 mills of funding which was originally approved by voters in 1990 prior to the Headlee Amendment rollback in 1993. Both issues passed with a 59% voter support level which will return the funding level to 0.5000 mills in 2024.

The successful millage outcome allows Delta to continue supporting programs and services that have benefited local students and the community for over 60 years. Revenue from the millage provides important financial support for current and emerging instructional programs, workforce training, equipment updates, and facilities maintenance.

Beyond public dollars from the millage, Delta College has also done a great job of pursuing private sector financial support for many of its programs and activities. Since it was established in 1978, the Delta College Foundation has raised over $107 million in private sector dollars to support students and help fill critical financial needs of the College. Many of the dollars flowed through to implement capital construction or renovation projects on main campus and to fund two brand new state-of-the-art learning centers in our community.

The Foundation maintains partnerships with other foundations, corporations, and individuals in the community which allow it to secure private sector contributions for projects both large and small. [The Foundation has also been able to build its endowment level to holdings of $30.9 million, as of June 30, 2023.](#) The Foundation 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 Foundation enlists community leadership to promote special events and support student programs. Volunteers frequently transition to major roles during capital campaign initiatives or onto the Foundation Board of Directors, which consists of high-profile individuals and corporate executives who represent key areas of the College's constituency.

As early as 1993, the Delta College Foundation was identified as one of five community colleges nationwide to receive recognition through the Council for Advancement and Support of Education (CASE). Delta has been recognized multiple times with the CASE Circle of Excellence for Educational Fund-Raising Award. In 2020, it was ranked sixth in the nation by CASE, and the first in Michigan for those who submit their data for analysis. CASE's Voluntary Support of Education (VSE) survey is conducted annually, and the Delta College Foundation has participated in this benchmarking effort since 1997.

The College writes, publishes and sends out its *Journeys* newsletter twice a year to over 54,000 Delta alumni and community supporters. It is a way to be able to promote the programs offered that are open to the public and the community. Its sole purpose is to enrich, inform, and educate readers about Delta College and the people who impact and support our mission. The stories and images reflect our mission and help keep residents up to date on our activities and services.

[Sustainability](#) has been part of Delta College's strategic focus, with a goal of making the College a role model statewide and nationally. We work to protect the environment by reducing waste, helping wildlife thrive, and becoming increasingly sustainable. Each year, Delta has made improvements to its campus to become more sustainable and environmentally friendly.

Delta College was named a national top performer, in the U.S. and Canada, for sustainability practices by the Association for the Advancement of Sustainability Higher Education (AASHE). Delta secured ninth place in 2020, sixth place in 2019, and fifth place in 2018. Nationally, Delta continues to rank high in campus engagement and building categories. Recognition over the years has been possible through the support of and participation in sustainability practices by everyone at Delta. Sustainability touches all areas of the College, including construction, facilities care, and ground maintenance. Using the [Leadership in Energy and Environmental Design (LEED) rating and certification system developed by the U.S. Green Building Council (USGBC)](#), Delta College was recognized for its high sustainability standards, with the Health Professions Building achieving LEED Gold certification, the Downtown Saginaw Center achieving LEED Silver, and the Downtown Midland Center building achieving LEED Gold.

Together with the University of Michigan's (U of M) Center for Education Design, Evaluation and Research and with funding from Dow, Delta College partners to empower area teachers and students to be change agents for sustainability issues. The [Dow Innovation Teacher Fellowship](#) supports secondary teachers in designing and implementing a sustainability-focused

unit using project-based and place-based learning approaches. Sustainability is an interdisciplinary topic that has clear connections to STEM, civics, economics, communications, literature, and other areas.

The Delta College and U of M collaboration aims to inspire the workforce of tomorrow and create sustainable pathways that will have a positive impact. This initiative helps to promote STEM education in the Great Lakes Bay Region while also supporting creative and targeted solutions to address many of the community's complex environmental and social needs.

1.B.3. Delta College continues its work to promote accessibility, affordability, and offer personal attention to our students' needs. We work to support the public good and are especially focused on how best to adapt or change the path to certificate or degree attainment. To create our offerings or make changes over the years, we need to consistently engage with our external constituencies to be sure we are meeting the community's needs.

The College has Downtown Centers in each of its major counties – Bay, Midland, and Saginaw – and we spend a great deal of time and effort connecting with community members and community agencies through those facilities. Just one small example is the [Midland County Neighboring Week](#), held recently. The staff at the Downtown Midland Center joined the week-long effort and opened its doors to all residents to visit and make s'mores in its science labs, as well as to learn more about the educational offerings available.

Following the COVID-19 pandemic, we have discovered – as have all institutions of higher education – that many of our students are struggling in many ways. To help them, we have expanded our partnerships with area non-profits to help make services more accessible to our students.

One example is a partnership with Great Lakes Bay Health Centers, which operates a [mobile medical vehicle](#). Their vehicle visits Delta College's main campus and its Downtown Centers in Midland and Saginaw to bring convenient healthcare services to our students. They offer physical health assessments, chronic care, acute care, and substance abuse assistance.

Another example is that Delta College and the United Ways of Bay and Saginaw counties have teamed up to connect students and community members to free community resources. Through a [community resource fair](#), the team offered information to help students learn about health and human services provided by local agencies and businesses. Further information was shared about employment, food and nutrition, health and wellness, housing and finance, kids and parenting, and other social services, as well as food giveaways.

Staying current on our academic offerings requires continuous involvement with the business community. An example of developing programs to meet industry's needs is the apprenticeships created within the skilled trades area of the College. It allows employers to support those they hire as they develop their skills while attending Delta College. The program is designed to partner with local businesses to provide top-notch, hands-on training in our

state-of-the-arts labs. Delta College works with nearly 40 companies and 130 students each year to offer [apprenticeships](#).

Delta College has active partnerships with local employers including hospitals and health care providers. We have signed agreements with area hospitals and healthcare facilities for nursing, allied health, and short-term occupational health programs. In 2022-2023, the College had clinical sites for the following programs: Certified Nursing Assistant (2 sites), Dental Hygiene/Assisting (56 sites), EMT (2 sites), Heath Fitness Specialist (20 sites), Nursing (22 sites), Physical Therapist Assistant (75 sites), Radiography (4 sites), Respiratory Care (57 registered preceptors), Diagnostic Medical Sonography (20 sites), Surgical First Assistant (16 sites), Sterile Processing (10 sites) and Surgical Technology (17 sites). In response to industry demand, Delta College created a 3-semester Clinical Medical Assistant certificate program, which includes agreements with Covenant HealthCare, Great Lakes Bay Health, and DaVita Kidney Care.

Delta College offers career credential programs which can be completed in six months or less, while also earning academic credit at Delta College. The College provides customized on-site training for area companies, employees, or both. Delta serves the industries of manufacturing, business, agriculture, healthcare, education, energy, finance, and government. The College provided thousands of hours of skills training for regional companies, employees, and potential employees.

Delta College has worked to align career credential (industry certifications) offerings designed to give working students the skills they need to secure a high wage high-demand job in the region. Delta College staff have connected with local business and industry leaders to learn what specific knowledge, skills, and abilities they need their employees to possess. This work was critical and led to the alignment of certification to courses, which would not have been achieved otherwise.

The College will continue to use its existing infrastructure of advisory meetings, employer engagement activities, and direct relationships to shape its continuing work on expansion of its career credential options. Advisory members offer their experience and knowledge, and their input plays a vital role in ensuring Delta's curriculum remains relevant and valuable for our students in today's workplace.

Delta College met with hundreds of employers to identify workforce needs, post jobs on the College Resource Network website, and connect with students. Over 940 employers posted over 3,700 job openings. Nearly 3,000 individuals created job search accounts, attended presentations, and completed career assessments designed to support their pathway to employment.

Delta College partnered with Great Lakes Bay Michigan Works!, the Michigan Department of Labor and Economic Opportunity, Rehabilitation Services, Veterans Employment Services, and the American Legion to host three regional job fairs. More than 200 employers participated and over 900 students and community members attended.

Delta has active partnerships with local or regional workforce and economic development agencies. Delta College has an active partnership with Great Lakes Bay Michigan Works! Staff members serve on the workforce and education committees, and the College participates in workforce strategic planning.

As mentioned in Criterion 1.A.4., Delta College tracks job trends and projections as published by the state of Michigan. The Department of Technology, Management and Budget publishes its Michigan Labor Market Information for all the [different regions](#) of the state, including our East Central area (Region 5). This allows Delta College to track any changes to be sure we are ready to respond to training and educational needs. That information ensures we are preparing students for jobs and careers that offer a living wage, allowing them the ability to repay any students loans that are needed to earn their degrees.

It is the combined information gained from local employers, economic agencies, and state projections that allows Delta College to remain current in its offerings. When combined with our knowledge of the Great Lakes Bay region, we can ensure that we continually meet the mission of our College for the benefit of our residents and taxpayers.

Sources

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- Delta College Public Media
- Different Regions - Michigan Labor Market Information
- Dow Innovation Teacher Fellowship (DITF)
- Endowment Level - Foundation Audit
- Galleria
- Historical Millage Election Results - 1957 to 2020
- LEED Rating and Certification System
- Midland County Neighboring Week
- Mobile Medical Vehicle
- Opportunities Available in STEM
- Permanent Works
- Planetarium Opening in 1997
- Possible Dream Program
- Public Radio Station
- Public TV Station
- Sculpture Walk
- Student Technical Solutions Competition
- Sustainability
- Virtual Services - Planetarium

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

1.C.1. One of the four pillars of Delta College's strategic plan is to "establish the institution as an instrument of positive social change." To this end, our President and Board of Trustees are taking on difficult nation-wide issues to situate Delta as a national example of linking democracy and education.

The other three pillars encompass many efforts intended to increase retention and completion while pursuing the elimination of all equity gaps. This work has included teams from the Board of Trustees and President down through diverse employee groups convening in the Council on Innovation, Belonging, and Equity (CIBE), and faculty teams working on classroom civic engagement projects, all impacting our community. Transformation across campus is focused on improving knowledge, democracy, voting and the ability to fully participate in civic life in our Great Lakes Bay Region and beyond.

Our academic teams focus on civic engagement opportunities to expose students to the many elements of social and economic inequalities that exist in our communities and nation, allowing them to address those problems by accessing existing governmental and public structures in order to pursue potential change.

Democracy and Voting

Since 2011, the Democracy Commitment at Delta College has educated, empowered, and raised awareness of the Delta College community to enact positive change through social engagement and citizenship both in and outside the classroom. The Democracy Commitment seeks to create spaces and opportunities for students to find their voice in the public realm and become agents for positive change in their communities. It taps into the foundational purpose of higher education to empower students with knowledge, skills and attitudes *to create more just and equitable communities and social institutions*. The Democracy Commitment

demonstrates that the College takes seriously its moral responsibility to *civic diversity, civic equity and civic inclusion*. It recognizes that community college disproportionately educates and trains adult students of color, people from low-income families, immigrants, and first-generation college students, the very demographic groups who are most marginalized and lack representation in American society today.

Delta College has been awarded Campus Compact's Eduardo J. Padrón Award for Institutional Transformation. The Eduardo J. Padrón Award for Institutional Transformation is presented as part of Campus Compact's Impact Awards, which recognize the outstanding work of individuals and institutions in pursuit of the goal of full participation in our communities and our democracy. Nationally, only one community college is selected for this recognition each year. Delta College is also a finalist for the American Association of Community College Excellence Award in Diversity for 2023-2024.

Through meaningful civic engagement experiences, our students escape invisibility in the public realm and gain the knowledge, skills, and motivation to make their voices heard and impact the policies that shape their lives every day. It addresses the root cause of powerlessness we see manifesting in American society and politics.

Delta College was one of 258 other two-year and four-year campuses designated as a 2023-2024 Voter-Friendly Campus by Campus Vote Project (CVP) and the NASPA - Student Affairs Administrators in Higher Education. The Voter Friendly Campus Designation puts Delta on the map for community colleges serious about engaging students in voting. The designation aims to support colleges' and universities' efforts to help students overcome barriers to participating in the political process every year, not just during years featuring federal elections. Delta was selected based on its successful ability to register, educate, and encourage student voter turnout in 2022, facilitating voter engagement efforts on campus, and a final analysis of its actions.

Delta has demonstrated a commitment to continuously evaluating how we create a culture of civic engagement, the sense that this is a place where students are empowered to impact their communities.

Many initiatives are offered to achieve this goal.

- **Citizens in Action Student Club –** Delta students passionate about empowering their generation to affect positive change in the world. This club provides a venue for students to hone their civic leadership skills and be an example to their peers in how to develop the capacity to act civically.
- **[Delta Votes!](#) Voter Registration Drive –** During this three-day voter registration drive, students invite their peers to register to vote by participating in a little friendly competition.

- **Democracy Summits** and **State Lobbying Day –** Students have been invited to speak with state and local lawmakers on campus – or travel to the capitol in Lansing – about issues of concern in their communities.
- **Change Your World Week –** During this weeklong event, the halls of Delta College are filled with awareness campaigns created by students on their issues of concern. Participants are invited to act on the featured issue by signing a petition, sending a letter to a lawmaker, joining an interest group, etc.
- **Public Achievement –** Public Achievement, a nationwide program that helps young people shape the world around them, is based on the premise that everyone can do the work of citizenship and that even though democracy is messy and frustrating at times, it allows citizens to work together and accomplish extraordinary things.
- **Excellence in Civic Leadership Award –** This annual award is granted each year to a student who demonstrates outstanding leadership.

In 2022, Delta received an award from Michigan's Secretary of State as part of the Michigan Collegiate Voting Challenge in 2020. The College had the highest voter registration for a two-year institution and was also honored for the "Best Action Plans to increase student engagement on campus."

Voter Friendly Campus Designation

Through the Voter Friendly Campus designation, Delta College strives to become more intentional about our voter registration, education, and engagement efforts. The pursuit of this designation indicates Delta is fully invested in students' potential to become agents for positive change in their communities.

Delta College's Democracy Commitment effort has sought ways to creatively engage students in elections. The Voter Friendly Campus designation process inspired us to think strategically about how we could take those efforts to the next level. The College was awarded a Voter Friendly Campus designation for 2021-2022, based on efforts to engage students in the 2020 election. Delta's commitment to civic engagement is one of the ways the College stands above other comparable institutions, even though the ongoing COVID-19 pandemic and the limitations it caused.

CVP is a national nonpartisan organization that works to assist campuses in conducting reforms that help to supply students with critical information on how to register and vote and decrease barriers for student voting. The NASPA, also a national nonpartisan organization, is the leading association for the progression, health and sustainability of the student affairs profession.

Political Forum Series

Since 2007, the Delta Political Forum Series has held events on topics of concern featuring panels of lawmakers, academics, lawyers, or activists on both sides of the issues, providing a unique opportunity for audience members to hear a civil dialogue on heated political issues. In

September 2022, the topic of the Political Forum was [“Post *Roe v. Wade*: Implications for the Supreme Court Decision in Michigan,”](#) organized to address the constitutional context of the court's decision in *Dobbs v. Jackson Women's Health Organization*. Also addressed were the status and enforcement of Michigan's abortion law, and options for women facing crisis pregnancies. One of the panelists included was Dana Nessel, Michigan's Attorney General.

The college's ongoing series assembles panels of experts to speak on issues of public concern. Such "deliberative dialogues" are intended to help attendees develop better-informed opinions, practice civil dialogue, and find common ground. Political forums help audiences develop better informed opinions and a greater understanding of the range of solutions and their consequences. Organizers hope to provide the audience with tools to make informed decisions in our democracy.

Sustainability Across the Curriculum

Preparing our graduates to make a difference in the way we live and work is important, and so is being mindful of the interconnectedness of people, profit, and the planet. Many courses have been designed with sustainability in mind. Every semester, dozens of courses explore in depth the three aspects of sustainability – environmental, social, or economic. Students can search for 'Sustainability Related Course' indications in the course notes when registering for classes.

Faculty have integrated sustainability themes in their curriculum and have joined with the Facilities and Administrative Services departments on other initiatives. The goal is to give each of our students an education that:

- ensures that our students understand ecological processes and how our choices affect the environment;
- develops student understanding of social justice and equity, encouraging involvement at the local level while considering the global population; and
- teaches students that business can be designed to be profitable without the expense of the ecosystem, local, or world communities.

1.C.2.

Celebrating Diversity

Delta actively promotes, advocates, respects, and values differences. We have an environment of openness and appreciation for all. We embrace diversity as a core principle at every level of course development, engagement, and human resources. We also have a commitment to diversity among our faculty and staff. The College as a whole, benefits when many different perspectives are represented.

By creating a culture of diversity at Delta, we appreciate differences in identity, experiences, expertise, ideas, and opinions of all people. In addition to race and ethnicity, diversity includes

perspectives and identities underrepresented in the mainstream of our society due to religion, national origin, age, sex, marital status, sexual orientation, gender identity, height, weight, arrest record, veteran status, or disability.

Heritage months help Delta College to celebrate, acknowledge, and educate others on various ethnic and marginalized groups. These groups have long histories and contributions to American History, and the celebrations help us understand some of our own cultures and identities, as well as others. Key months include:

- Martin Luther King Jr. Day (January)
- Black History Month (February)
- Women's History Month (March)
- LGBTQ Awareness Month (April)
- Asian Island Pacific Heritage Month (May)
- Hispanic Heritage Month (September – October)
- Native American History Month (November)

The organized activities have included speakers on campus, films, displays, and academic project work. Each activity hopes to give students the chance to have an open dialogue with and receive information about others. Further, we often partner with community groups, such as the NAACP, to celebrate the achievements of local residents, which have included our own staff or Board of Trustees.

Supporting Student Veterans

Delta College appreciates the sacrifice of military personnel, and we have a long history of helping our veterans meet their academic goals and enter the civilian workforce. We are a Military Friendly School and have Gold Status from the Michigan Veterans Affairs Agency. The Delta College Veteran Services Office, staffed by many who are veterans themselves, helps students secure financial aid, academic support, family assistance, and more.

Delta College has a strong commitment to supporting its veteran students and works with about 150 military-connected students each semester, including veterans and their dependents. Through the Veterans Services Office, staff offer a one-stop shop that provides direct, streamlined support, system for system. It is a safe space for those who need additional assistance through the educational process.

To streamline re-entry into the educational system, Delta offers in-district tuition rates for all Michigan residents who possess a Certificate of Eligibility and are using educational assistance, regardless of where they live. The Veteran Services Office provides financial education, academic advising, and admissions support services for individuals who want to earn an associate degree or certificate.

Since 2012, Delta College has been designated as a Military Friendly School by Victory Media. This designation is awarded to the top universities and community colleges in the country that are dedicating resources to ensure military students are successful both in the classroom and after graduation. Additionally, Delta College has been named a top 10 military-friendly community college in the nation by Victory Media.

In 2022, Delta was again named a Gold-Status Veteran-Friendly School by the Michigan Veterans Affairs Agency. The same recognition was also given in 2019 and 2020. Schools can receive bronze, silver, or gold status and are evaluated based on several factors, including a veteran-specific website, an active student veterans club, an on-campus veteran's coordinator, and the availability of career services, resources, and advising.

In 2022, Delta joined colleges across the country that support ArmyIgnitED, a federal tuition assistance program for active-duty soldiers and reservists in the U.S. Army or Army National Guard. Institutions earning the Military Friendly School designation were evaluated using public data sources and responses from a survey completed by the school. Student survey data was also considered for the designation.

1.C.3. The expectation that belonging, equity, diversity, and inclusion (BEDI) permeates throughout Delta College is well established in our institutional culture. Our recently revised vision statement declares our intention to be "the national leader in innovative community college education." To achieve our mission "to deliver and sustain an enriching education that empowers our diverse and inclusive community to achieve their personal, professional, and academic goals," we must maximize employee and student potential by allowing every person to show up authentically.

Our newly formed shared governance system, CIBE, was initiated in the Fall of 2021 to assure that our entire college could determine our path forward. CIBE is a diverse action-oriented group of change agents who work together to maintain the health of our College. Each sub-committee applies BEDI principles to implement action plans that can improve community relations, bolster employee satisfaction, and expand student recruitment, enrollment, retention, and completion.

In August of 2022, Delta hired an inaugural Chief Officer of Culture, Belonging, and Community Building (COCBCB). This position was created to provide social justice leadership and BEDI-inspired innovation. Under their leadership, the BEDI Services Division was formed using a two-pronged approach: creating new BEDI positions and transferring positions from other divisions. The BEDI Services Division is comprised of the Office of Culture, Belonging, and Community Building, BEDI Center, TRIO Educational Opportunity Center, Student and Civic Engagement Department, Possible Dream Program, Career and Technical Education Special Populations Office, and the Veteran Services Center. The crosscutting theme that melds the BEDI Services Division together is the prioritization of student engagement, enrichment, and success.

The BEDI Services Division's goals are guided by the [BEDI Roadmap 2023-2028 Book](#). The BEDI framework is comprised of five domains – Students, Employees, Culture, Instruction, Policies and Practices. Each of the BEDI framework domains is monitored by examining reliable institutional data and scrutinizing institutional outcomes through multiple data collections techniques. It is nimble which allows it to evolve along with us as we grow. The BEDI framework aligns with Delta's mission, vision, and values and provides starting points that guide our work to continuously take actions to dismantle barriers, eliminate opportunity gaps, and eradicate disparate outcomes.

We examine student data by monitoring enrollment patterns, course success, retention rates, and completion statistics. Our goal is to achieve enrollment that mirrors the demographics represented in the Great Lakes Bay Region. The racial and ethic goals were met as of 2023, but males continue to be underrepresented in our student body. We utilize our Early Alert system to intervene if students need academic support or access to supplemental resources. Disaggregated retention rates are a critical indicator of how successfully we cultivate a sense of belonging for all students.

We require an explicit commitment to BEDI in our hiring practices, so all job postings and descriptions reflect a focus on diversity, equity, and inclusion. We review employee data to monitor employee retention rates, advancement opportunities, and accountability practices. Our employee evaluations factor in innovation and equity. We encourage constituency and affinity groups to increase belonging for employees and students.

We monitor our culture and climate by paying attention to our leadership diversity and shared governance structure. We administer perception surveys to students and employees to gather culture and climate data. We also conduct environmental scans looking at our physical and aesthetic space to make sure that it is fully inclusive and reflects all the populations we serve. We audit our curricular offerings to see if multicultural perspectives are represented. We review student learning outcomes to determine if there are patterns of academic inequities. Peer faculty members offer culturally responsive pedagogy training, inclusive teaching research and resources, and BEDI-related professional learning community opportunities where faculty share lessons learned from implementing new pedagogical techniques.

We critically analyze our policies and practices to assure that they are aligned and fair to all. We inspect our institutional disciplinary data to monitor demographic disparities in student disciplinary actions, academic integrity infractions, and police interactions. This process allows us to make sure that underrepresented groups are not overrepresented in the data that captures punitive measures.

Sources

- BEDI Roadmap 2023-2028 Book
- Black History Month

- Delta Political Forum Series Poster
- Delta Votes Poster
- Hispanic Heritage Month
- NAACP Event Program
- Native American Heritage Month
- Post Roe v Wade Implications for the Supreme Court Decision in Michigan.pdf
- Veteran Services Office

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Delta College's mission, vision and values were revised and refreshed through a campus-wide process during academic year 2022-2023. On December 13, 2022, the Board of Trustees approved our mission, vision, and values:

Mission: Delta College collaborates to deliver and sustain an enriching education that empowers our diverse and inclusive community to achieve their personal, professional, and academic goals.

Vision: We are the national leader in innovative community college education.

Values: (S.T.R.I.V.E.) Delta College strives to create an atmosphere of belonging in which a diverse community can experience equitable opportunities to pursue success. From a foundation of trust, inclusion, and respect, we achieve excellence by embracing the values of:

Service: We respond to the needs of others.

Teamwork: We accomplish more together.

Respect: We honor human dignity.

Innovation: We inspire creativity.

Veracity: We value honesty and authenticity.

Excellence: We encourage outstanding achievement.

The mission, vision, and values encapsulate the guiding principles for the College and provide the foundation of the strategic plan. These statements are publicly and prominently displayed and are readily accessible to students and the community at large. They represent our collective belief in the importance of addressing the needs of our regional residents in our academic programs and offerings. Together we STRIVE to assure that we all THRIVE tomorrow, having achieved our respective personal, professional, and academic ambitions.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Delta establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff. Delta meets this criterion through our mission and vision statements, our commitment to transparent and unmodified (clean) reports of our financial statements, and through our commitment to our students, faculty, and staff.

2.A.1. As stated in 1.A.1., Delta's faculty, staff, and Board of Trustees revised our vision, mission, and values. These were approved by the Board on December 13, 2022. They are:

- Vision - Board Policy 2.002
  We are the national leader in innovative community college education.

- Mission - Board Policy 2.003
  Delta College collaborates to deliver and sustain an enriching education that empowers our diverse and inclusive community to achieve their personal, professional, and academic goals.

- Values - Board Policy 2.004
  S.T.R.I.V.E.

  Delta College strives to create an atmosphere of belonging in which a diverse community can experience equitable opportunities to pursue success. From a foundation of trust, inclusion, and respect, we achieve excellence by embracing the values of:

  o Service: We respond to the needs of others.

- o Teamwork: We accomplish more together.
- o Respect: We honor human dignity.
- o Innovation: We inspire creativity.
- o Veracity: We value honesty and authenticity.
- o Excellence: We encourage outstanding achievement.

2.A.2. Financial, academic, human resources (HR), and auxiliary functions are embedded components within Delta's commitment to integrity.

Delta is committed to the accuracy and transparency of our finances and financial records. To assist the College in maintaining high standards for the reporting of our finances, Delta has developed procedures such as our purchasing procedures. To further support our commitment, Delta conducts a yearly audit completed by an external agency. The results of the audit are shared with and accepted by the Board of Trustees. The audit process is periodically rebid and if selected, an auditing firm can be appointed annually but the same auditor cannot serve for more than five consecutive audits (Audit Reports 2022 and 2023). Delta College's last ten audit reports have been classified as "unqualified" by the auditors which concludes that the financial statements are fair and transparent.

Academic integrity is an integral component of Delta's commitment to our students and community. Examples of academic integrity for students, faculty, and staff include policies and procedures in the Faculty Collective Bargaining Agreement (Articles 4.1, page 7 and 9.14, page 32), Student Handbook - Integrity of Academic Work, and Board Policy 2.007 - Delta College Code of Ethical Conduct. Students, faculty, and staff can anonymously share concerns of violations of an ethical nature using Board Policy 8.003 - the Whistleblower Reporting Policy. Delta is also committed to creating environments free from discrimination, sexual harassment, and amorous sexual relationships. The annual Clery Report includes information on the College's efforts to educate the campus community, its prevention efforts, and the number of incidences on campus.

Delta's HR recruitment process for faculty, staff, and student workers are examples of our commitment to maintaining an equitable and fair hiring process (recruitment and search committee information, on-campus student employment). The recruitment process includes best practices for screening, interviewing, and on-boarding new employees so that we can hire the most qualified candidates for open positions. Our processes are organized and clear so search committee members can find and access necessary information during the searches. To ensure equitable searches, search committee members must complete unconscious bias training and complete a confidentiality statement; and the search committee acknowledgement form. Objectivity in screening applicants is also included in the recruitment process. To support objectivity, a documentation screening matrix is required for each search committee member. After their individual review, search committee members meet to discuss their individual ratings and to collectively choose the most qualified candidates for interviews. In 2023, the recruitment area of HR assumed all duties related to student hiring. Moving the entire process to HR allowed for a streamlined approach to student hiring and removed barriers

for students in finding on-campus employment. In addition to student hiring procedures, HR created a webpage for [student job postings](). This ensures that students would be able to find and easily apply for on-campus employment. This one-stop shop helps students and departments to find and share job opportunities.

Delta's Auxiliary Services are all revenue generating, and include our [bookstore](), [dining]() services, [printing services](), and the [fitness and recreation center (FRC)](). The integrity of these services is evident in the practices and processes of each area. Our commitment to our students has led Delta to create a committee that supports affordable books by promoting the use of open educational resources (OER). When developed by faculty, most of the resources created are available to students at no cost. In addition to our OER resources, Delta's Bookstore continues to offer new and used books for our students. Affordable food options are available through our Dining Services. Student and employees on our Main Campus can purchase food/snacks from Coffee 'n More or our Red Brix Café. Coffee 'n More has extended hours to accommodate students and employees who are on campus until 6:00 pm. Students who are facing financial insecurity can get food from the Delta College Food Pantry at no cost. To maintain integrity in the food pantry process, students must present their ID and complete a confidential intake form. The FRC offers student and employee memberships or drop-in opportunities. All students and staff receive ten free passes per year for the FRC.

Delta College responsibly acts with integrity by establishing and following board approved policies and collegewide procedures in our interactions with all community stakeholders and in our financial transactions. Delta's hiring practices further support our integrity by establishing procedures and standards for equitable searches which produce qualified diverse candidates. All auxiliary services are offered with integrity to support our community. All practices and processes at Delta are transparent so that our community stakeholders may review or request to review them.

Sources

- Board Policy 2.007 - Delta College Code of Ethical Conduct
- Board Policy 4.001 - Auditor Rotation
- Board Policy 8.001 - Equal Opportunity Institution
- Board Policy 8.002 - Consensual Amorous Sexual Relationships
- Board Policy 8.003 - Whistleblower Reporting
- Board Policy 8.010 - Title IX Sexual Harassment
- Bookstore
- December 13 2022 Board Meeting Minutes
- Delta College Audited Financial Statements 06-30-2022
- Delta College Audited Financial Statements 06-30-2023
- Dining
- Documentation Screening Matrix
- Faculty Collective Bargaining Agreement

- Fitness Center
- Integrity of Academic Work
- On-Campus Student Employment
- Printing Services
- Purchasing Procedures
- Recruitment and Search Committee Information
- Search Committee Acknowledgement Form
- Student Job Postings
- Unconscious Bias Training and Confidentiality Statement

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Delta College emphasizes clear and accurate communication and information with its students, faculty, staff, and community. This criterion is met and exceeded by our wide distribution of information. Delta College's website is the primary source of all information about the College. This includes but is not limited to:

1. College Catalog – a valuable resource for students to understand the course, program, and academic requirements offered by the College.
2. Tuition and Fees – clear and transparent information about tuition costs and fees for prospective students and their families.
3. Governance Structure – important for faculty, staff, and students to know how decisions are made and who is responsible for various aspects of the institution.
4. Accreditation Relationships – vital for ensuring quality, credibility, and transparency.

2.B.1. Delta College is committed to ensuring the accuracy and accessibility of information related to academic offerings, requirements, student costs, governance, and accreditation. Delta distributes information consistently through various avenues for transparency and accessibility.

Our well-maintained, organized, and up to date website is essential. It serves as a hub for important information, making it easy for students, faculty and staff, and the community to find the information they need. The Marketing Department oversees Delta College's informational online spaces which are separated into three sites – two internal and one public, each catering to a specific audience. It is important for all three sites to be accessible and represent Delta's high standards. Our goal is to satisfy our online visitors' reasons for coming to one of Delta's websites and have them leave with easily accessible, and reliable information.

The recruiting website provides relevant and compelling information about programs, people, unique-selling features, and services in an accessible and engaging manner to the future student audience, as well as to other audiences such as parents and the community.

Inside Delta is designed for [current students](#) and [employees](#) of Delta College and is also now publicly available. The goal of Inside Delta is to connect users with all of the information they need to be successful during their time at Delta.

Delta College Marketing Department has created [guides](#) for our various media. This ensures a streamlined look to our webpages as well as internal and external documents with color usage, logos, font, and writing style.

The College provides access to various documents as a proactive approach to transparency. This includes our mission, vision, and values; institutional policies; governance structure details; academic program descriptions; and accreditation information.

The College ensures that the information presented aligns with actual policies, practice, and accreditation status. We continually update the information to reflect any changes in academic offerings, policies, or other relevant details. This helps in avoiding confusion and ensuring that everyone has access to the most current information.

Delta's interactive [College Catalog](#), located on our public website, lists all programs, courses and descriptions, degree requirements, program entry, current class offerings, tuition, and fees as well as information regarding our current administration, staff, and faculty positions. The interactive catalog also allows prospective students, parents, and community members to easily access information on accreditation agreements, academic policies, and the [student handbook](#). This online handbook provides students with information on our campus locations, policies and procedures, equity, resources, and services.

The [student right to know](#) site is a federally mandated public disclosure of the College's completion rate and transfer rate, making information available to the public, current and prospective students, current and prospective student loan borrowers, and current employees. This site's intent is to provide the consumer with a statistic of comparable effectiveness to be used in the determination of informed decision-making. This page offers information on retention rates, completion and transfer rates, cost of attendance and net price calculator, and pass rates for career programs as well as access to the [Delta College Campus Security Report](#).

2.B.2. Our students' education is guided by the College's mission to deliver and sustain an enriching education that empowers our diverse and inclusive community to achieve their personal, professional, and academic goals. Delta College strives to create an atmosphere of belonging in which a diverse community can experience equitable opportunities to pursue success. From a foundation of trust, inclusion, and respect, we achieve excellence by embracing the values of S.T.R.I.V.E:

- Service: We respond to the needs of others.
- Teamwork: We accomplish more together.
- Respect: We honor human dignity.
- Innovation: We inspire creativity.

- Veracity: We value honesty and authenticity.
- Excellence: We encourage outstanding achievement.

The [Student Engagement Office](#) is a hub of out-of-the-classroom experiences and events, where students can find more than [40 special-interest clubs and organizations](#) and many opportunities to serve the Great Lakes Bay Region through volunteerism and civic engagement. Students can participate and be leaders in various student clubs and organizations. The Student Engagement Office schedules extracurricular activities for students including recreational, social, service, and entertainment. We have recently begun tracking participation, for help in planning further programming to meet student needs.

The [Student Leadership Academy](#) is an active organization that has had considerable influence in the campus community and our region. During the 2022-2023 academic year, this group of students created a Diversity Symposium for middle and high school students that highlighted people's differences, but the students also provided leadership development to help these school age students develop their own personal leadership skills. The Student Leadership Academy also planned and implemented a Celebration of Athletics and showcased our [student athletes](#) throughout an entire week to create awareness around campus about their successes throughout the season.

We have approximately 115 student athletes participating in sports such as Men's Basketball, Baseball and Golf along with Women's Basketball, Volleyball, Softball, and Soccer. Students interested in journalism can be part of the student-run newspaper, the [Delta Collegiate](#). Delta has an active theater department that presents two plays a year. Students gain experience in team building, listening, honing presentational skills, public speaking, and practicing nonverbal communication, which are all valuable skills that they will take beyond their time at Delta. All students may participate through open auditions.

Delta's clubs and organizations help to provide students with a comprehensive approach to personal development and education that goes beyond traditional academic achievement. They also give students the opportunity to actively serve and engage in the larger community.

Delta College provides [study abroad](#) opportunities for students who are interested in travel, students who want to live in another country, students who would like to improve a foreign language, or students who wish to delve into global interests that might be related to their major.

The [President's Speaker Series](#) brings in diverse speakers with differing viewpoints and cultural perspectives. Recent speakers include Dr. Jelani Cobb – a discussion about race, history, politics, and culture in America; John Quinones – words of wisdom about doing the right thing; and Dr. Jean M. Twenge – latest research on mental health trends for teens and young adults.

Delta College places a strong emphasis on transparency and accuracy in its communications with students and the public. This commitment to openness fosters trust and ensures that

individuals have reliable information. Delta College further builds its reputation as an institution that not only values transparency and accuracy but also actively enriches the educational journey of its students through a variety of meaningful opportunities.

Sources

- Clubs and Organizations
- Delta College Brand Standards
- Delta College Campus Security Report
- Delta Collegiate
- Inside Delta – Faculty and Staff
- Inside Delta – Current Students
- Presidents Speaker Series
- Student and Civic Engagement
- Student Athletes
- Student Leadership Academy
- Student Right to Know
- Study Abroad

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

The Delta College Board of Trustees is an independent body committed to acting in the institution's best interest and has established various mechanisms to demonstrate this commitment. The presentation of Board documents, the training received by the Board, the composition of the Board, and the consistent application of their policies and procedures are all indicative of a governance structure focused on the well-being and success of Delta College. The [organizational chart](#) clarifies the role of the Board of Trustees as the governing body of Delta College, highlighting its authority and responsibilities. The Board Bylaws further specify the primary responsibilities of the Board, including [fiduciary affairs](#), which involve ensuring the financial health and sustainability of the institution.

2.C.1. The Delta College Board of Trustees makes informed decisions with respect to the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities. According to Article III – Power and Responsibilities of the Board in the [Delta College Bylaws of the Board of Trustees](#), "The business and affairs of the community college district shall be governed by the Board of Trustees in accordance with the authority conferred by statue and in accordance with its policies, standards, and these bylaws" (p. 4). According to Article X – Fiscal Affairs, *Section 1. Budget*: "The board shall adopt a working budget for the ensuing fiscal year prior to July 1, but shall be provided an estimate of the amount of taxes or appropriation deemed necessary for the ensuing fiscal year for the purposes of expenditures authorized by law as within the power of the board before the 3rd Monday in April" (p. 9).

All newly elected trustees go through new trustee orientation conducted within three months of the beginning of the trustee's term. The orientation takes approximately half a day and includes lunch and a campus tour. The College President and each member of the President's Cabinet meet with the new trustees for a brief overview of their departments.

The trustees also have other opportunities for orientation offered by the Michigan Community College Association (MCCA) and the Association of Community College Trustees (ACCT). These events include networking and coaching on various subjects useful to newly elected trustees as well as seasoned incumbents.

The Board of Trustees approves the institutional operational and capital budgets, expenditures over $100,000, and the annual audit. It provides oversight of the College President and all appropriate areas of the institution through its committees.

2.C.2. The Delta College Board of Trustees' deliberations reflect priorities to preserve and enhance the institution. This is best reflected through the Board's commitment to an annual transfer from the general fund and other funds as applicable to the plant fund for capital expenditures related to buildings and equipment. The transfer amount for 2023-2024 was $2.5 million dollars. The College also maintains a 10% fund balance. The College does not have any debt. The College has taken the approach that the strategic plan drives the budget. Both processes are fully aligned. Any item taken before the Board is prepared and trustees ask questions during the meeting if there are any concerns. Delta's response to the COVID-19 pandemic in moving our Board meetings to Zoom and conducting numerous special meetings to take care of business is another example. During this time, two trustees resigned, resulting in interviews for both positions and our President retired, leaving us to conduct a presidential search during the pandemic. The Board came together as a strong unit during this time, replacing both trustee vacancies and naming a new College President.

2.C.3. The makeup of the Delta College Board of Trustees supports its focus on Delta's constituencies. Delta's Board is comprised of three trustees from each county that Delta serves. Our service district is comprised of Bay, Midland, and Saginaw counties. All trustees are elected for a six-year term and can seek re-election. Each year, three trustees' terms end, one from each county. This ensures a balanced shift in the Board as not all trustees from a specific county change at the same time. Delta has been very fortunate to have some long-serving trustees with one trustee recently leaving the board after 30 years of service. The Board is always apprised of what is going on in the three counties and how any Board action may affect one or more of these areas. Many of our trustees have personal connections within the communities we serve, and several are Delta College graduates.

Because the financial health of the College is a responsibility of the governing board, strategic use of funds considering all constituencies is a priority. A recent space analysis project is a great example. The College is looking to strategically align offices and services to make a "one stop" for students. This analysis will also provide data on classroom utilization and our outdoor spaces, as well as improved signage and wayfinding.

2.C.4. The Delta College Board of Trustees preserves its independence from undue influence and has clear documentation of its dedication to ethical conduct for its Trustees. This is covered in the Board of Trustees Bylaws, Article II – Governing Body, Section 2. Conflict of Interest. Trustees are required to complete a conflict of interest form annually. The Board adapted the Ethical Standards published by the Association of Community College Trustees which are included in the Board's Operating Parameters.

2.C.5. Day-to-day management of the institution is delegated to the institution's administration, including the faculty who oversee academic teaching and learning. Each year the administration helps to balance the budget by making a tuition and fee recommendation to the Board in March and then providing budget cuts to help offset the costs of new and ongoing strategic and operational funding at the June Board meeting when the budget is approved. Faculty have created new academic programs through the curriculum process, and they are presented to the administration for review and the Board for final approval. At our regular board meeting in April of 2023, new programs included an Associate's Degree in Applied Science – Human Services and a new Certificate of Achievement in Office Professions – Virtual Assistant. Faculty are also evaluating programs for elimination such as the Office Professions – Virtual Assistant Advanced Certificate and the Computer Science and Information Technology IST – Criminal Technology – Post Associate Certificate of Completion.

This criterion is clearly addressed in Article IX of the Delta College Board of Trustees Operating Parameters which delegates to the President of Delta College the ability to select and employ personnel; pay claims and demands against the College; purchase, lease, or otherwise acquire personal property for the College subject to the policies adopted by the Board; invest College funds as per Board-adopted investment policy and applicable statutes; accept contributions, capital grants, gifts, donations, services or other financial assistance for any public or private entity; delegate to appropriate person the President's authority; and receive and respond to freedom of information act (FOIA) appeals in accordance with FOIA.

The Delta College Board of Trustees is an independent body that acts in the best interest of the College and considers all constituent groups. This is demonstrated by the Board's policies, procedures, documents, and consistent adherence to the standards set in those documents.

Sources

- Association of Community College Trustees
- Board Dinner Meeting Minutes 06.13.2023
- Board of Trustees
- Board of Trustees Operating Parameters
- Board of Trustees Operating Parameters (page number 3)
- Board of Trustees Operating Parameters (page number 8)
- Board of Trustees Operating Parameters (page number 13)
- Board Regular Meeting Minutes 04.11.2023

- Board Regular Meeting Minutes 04.11.2023 (page number 3)
- Board Regular Meeting Minutes 05.09.2023
- Bylaws of the Board of Trustees
- Bylaws of the Board of Trustees (page number 4)
- Bylaws of the Board of Trustees (page number 9)
- Michigan Community College Association
- Organizational Chart

2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

2.D. Delta College supports academic freedom and freedom of expression. These are essential in cultivating an environment that inspires the pursuit of truth in teaching and learning. At its core, Delta College provides a campus community that allows for the sharing and contemplation of diverse viewpoints. By encouraging academic freedom and freedom of expression, Delta aspires to create and maintain a sense of belonging and an academically stimulating environment for its students and faculty. Through the course outcomes and objectives, Delta's general education programs develop basic knowledge, critical thinking skills, and values that influence our behaviors and motivate us as lifelong learners. Delta believes general education is a key factor to personal and professional growth.

To encourage personal and professional growth throughout the College, Delta worked collaboratively with faculty, staff, and the Board of Trustees to define belonging, equity, diversity, and inclusion (BEDI) so that students, faculty, and staff had a shared understanding of the concepts, thereby assisting in applying them in our work and interactions with students and colleagues. Delta has recently created a BEDI Division to assist the College and its surrounding communities in embracing the ideology of BEDI. To further support our commitment to BEDI, Delta offers courses specifically focused on BEDI issues and topics, and our Public Media Department offers television and radio programming focused on diverse audiences ([Diversity at Delta](#)). [Inclusion advocates](#) were added to our faculty and staff search process to prevent biases from interfering with hiring diverse applicants. When new full or part-time regular staff are hired, they attend a BEDI training session through our [new employee orientation (NEO)](#), which introduces them to our BEDI principles and the work we are doing to instill those throughout the College and our community. Delta has [employee resource groups](#) and student groups that further provide a sense of community such as the Black Faculty & Staff Association, Black Student Union, and the Prism Alliance, Society of Hispanic Leaders. In collaboration with the BEDI Division, these groups meet and support diversity events and programming on our campus and within our communities.

Delta's students, faculty, and staff have equal rights to participate in [expressive activities](#) and the Faculty Collective Bargaining Agreement (CBA) supports the faculty's pursuit of [academic freedom](#). Academic freedom is acknowledged for both students and faculty "in speech, writing, and through electronic and other communication both on and off campus without fear of sanction unless the manner of expression substantially impairs the rights of others." Furthermore, Article 4.1 of the CBA gives faculty academic freedom in their pursuits in research, publications, and other outlets of a creative nature. Faculty may utilize Article 5 -

grievance procedure, for any violations of their academic freedom. Students may report violations of their expressive activity by emailing the Vice President of Student and Education Services.

Students have opportunities to utilize their academic freedom by joining the staff of the Delta Collegiate, an award-winning student-lead publication created in 1961. It publishes and prints one edition every month through the fall and winter semesters and has a faculty advisor. Student-staff are given the freedom to choose the stories and articles they believe are relevant to their peers and the College community. Other expressive activities for students include the ability to join and participate in clubs and organizations. Delta has more than 40 clubs and student organizations which a student can choose to join, including athletics, travel or study abroad, leadership training, and civic engagement opportunities.

To further support our commitment to academic freedom, faculty and staff have an opportunity to apply for sabbatical leave. The sabbatical leave process is outlined in the CBA. Faculty may request a sabbatical leave to study, complete research, or pursue other creative activities. The most recent topics approved for faculty sabbaticals have included completion of a DEI certificate from Cornell University and participation in a national Leadership Project that will promote an innovative teaching and learning approach with videos integrated throughout various points in the academic program that emphasize course objectives and align with the curriculum mapping. Per the CBA, within 90 days after returning from sabbatical leave, faculty will submit a written report to the College President, explaining progress on the sabbatical project. This report will become a part of the recipient's permanent human resources file and will be made available to the College community upon request. The College President or designee may require the faculty member to make a presentation on the sabbatical project. Staff are also eligible to apply for sabbaticals as outlined in the Support Staff and AP Handbook.

In the pursuit of academic freedom and freedom of expression, Delta maintains policies and procedures to protect and inspire the truth in teaching and learning. These freedoms are available to students, faculty, and staff and are components of Delta's core values.

Sources

- Board Policy 8.011 - Expressive Activity and Advocacy Policy
- Clubs and Organizations
- Delta College Faculty Association - Collective Bargaining Agreement
- Delta College Faculty Association - Collective Bargaining Agreement (page number 12)
- Delta College Faculty Association - Collective Bargaining Agreement (page number 18)
- Delta College Faculty Association - Collective Bargaining Agreement (page number 62)
- Delta Collegiate
- Diversity at Delta
- Employee Diversity
- Inclusion Advocates

- New Employee Orientation

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Delta College ensures responsible acquisition, discovery, and application of knowledge by its students, faculty, and staff through enacting policies and procedures, and maintaining the Institutional Review Board (IRB). Delta enforces policies on academic honesty and integrity for all community stakeholders.

2.E.1. and 2.E.2. Delta is a teaching and learning college; however, for the promotion and tenure procedures, faculty are encouraged but not required to provide examples of their research. The research could be completed for earning a doctorate or for the purposes of program, pages 23 and 72. All research involving human subjects on Delta's campus must be approved through the IRB. Interested parties complete an application for research study form and a research review committee checklist. Upon receipt, the IRB reviews the forms for compliance with professional, regulatory, and ethical standards. If approved, the applicant completes an access to confidential data research agreement form. Approved candidates may request appropriate research data by completing a request through the Office of Institutional Research (IR). Applicants are asked to provide supporting documentation for their request. The IR Office carefully reviews all data requests and confirms that requested data will be utilized in an ethical manner.

Students who are conducting human subjects research for a Delta College course are also required to complete the IRB process. The library offers appointments for students who are looking for library research support. Additionally, the library offers research guides on their webpage and gives students an opportunity to chat with a librarian during normal business hours. Delta College offers writing services through our Writing, Reading and Information Technology (WRIT) Center writing consultation services. Students can submit papers electronically or bring them to the WRIT Center's writing services for review and feedback on writing and reading that foster effective communication skills.

2.E.3. Delta College has a [student code of ethical policy](#). In this policy, students are required to avoid academic misconduct and maintain the highest standards of academic integrity. Additionally, the [integrity of academic work](#) in the Student Handbook further supports the values of truth and honesty as learners. The integrity of academic work statement defines plagiarism and informs students that academic violations include plagiarism. Additionally, the statement communicates that students are responsible for understanding and following academic principles of honesty and integrity. The [student rights and responsibilities](#) statement in the Student Handbook says that students "are responsible for maintaining standards of academic performance established for each course in which they are enrolled and for following the rules of conduct established by the College." As stated in 2.E.1. and 2.E.2., students may seek assistance in understanding what plagiarism is and how to avoid it from working with the WRIT Center or by talking with a librarian.

2.E.4. Delta College enforces our policies and statements regarding academic honesty and integrity. The process for any alleged academic honesty or integrity violation is outlined in the [integrity of academic work](#) statement. Delta faculty have access to [TurnItIn](#), which is a software that detects plagiarism. If plagiarism has been detected, Delta has a [reporting form](#) that can be completed by a faculty member or another party. The form is routed to the appropriate associate dean (AD). The AD notifies the student of the report and of the academic statements and policies about academic honesty and integrity. After meeting with the student, the AD provides the information and student response to the Vice President of Instruction and Learning Services to determine the appropriate consequence for any supported violation. Faculty may also report students via the student conduct process. In that process, the Student Conduct Officer will meet with the student and faculty to discuss the allegation. If the allegation is supported, the Student Conduct Officer issues a sanction which is based on the severity of the violation. All violations become a part of the student's academic records.

Sources

- Access to Confidential Data Research Agreement
- Application for Research Study
- Delta College Faculty Association - Collective Bargaining Agreement
- Institutional Research
- Integrity of Academic Work
- Library
- Report an Incident
- Research Guides
- Research Review Committee Checklist
- Student Code of Ethical Policy
- Student Rights and Responsibilities
- TurnItIn
- Writing Consultation Services
- Writing Services

2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Delta College places a strong emphasis on ensuring fair and ethical behavior throughout its governance and operational structure.

- Delta College has established and follows policies and procedures to ensure fair and ethical behavior from its Board of Trustees, administration, faculty, and staff.
- Delta College is committed to presenting itself clearly and completely to its students and the public, indicating a commitment to transparency in its operations.
- The Delta College Board of Trustees operates autonomously to make decisions in the best interest of the College, ensuring compliance with Board policies and maintaining the College's integrity.
- Delta College places a strong emphasis on academic freedom and freedom of expression in the pursuit of truth in teaching and learning.
- Policies and procedures at Delta College emphasize responsible acquisition, discovery, and application of knowledge by faculty, staff, and students.

Delta College is committed to creating an environment that fosters ethical conduct, transparency, academic freedom, and responsible knowledge practices. These elements are crucial for maintaining the integrity of the College and providing a conducive environment for teaching and learning.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Delta College maintains rigorous academic standards across its diverse programs, ensuring current courses demand appropriate levels of student performance. It articulates clear learning objectives for programs and certificates, maintaining consistency in quality and goals across all delivery modalities and locations.

3.A.1. Programs at Delta College require levels of performance by students appropriate to the degree or certificate awarded. Our [mission](#) says, "Delta College collaborates to deliver and sustain an enriching education that empowers our diverse and inclusive community to achieve their personal, professional, and academic goals." The [vision](#) of Delta College is "We are the national leader in innovative community college education." Our [values](#) state, "Delta College strives to create an atmosphere of belonging in which a diverse community can experience equitable opportunities to pursue success." In our mission we recognize that our students' educational goals range from seeking personal development to studying for a career or occupation to obtaining an associate degree or transferring credit to a four-year degree institution. To support these varied learning goals, Delta College offers over 140 certificate and degree programs. The [Delta College Catalog](#) lists relevant degree, program and certificate requirements, along with program learning outcomes, and student learning outcomes for each course.

Transfer and occupational degrees include Associate in Fine Arts, Associate in Applied Arts, Associate in Applied Science, Associate in General Studies, Associate in Business Studies,

Associate in Arts and Associate in Science. The transfer degrees are designed for students who intend to continue their education after Delta College. The Michigan Transfer Agreement (MTA) is designed to ensure transfer of general education courses and application of credit towards a bachelor's degree at multiple colleges and universities across the state. To earn the MTA, students must complete at least 30 credit hours in required general education courses with a 2.0 grade point average (GPA) or higher in each course. Delta's transfer degrees contain graduation requirements that are aligned with the MTA to ensure that graduates can seamlessly transfer their general education courses within the state of Michigan. Advanced certificates are awarded to students who complete an approved certificate program of at least 24 credit hours. Additionally, Delta College offers other credentials that do not meet the requirements of an associate degree or advanced certificate. These are defined by credit hours and program-specific learning outcomes that provide core workforce skills and meet national licensure or certification requirements. All degrees and certificates must follow the credit hour policy. Information about program accreditation, employment opportunities, and transfer options is found on the Delta College website.

Delta College has designed course and program requirements and outcomes throughout our curriculum process to address the educational, training, and transfer needs of our students. The curriculum approval process gathers input from faculty, staff, and administration to assure alignment with the College's mission, educational offerings, and degree levels. This results in a vote through the curriculum process to adopt or revise course or program requirements (see 5.A.3.). Additionally, the College reviews programs on an on-going basis by removing outdated curricula and offering new programs as identified in response to industry need. Career program goals, outcomes, and curricula are reviewed on a regular basis by faculty, associate deans (AD), advisory committee members, the Dean of Occupational Programs and Workforce Strategies, and the Dean of Transfer Programs and Online Learning (see 4.A.). Certain programs in our Health and Wellness Division have specific admission requirements. These requirements are listed in the catalog on a program-by-program basis.

Evidence that students' performance is appropriate for their degrees is collected and analyzed as part of the program review process (see 4.A.). Program review includes data on course success rates, graduation rates, and transfer rates. Additional evidence includes external accreditation of programs, pass rates on state and national licensure exams, results of program learning outcome assessment, and general education learning outcome assessment (see 4.B.). Program learning outcomes are measured at a "mastery" level in capstone courses using course-embedded assignments, papers, and projects. Program assessment plans include curriculum mapping to ensure appropriate course sequencing throughout the program (see 4.A.). Curriculum mapping of the general education learning outcomes (GELOs) ensures that all students in all degree programs are given ample opportunity to master the knowledge and skills expected for all graduates of Delta College.

3.A.2. All courses at Delta College have student learning outcomes which describe what knowledge and skills students will develop throughout the course. Course learning outcomes (CD 111W) align with the program learning outcomes (Child Development) for each degree.

Curriculum Council oversees the development and revision of all courses and programs at the College. The curriculum process requires curriculum proposals to be submitted by discipline faculty with student learning outcomes and objectives at the course and program levels. At Delta College, the learning outcome is a statement of the broader learning goal, and the objectives provide more detailed insight that defines the content of the learning outcome. Assessing the appropriateness of these outcomes occurs on an on-going basis through three main processes:

1. Faculty program coordinators may submit changes to program outcomes at any given time. This may occur as the result of on-going discussions between faculty within the program when considering best practices.
2. Recommendations are made through advisory committee meetings or indicated by program accreditation.
3. Comprehensive program reviews occur on a five-year cycle. Program reviews may also be requested by a faculty member or administrator to evaluate the relevancy of the program to current workforce needs.

In addition, occupational programs' learning outcomes are reviewed by the program advisory committee as required by program accreditation. Program advisory committees consist of program faculty, the Academic AD of the area, the Dean of Occupational Programs and Workforce Strategies, and 10-16 working or retired occupational leaders. The advisory committee provides input regarding a variety of program design elements including drafting the program learning outcomes. Advisory committees meet one to three times annually, and meeting minutes are documented and distributed.

The Student Learning Assessment Committee (SLAC) provides oversight of program level assessment. Assessment of course learning outcomes and program learning outcomes is conducted by program faculty (see 4.B.). SLAC membership is comprised of a chair, who is a faculty member, a faculty liaison from the General Education Curriculum and Assessment Committee (GECAC,) one or two faculty members from each of the five academic divisions and will include two members from cocurricular programs of the College.

The program learning outcomes are aligned with institutional student learning outcomes (ISLOs). Delta College adopted four ISLOs in 2014. The outcomes are designed with the goal of identifying broad skills that are meaningful to employers, applicable to many different curriculum paths, and flexible enough to be used as a standard of assessment by non-academic areas of the campus that also interact with students. The ISLOs were developed through an inclusive process with faculty, Student and Educational Services staff, and the administration. The ISLOs are apply knowledge and skills, think critically, communicate effectively, and act responsibly. Assessment of the ISLOs occurs in academic programs and co-curricular programs on a yearly basis (see 4.B.). SLAC provides oversight of this assessment.

3.A.3. Accordance with the Postsecondary Enrollment Options Act 160 of 1996 and alignment with the Michigan Merit Curriculum High School Graduation Requirements ensure that our dual

enrolled students, in partnership with the College, have a representative of their school district and/or state-approved nonpublic school providing information to them and their parent or guardian on the Postsecondary Enrollment Options Act, including dual enrollment and course eligibility prior to enrolling in a postsecondary course.

The institution, specifically its academic departments and disciplinary faculty, exercises proper monitoring and oversight of its dual credit activity to ensure that dual credit courses or programs meet higher education standards. Finally, the institution informs students clearly and accurately whether courses taken for dual credit will transfer to other institutions, including four-year institutions.

Both students and faculty in dual credit courses or programs have the same level of access to learning resources (libraries, laboratories, databases, support and student services) as the institution's students and faculty in the same higher-education courses or programs.

In compliance with the Michigan Department of Education's College Credit in High School Program Definitions, Delta College only offers direct credit with college faculty members teaching college courses at the high school.

Delta College does not offer concurrent dual enrollment options, where a high school teacher is teaching a college class both for high school credit and college credit. Delta College's dual enrolled and early middle college students enroll and participate in the same courses as all other student types at the College and are taught by Delta College faculty.

Further, through our eLearning committee, we are always working to ensure goals of online learning at Delta are consistent with the goals of our other methods of delivery. The eLearning committee works to see that our faculty have all the tools and training they need for the online learning environment. This includes our membership in the Online Learning Consortium, which provides a variety of training opportunities for our faculty as a means to be up to date on the latest best practices for online delivery of courses. Through our eLearning Office, we also provide a number of training and learning opportunities on D2L Brightspace (our learning management system (LMS) platform), current and emerging software, and changes in eLearning.

Sources

- Admission Requirements.pdf
- Course Learning Outcomes
- Credit Hour Policy.pdf
- Curriculum Council
- Curriculum Mapping
- Curriculum Process
- External Accreditations.pdf

- Five Year Cycle
- General Education Learning Outcomes
- Michigan Merit Curriculum High School Graduation Requirements
- Michigan Transfer Agreement.pdf
- Mission.pdf
- Pass Rate
- Postsecondary Enrollment Options Act 160 of 1996
- Program Advisory Committees
- Program Learning Outcomes
- Program Review Process
- Student Learning Assessment Committee
- Values.pdf
- Vision.pdf

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

Delta College's commitment to academic excellence and student success is reflected in its comprehensive general education program, designed to align with the institution's mission, educational offerings, and degree levels.

3.B.1. [Delta College Board Policy 2.006 - General Education](#) says, "Delta College is committed to general education for our community college students. General education develops basic knowledge, critical thinking skills, and values that influence our behavior and motivate us as lifelong learners. Delta College, along with area employers, transfer institutions, and the greater community, agrees that general education is key to personal and professional success." To meet these goals, Delta College developed six, general education learning outcomes (GELOs) that are included in its core general education programming for all degree programs. The GELOs identify broad skills and attitudes that the institution regards as appropriate for all college-educated people. The GELOs were approved by a [faculty vote](#) in 2016. The GELO and learning goal are listed below:

- **Think Civically**: Demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life.
- **Cultivate Wellness**: Demonstrate an understanding of wellness principles to promote physical and personal health.
- **Utilize Technology Effectively**: Solve a problem or accomplish a task using technology.

- **Reason Quantitatively**: Use quantitative information or analyze data within context to arrive at meaningful results.
- **Communicate Effectively**: Communicate effectively in oral, written, or symbolic expression.
- **Think Critically**: Produce a defensible conclusion or solution using critical or creative thinking.

The GELOs are posted on the graduation requirements page of the college catalog where they are easily accessible to students and the community. Delta College's graduation requirements ensure that all our graduates have opportunities to introduce, practice, and master each GELO. Every course offered by the College was mapped against our GELOs in December of 2016 to identify where each GELO was introduced, practiced, or mastered in the College's curriculum offerings. To be designated as part of the GELO curriculum map, all sections of a given course must require students to demonstrate some level of proficiency in an embedded assignment. Every degree program also maintains a curriculum map which outlines course(s) and where GELOs will be assessed and measured. This audit is used to identify assessment sites and to check that graduation requirements ensure exposure to each GELO.

The six GELOs describe the abilities that Delta College desires its associate degree graduates to obtain in order to achieve their personal, professional, and academic goals as stated in our mission statement. Therefore, the outcomes are assessed by identifying students that should be nearing graduation. Delta College identifies those students as having completed more than 45 credits at the time of the assessment. A common rubric to identify student proficiency was developed for each GELO, and proficiency levels were derived from a model provided by the Lumina Foundation degree qualification profile and reinforced through assessment resource groups comprised of Delta faculty.

3.B.2. General Education Curriculum and Assessment Committee (GECAC) coordinates and oversees the assessment of the GELOs across the College. A faculty resource group also exists for each of the GELOs. The faculty resource groups, in partnership with GECAC, coordinate a college-wide assessment of the GELOs. The resource groups are responsible for promoting the learning outcomes across the curriculum, analyzing assessment data (both quantitative and qualitative), and using assessment data to improve student learning.

The General Education Program Assessment Plan outlines the assessment schedule and methods for assessment. The GELOs are assessed on a three-year cycle which means that two GELOs are assessed each academic year. Cycle I was completed from 2017-2019 when two outcomes were assessed during each winter semester. By addressing two outcomes instead of one outcome, the cycle is completed in two years. After the first assessment cycle, it was determined that there was a sufficient student population meeting the assessment criteria to run assessments in the fall as well as the winter semester. Cycle II was completed from 2020-2022.

At the beginning of each semester, the Assessment Office identifies students nearing graduation (with greater than 45 credits) and enrolled in courses marked with an "M" (Mastery) for the GELO being assessed. The Assessment Office requests data from the faculty teaching those students in each course. The faculty assess the student on the outcome using an embedded assignment and the common rubric. They then return a spreadsheet containing a score and comments for each student in their class being assessed. After data has been collected by the Assessment Office on the identified students, it is coordinated into a large spreadsheet containing both quantitative and qualitative results. This file is then sent to the resource group for analysis. These groups, with the assistance of GECAC, also perform scoring on a subset of anonymous student work as a reliability and validity check of the overall results.

The resource group presents its data analysis and conclusions to GECAC and faculty at large to ensure that the data is used to make changes to improve student learning. Finally, annual assessment reports are submitted to the Outcomes Assessment Tracking System (OATS) database for final review by the Student Learning Assessment Committee (SLAC). This process of assessing the GELOs has proven to be sustainable and repeatable, completing two full cycles and beginning the third in seven years, while continuing through the transition of a college president, three GECAC chairs, and the COVID-19 pandemic. Cycle III is underway with anticipated completion during the Winter 2026 semester.

The GELO data is combined with that from program learning outcomes (PLOs) and cocurricular learning outcomes (CCLOs), which all map to one of the institutional student learning outcomes (ISLOs). Each of the six GELOs corresponds to one of the four ISLOs outlined in the GELO - ISLO table. In this way, we can ensure that there is institutional value in the six GELOs and that the data collected can be used to make institution-wide decisions to improve student learning.

3.B.3. Delta College Board Policy 8.004 - Diversity, Equity and Inclusion says, "Delta College Board of Trustees will remain uncompromising in its support for those of any race, faith, gender, sexual orientation, ethnicity, background or identity. We stand with all who constructively protest racism, social injustice and all forms of inequity. We will continue to promote and advocate for inclusion, creating an environment where all individuals are valued for who they are and what they offer. We respect and value differences in our students, faculty, staff, volunteers and community. We foster a welcoming environment of openness and appreciation for all."

Delta College promotes and engages students in a culture of diversity through curriculum and activities. The GELO "think civically" is measured in every program. The learning goal for this outcome says students will "demonstrate an understanding of diverse societies, ranging from local to global, in order to engage effectively in civic life."

In addition to the "think civically" GELO, Delta College requires all of its Associate in Arts and Associate in Science graduates to complete a civic engagement project. In completing this graduation requirement, students participate in an experience in which they take what they've learned in the classroom and apply it in their communities, developing the skills (like critical

thinking, teamwork, and problem solving) that they need to live and work in a multicultural world by becoming active citizens.

Career and workforce experiences explore diversity from workplace, culture, and diverse viewpoints. Also, the College has offered the President's Speakers Series which engages students in the appreciation of diversity and the thoughts and/or ways of others. Finally, the College maintains a Student and Civic Engagement Office which oversees student clubs like the Black Student Union, InterVarsity Christian Fellowship, Women's Inclusive Network, Unison, Society of Hispanic Leaders, and Sociology in Action.

Delta College engages in mission-centered activities where partnerships are created with the College, students, faculty and community like the Democracy Commitment which is designed to engage students in civic learning; the Leadership Pyramid which develops leadership skills; and multiple service learning, internship, and work experiences which are embedded in academic programs.

3.B.4. Faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

A faculty member may apply for sabbatical leave, which can be used for study, research, or other creative activity. Criteria for evaluating sabbatical leave application must include evidence that leave will be reciprocally advantageous to the applicant and the College.

Students at Delta have won a number of awards. Most recently, during the summer of 2023, a Delta art student won a Juror's Choice Award at the League of Innovation's Student Art Competition as one example. Students also contribute to the *Delta Collegiate*, the student-led newspaper. Students have also won awards under the direction of faculty from Broadcasting and in the Honors Program.

Sources

- Board Policy 2.006 - General Education.pdf
- Board Policy 8.004 - Diversity Equity and Inclusion.pdf
- Common Rubric.pdf
- Cycle I
- Cycle II
- Faculty Resource Group
- Faculty Vote
- GELO Curriculum Map
- GELO to ISLO Map
- General Education Curriculum and Assessment Committee
- General Education Program Assessment Plan
- Think Civically

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

Delta College is committed to ensuring diversity in faculty and staff, maintaining adequate numbers and continuity of faculty guaranteeing the qualifications of all instructors, implementing regular evaluations of instructors, providing resources for ongoing professional development, and ensuring accessibility of instructors for student inquiries. Additionally, staff providing student support services receive appropriate training and professional development to meet the diverse needs of the student population.

3.C.1. Delta is committed to improving the diversity of the organization to reflect the diversity of the region's population. Recruiting a workforce that reflects our regional demographics remains a challenge. Recent initiatives have enhanced the diversity of our applicant pools, thereby increasing the number of offers made to candidates in underrepresented groups.

3.C.2. Delta College's faculty/student ratio is 16:1—this includes all faculty, including adjunct. This is near the state community [college average of 15.72:1](#).

Discipline and program coordinators play an important role to ensure that various College initiatives continue to engage both students and the public, and that both programs and departments run smoothly. These roles are filled by qualified faculty working in conjunction with the College administration.

For their participation in these roles, faculty are given release time commensurate with the tasks associated with their coordinator roles.

3.C.3. Delta College maintains consistent standards for faculty qualifications and credentials across all its courses, including dual credit programs. Faculty teaching dual credit courses undergo the same rigorous selection process and receive appropriate training as those teaching regular higher education courses. Delta offers direct credit, dual enrollment, and early middle college programs, all of which involve college faculty teaching college-level courses to high school students. Delta College does not offer concurrent dual enrollment options, where high school teachers teach both high school and college credit courses. Dual enrolled and early middle college students at Delta College participate in the same courses taught by college faculty as other student types, as stated in 3.A.1.

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

The hiring process ensures that the faculty applicant has the required credentials, and Human Resources (HR) uploads transcripts and licensures to the database.

HR maintains information regarding expiration of licenses and follows up with the divisions to acquire documentation of current licensures. Those who do not produce verification of requirements will not be placed on the schedule to teach.

During the hiring process, guidelines are in place to ensure the posting requirements meet the qualifications and that the applicants brought forward meet those requirements. When a need to fill a position is identified by the department supervisor, it must be requested through the [request for personnel process](). The need must show alignment with the long-term strategic plan and identify how the position will have a "value added" effect on the College. The position description is further developed, reviewed, and updated by the department that holds the position vacancy. This process ensures that the position is appropriately aligned with the institutional vision, mission, and values; that the minimum qualifications reflect best practices; and that the qualifications are also in alignment with minimum qualifications established by the Higher Learning Commission. The request is then reviewed by HR, which presents requests to the President's Cabinet. Once a position has been approved, it can then be filled.

In preparation for posting the position for recruitment, the hiring manager, appropriate administrator, and search committee chair provide a confirmation summary that the posting includes evaluative criteria that define an ideal candidate along with critical discussions on selecting for diversity and inclusion. These qualifications are then reflected in the job postings for recruitment, application review, and interview processes. Applications are accepted by the College's HR Office through the online application tracking system accessible through the Delta College public website's [employment](#) section. Applications and resumes are then screened for appropriate qualifications and skill sets as previously identified by hiring managers and HR.

3.C.4. Article X of the faculty's collective bargaining agreement (CBA), states that faculty evaluations will be completed at least annually for all non-tenured faculty, unless the faculty member is submitting a promotion/tenure application. All faculty on a performance improvement plan (PIP) will be evaluated at least annually. The associate deans (AD) also have the option to perform classroom observations. Tenured faculty members complete the relevant sections of the faculty evaluation form every year and submit it to their respective AD. Every third year, the AD completes the faculty evaluation form which includes a narrative as well as ratings and classroom observation, unless the faculty member is submitting a promotion/tenure application.

Evaluation of adjunct faculty occurs on a regular basis. Generally, this evaluation is done by the full-time division faculty, or the AD using divisional/discipline-approved guidelines. The student feedback to instructor form is administered in each class each semester and submitted to the division office. Evaluations may also include the following sources or criteria: classroom observation; review of course materials: syllabi, assignments, exams, quizzes, or assessments; sample student work; and other relevant information and processes as determined by the AD or designee. The results of the evaluation will be shared with the adjunct faculty member, discipline coordinator, and AD.

3.C.5. As required within Article IV, Section 8 of the CBA, faculty members participate in professional development as specified in that faculty member's professional development plan.

Additionally, within the evaluation process faculty are evaluated on their demonstrated professional development where they must describe their formal and informal professional development activities related to continuous improvement in teaching effectiveness, with an emphasis in belonging, equity, diversity and inclusion (BEDI); innovation; and student academic development, retention, and completion.

Faculty receive a professional development allowance (PDA), recognizing that Delta College encourages the faculty to develop professionally, and that professional development is a continuous process. The College supplements the faculty's investment in their PDA at a rate of $1,100 annually. The allowance may be used toward expenditures consistent with faculty's approved professional development plan such as professional/discipline-related travel, annual professional/discipline dues, coursework, conferences, seminars, professional licensure/certification fees, clinic fees and expenses, and professional development and

discipline-related materials. Up to 100% of an individual's PDA, if unused, can be carried forward to the next budget year, with the cumulative amount not to exceed three times the current year's allocation.

Adjunct faculty have access to professional development in a variety of areas: the Faculty Center for Teaching Excellence (FCTE) provides an adjunct faculty grant to support the professional development of adjunct faculty relating to their teaching assignments at Delta College. The grant monies may be used to attend conferences, workshops, or college courses. Adjuncts are compensate through a [stipend](#) for participating in required and optional professional development opportunities.

Adjunct Academy is offered annually, providing resources to support exploration of different pedagogical approaches. This is available to both full-time and adjunct faculty. Additionally, adjunct faculty receive a stipend for completing mandatory eLearning modules to ensure consistent online instruction and use of the D2L (learning management system (LMS)) platform.

3.C.6. Article IX, Section 1 of the Faculty's CBA states faculty are required to hold [student office hours](#). During semesters in which a faculty member is scheduled to teach, they maintain at least five posted open student office hours per week to be available to students. Faculty members hold these student office hours in-person on campus or may hold them virtually online, if in proportion to the ratio of online to in-person teaching. The word "student" was added to "office hours" to promote a sense of belonging and to invite students to meet with faculty outside the classroom.

3.C.7. Qualifications for Delta College's staff who provide student support services are determined through the position information questionnaire (PIQ) process which is used to determine the pay grade of the position. This process includes defining the job skills and knowledge base needed for a person to successfully meet the requirements of the position. The supervisor gathers information from stakeholders and others to determine the skill sets needed. The qualifications identified on the PIQ are listed on the job posting and are used to screen applicants during the hiring process. All staff positions except faculty use PIQ.

All full-time staff are required to complete 12 hours of professional development annually; part-time staff must complete six hours. Full-time staff have an annual PDA which can be used towards the cost of webinars, conferences, and travel. The Center for Organizational Success (COS) provides resources and support for professional development for all employee groups, offering departmental support, workshops and retreats, instructional support, and coaching and mentoring. All full-time and part-time employees have access to LinkedIn Learning, an online educational platform that helps users discover and develop professional, technology-related, and creative skills through expert-led course videos.

Staff are also evaluated annually on their professional development. The performance management system requires each person to identify annual goals and professional development plans that align with departmental and college goals and become part of their

future evaluation criteria. Professional development plans for all employees are tied to the College's mission through the strategic plan as well as to the employee's performance evaluation. Professional development plans are approved by supervisors and administration and housed within HR. HR anonymously shares established professional development goals with the COS to ensure that training and development offerings are aligned with the needs of its employees. This information provides the foundation for mapping the College's professional development needs.

In order to support employees in orientating them to their new positions, supervisors complete the onboarding plan and submit it to the HR Office prior to hire so that critical topics are covered within the first week of employment as well as goals that align with the mission of the department and the College. Newly hired staff participate in the [New Employee Orientation](#) (NEO) program and have a campus tour, NEO introduction, and lunch with the HR Director on their first day.

Sources

- College Average
- Employment.pdf
- Faculty Collective Bargaining Agreement
- Faculty Collective Bargaining Agreement (page number 37)
- New Employee Orientation
- Request for Personnel Process.pdf
- Stipend.pdf

3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

Delta College is dedicated to supporting students both inside and outside of the classroom by identifying their needs through surveys and implementing various support services to enhance their academic success with a goal of improving completion and equity.

3.D.1. Upon admission to Delta College, students are seamlessly guided into a comprehensive support network dedicated to ensuring their success from day one. First time in any college (FTIAC) students embark on their educational journey by completing a self-paced online orientation course through Delta's user-friendly learning management system (LMS), D2L. Within an hour of admission, students gain access to resources designed to acquaint them with the College's technological infrastructure, financial aid options, and strategies for academic achievement. This orientation provides insights into financial obligations and introduces students to a range of support services, including academic advising, library resources, career development, and crisis counseling. As part of Delta's commitment to student welfare, initiatives like Early Alert swiftly identify and address potential obstacles to academic progress, bolstered by collaborative efforts with community partners like United Way and Michigan Works!, addressing fundamental needs such as housing, childcare, and food security. In the area of mental health, Delta College has established partnerships with Uwill and other community resources to expand support structures, offering telehealth options and crisis intervention. Additionally, initiatives like the Mobile Medical Unit, mental health first aid training, Mentor Collective, and Michigan Department of Labor and Economic Opportunity (LEO) Wraparound Services further enhance student support, facilitating the overcoming of barriers to education and fostering persistence and completion.

Early Alert System
From its inception as a 2007 developmental education initiative, Delta College's Early Alert System has significantly evolved to better serve student needs. Delta has remained dedicated to refining the process, evident in the establishment of the Early Alert Committee in Fall 2022. Comprised of faculty and staff from diverse areas, the committee sought feedback through various channels to enhance the system's efficacy. Alert options were streamlined from sixteen to seven for Winter 2023, focusing on key areas such as academic support, student well-being, and attendance issues. Improvements included enhanced email communications, the introduction of an action plan summary field for advising alerts, and refined criteria for outreach prioritization based on student grade point average (GPA).

As of October 9, 2023, a total of 732 alerts have been submitted, reflecting the system's continued utilization and impact. Data charts provide insights into alert trends per term, faculty engagement levels, and alert statuses, guiding ongoing efforts to optimize student support mechanisms. Through iterative refinement and responsive adaptation, Delta College remains committed to fostering student success through its Early Alert System.

Recognizing the need for continuous improvement, the Early Alert Committee has been actively working on integrating attendance data from Self-Service into CRM Advise to automate alert generation. Continuous improvements in communication are underway, marked by the introduction of additional email prompts for failing grades triggered by attendance or engagement alerts. Insights gathered from listening sessions and surveys underscore the faculty's desire for more comprehensive information and closure in these alerts.

In response to feedback, we have implemented several enhancements to our Early Alert process. One significant change involves rebranding it as the Student Support System, reflecting our commitment to supporting the holistic needs of students throughout their academic journey rather than solely at the semester's outset. Additionally, we have introduced auto attendance notifications and streamlined the referral process for students in need of basic support services.

These enhancements were rolled out in Winter 2024, with a comprehensive assessment scheduled for Summer 2024 to gauge their efficacy and make further adjustments as necessary.

Career Opportunity
Prior to 2020, the Career Services Office focused on providing essential career resources such as career discovery, employment preparation, and job postings through platforms like GradLeaders.

From July 2020 to June 2021, the office underwent a significant transformation, rebranding itself as the Career Development Office to reflect a more holistic approach to student support. Amidst the challenges of the COVID-19 pandemic, the office seamlessly transitioned to virtual services, offering virtual career fairs and launching the College Central Network Platform. The

introduction of the Pioneer Job Shadow Program allowed students to gain invaluable insights into various career paths.

The subsequent period, from July 2021 to June 2022, witnessed increased engagement, with a surge in job opportunities posted and career development services utilized. The office played a pivotal role in supporting initiatives like the Future for Frontliners (F4F) and Reconnect Program scholarships, which encouraged adult learners to pursue further education and career advancement. On-campus job fairs and Campus to Career Connections events underscored the office's commitment to bridging the gap between education and employment.

The [2023 Career Development Survey](#) results indicated the need for deeper student engagement, therefore, Delta College strategically realigned its services starting in July 2023. Advising staff now provide career discovery resources, while resumé services are offered in collaboration with Great Lakes Bay Michigan Works! By leveraging this feedback, the Workforce Experience Unit aims to address these concerns by actively identifying and promoting internship opportunities, fostering closer collaboration with employers, and offering workshops to enhance students' professional skills. The oversight of internship and co-op programs has been transferred to the Workforce Experience Unit (housed in Workforce Strategies). This transition underscores Delta's commitment to providing comprehensive support and preparing students for successful careers in the ever-changing job market.

Nuro Discovery Survey
In Fall 2022 we invited all degree-seeking students to participate in the Nuro Discovery Survey. Discovery is a holistic, non-academic student mental health and wellness survey that gave us tremendous insight into the challenges our students face with mental health, basic needs, connectedness to campus, and more.

A few data points of particular note:

- 353 students responded to the survey
- 4% of respondents screened at risk for 1 or more urgent mental health concerns (PTSD, anxiety, depression, ADHD, self-harm/suicidal ideation)
- Students who are 24 years or younger were 2.8 times more likely to screen for an urgent mental health concern
- 3% of respondents report having interactions with their peers once per week or less

Partnership with Uwill
Based on the results of the Nuro Discovery Survey, we expanded the available mental health support offered to our students by partnering with Uwill, a national telehealth platform which matches students to clinicians based on their unique preferences. In addition to the good work of our on-campus counselors, this partnership allows us to reach even more students for both ongoing therapy and crisis support with 24/7 availability.

Additional Support Partnerships
The Uwill partnership is an excellent example of an additional resource we have to offer beyond our internal resources. Delta College has also worked with other community partners to offer services including:

- Mobile Medical Unit: Delta College recognizes that our students may find it challenging to access necessary medical care. We partnered with Great Lakes Bay Health Centers to bring convenient healthcare services to our students via their Mobile Medical Unit. Most insurance is accepted for services and a sliding fee scale is available for those who are uninsured.
- Certified Mental Health First Aid: Both national trends and our own internal data suggest that students are experiencing mental health challenges at a concerning rate. To help better equip employees to offer student support, we partnered with the Great Lakes Bay Region Mental Health Partnership to offer Mental Health First Aid training. This training taught participants how to identify, understand, and respond to signs of mental illness and substance use disorders. It also gave participants the skills they need to provide initial support to someone who may be developing a mental health or substance use problem and help connect them to appropriate care.
- Mentor Collective: To help students develop meaningful connections, we launched Mentor Collective during AY2023-2024. Mentor Collective connects mentors (current students having demonstrated success, staff, faculty, or advisory board members) with currently enrolled students in targeted demographics to build relationships resulting in the greatest impact on student persistence and retention.
- LEO Wraparound Services: The Michigan Department of Labor and Economic Opportunity provided funds to promote persistence and completion by removing barriers to education for [Reconnect](#) and F4F scholarship participants. Barriers to education include but are not limited to the costs of transportation, books, housing, internet, childcare, and food. Delta College awarded $383,106, to 1,441 students during AY2022-2023.
- Saginaw Academy of Excellence Dual Enrollment Program: Delta College initiated the Saginaw Academy of Excellence in Fall 2022 to address the absence of dual-enrolled students from Saginaw Public Schools, a region marked by higher-than-average poverty levels. The program welcomed its first cohort of 29 students from Saginaw High, Arthur Hill, and the Saginaw Arts and Sciences Academy. Tailored to close the equity gap, it offers a 2-year Michigan Transfer Agreement (MTA) pathway with embedded student success supports to ensure associate degree completion. Achieving 100% retention from fall to winter and winter to spring semesters, the program plans to enroll 26 students for its second cohort in AY2023-2024, totaling 58 dually enrolled students.

The program's success is evident with a 100% pass rate from fall to winter semesters and 28 students continuing into their second year. Additionally, Delta College expands college credit offerings, including applied behavioral studies courses, to foster a college-bound culture, especially among young black males. As Saginaw Public Schools consolidate two comprehensive

high schools into Saginaw United High School, Delta College will offer direct dual enrollment credits on-site, broadening access for all students.

The program's impact is profound, fostering increased interest in post-secondary education, building confidence, and promoting high school completion from our largest urban area. Regardless of residency, all dual-enrolled students are charged Delta's in-district tuition rate, ensuring equitable access for Michigan high school students.

- Dual Enrollment Partnerships: Delta College has strategically consolidated its resources and personnel for dual enrollment initiatives, integrating the efforts of the Secondary Articulation and Admissions Office into the Enrollment Team housed within the Welcome Center on the main campus. This restructuring has led to expanded roles for key personnel, including the Associate Director of Admissions and Dual Enrollment, who now oversees dual enrollment partnerships and secondary articulation agreements. Additionally, the Associate Dean of Enrollment has assumed administrative oversight of Admissions, Dual Enrollment, and Secondary Articulation. These changes have contributed to a significant increase in enrollment over the past two years, making dual enrollment a more accessible option for high school students seeking post-secondary education. Through partnerships with over 55 secondary institutions, both public and private, Delta College offers dual enrollment opportunities to nearly 1,500 students annually, with courses available on-campus, online, and at local high schools. The College also hosts ten early middle college partnerships, providing students with a structured path to complete high school graduation requirements and earn college credits simultaneously. Delta College remains committed to strengthening communication with students and secondary partners, fostering interdisciplinary collaboration among faculty, and providing comprehensive support services to facilitate the transition from high school to college.

3.D.2. In February 2021, Michigan introduced the Michigan Reconnect scholarship, targeting residents aged 25 and above without a college degree. Following state recommendations, Delta College transitioned to Guided Self-Placement (GSP) for course placement, a shift from traditional assessments like SAT and Accuplacer scores. English and math faculty collaborated to develop discipline-specific assessments and adjust prerequisites accordingly for the 2022-2023 catalog.

All students, except guests and continuing education participants, must complete the GSP survey, which evaluates English and math comfort levels alongside self-reported high school GPAs. Recommendations for gateway English and math classes, with or without additional support, are then provided to students through Delta's Testing Center. The Pathways Committee oversees GSP data and adjusts questions and scoring as needed.

GSP implementation has streamlined the onboarding process, allowing students to complete assessments at their convenience within the CRM Recruit system, resulting in significantly reduced assessment completion times. Prior to GSP, it took an average of 48 days for 1,567

students to complete assessments, compared to 1.35 days for 1,380 students in the three months post-implementation.

Once FTIAC students are admitted to Delta and complete their online orientation, they are prompted to complete a pre-advising form. This form is a series of questions that students answer about their intended career goals; degree pathway; desired number of credits per semester; preferred course time of day and modality; personal responsibilities outside of school; and more. Once completed, this form is sent to the student's assigned Student Success Advisor who uses the information to help the student develop a plan for their first two semester's courses.

If a student is unsure which career pathway they're interested in, they are encouraged to use the free tools available for [career discovery](), including the following:

- Career Coach links back to Delta's curriculum pages. It shows current wage and employment information for the Great Lakes Bay Region. It also links to live local job postings.
- Focus 2 is a career assessment tool. After completing the assessment, students can research career options on their own or meet with a Career Advisor to discuss their results. In 2023, 16 Student Success Advisors went through training to assist students with exploring their Focus 2 results to assist with career discovery.

Regarding learning support, the Library provides many resources for students: librarians, research resources, and space. Librarians teach information literacy courses to classes of all disciplines and all modalities at main campus, all downtown centers, and high schools with dual-enrolled students. Students are also encouraged to book appointments for one-on-one assistance. Librarians can be reached via chat, in-person, phone, and email.

Research resources include databases applicable to programs of study at Delta College. All databases are accessible both on campus and remotely. Interlibrary Loan is available for any resources not available in our databases or collection. Librarians created research guides for subjects and courses taught at Delta to connect library resources with research needs. Tutorials on using library resources are readily available on our website.

In 2022, a laptop lending program was established. Laptops are available for both on-campus and semester use. This pilot project has proven valuable to our students and will be continued.

The Library has 100 computers for student use. Computers are grouped in such a way that multiple students can gather around a computer to work in tandem. Dozens of study carrels offer individual quiet space, while tables offer space for groups to gather. Three group study rooms are used frequently for study groups.

Regular assessment, both qualitative and quantitative, is conducted on information literacy sessions. Faculty are encouraged to recommend resources which would be valuable in their courses.

The Teaching and Learning Center (TLC) delivers tutoring services that work with student needs and goals. Whether students need help with learning skills, strategies, or resources, tutors are ready to assist them. Students can schedule up to two, 45-minute sessions per class per week and choose between virtual or in-person meetings on the main campus. Tutors are available at our downtown centers upon request. If students need support with writing, reading, or multimedia projects, they can visit the Writing, Reading and Information Technology (WRIT) Center—adjacent to the TLC—for guidance and feedback.

The Office of Disability Resources (ODR) is available to students as a service to document student needs and to identify appropriate accommodations in the learning setting. This office helps students communicate the nature of appropriate accommodations to faculty.

3.D.3. Delta College offers comprehensive academic advising services to support students throughout their educational journey. Upon completing online orientation, students can schedule meetings with student success advisors in the Academic Advising Office. These advisors assist students with understanding course selection, sequencing, general education requirements, academic program specifics, and graduation criteria. Additionally, students receive guidance on utilizing the student planning module for course planning and online class management.

For students planning to transfer to a four-year institution, Delta College advisors and admissions representatives from nearby universities stationed at the Transfer Center on campus provide valuable advice.

The academic advising at Delta College caters to the diverse needs of its student body. Student success advisors are available to degree or certificate-seeking students across all locations and instructional formats. Non-degree or non-certificate-seeking students can also access advising services through the Advising Office or request assignment to a specific advisor.

These advisors offer support through various communication channels, including in-person meetings, phone calls, emails, and virtual appointments. They undergo specialized training to better assist students in their academic pursuits.

Students may access advising services by email, phone, in-person, or virtually. Advisors are located across three of Delta College's four campus locations: main campus, Downtown Saginaw Center, and Downtown Midland Center. Students can locate their assigned student success advisor's contact information inside Delta College's online portal called "Experience" on the "Student Success Team" tile.

Advising is mandatory for several student categories at Delta College, including FTIAC students in their initial semester, students on academic caution or probation status before class registration or registration adjustments, students requiring submission of financial aid appeals, students needing to submit an academic fresh start, and students requiring semester credit overload permission. The College continually evaluates these requirements to provide the best support to our diverse student population.

In February 2022, Delta College reorganized its student success advisors by academic division, departing from the previous model based on students' county of residence. The new assignment system pairs students with advisors based on their most recent program of study and the final two digits of their student ID number. The change in advising model provides program expertise while fostering connections with faculty. Students can request an advisor adjustment if they believe another advisor would better suit their needs.

Historically, Delta College offered on-demand advising services Monday through Friday, providing students with maximum flexibility to connect with staff members. However, this structure undermined the relationship-based, holistic advising model the College aimed for, as students saw different advisors each day and might not receive specialized guidance aligned with their area of study. To address these concerns, beginning in the Winter 2023 semester, Delta transitioned to offering on-demand advising only two days per week. This adjustment allowed for a more efficient allocation of staff, with students having the opportunity to meet with a member of their divisional advising team during on-demand sessions.

Delta College Advising utilizes technology and professional development initiatives to ensure the advising team remains effective. To support student success advisors, the college has implemented the "Delta Advisor Dashboard" through CRM Advise. This tool offers a comprehensive overview of student progress and highlights pending tasks requiring support. Academic advisors at Delta College undergo mandatory completion of the online Advisor Development Course. Before advising students, they meet with the Associate Director or Advising Team Lead for their respective area. This course, aligned with the three Foundations of Academic Advising by NACADA: The Global Community for Academic Advising, covers conceptual, informational, and relational aspects. Additionally, advisors engage in tailored discussions with leadership, addressing specific concerns and focusing on utilizing tools like Colleague and Student Planning, as well as improving communication strategies.

Moreover, advisors benefit from diverse professional development opportunities, both internal and external, including online webinars, transfer workshops, seminars, and advising conferences, both locally and nationally.

In Fall 2023, Delta College administered the Ruffalo Noel Levitz Student Satisfaction Inventory to gain insights into student perceptions of the Academic Advising Office. The college acknowledges the need for more ongoing and proactive assessment of their services and plans to collaborate with the Institutional Research (IR) Office to design and execute internal student satisfaction assessments.

Delta College recognizes the unique advising needs of dual enrolled and early middle college students. These programs, operating under the Postsecondary Enrollment Options Act, provide comprehensive support, including detailed information before enrollment. The dual enrollment team collaborates closely with high schools and academic divisions, serving as mentors from enrollment to graduation. They focus on program exploration, time management, and degree completion through workshops and high-touch support. Dual advisors assess student needs, monitor progress, and provide personalized guidance and referrals, ensuring student success through proactive communication and coordination of relevant events.

3.D.4. Several examples demonstrate how Delta College supports teaching and learning through infrastructure and resources. The College's annual general fund budget includes a transfer of $3 of its $25 per contact hour technology fee to the plant fund to accumulate funds for future technology needs across the College. The general fund budget includes $400,000 for educational resources and an additional $450,000 of Perkins money to support educational technology needs. Perkins funding is dedicated to increasing learner access to high-quality Career Technical Education (CTE) programs of study. This funding assists Delta in ensuring that the most state-of-the-art equipment is used by students completing their coursework.

Delta College contracts with Ellucian for oversight of its Information Technology (IT) services. Delta's Technology Strategies, Priorities, and Projects Review (SP2) structure provides strategic leadership, establishes college-wide technology priorities and policies that align with the College's mission, and operates according to the goals and objectives outlined in Delta College's Strategic Plan. The previous technology review structure at Delta is being revised to more effectively streamline and operationalize alignment between the College's active technology priorities and institutional strategies. This structure is also designed to enable multi-year planning and resource allocation to fund strategic and tactical initiatives.

The technology infrastructure components are set up on continuous lifecycle review schedules for enhancement and replacement. Lifecycle reviews are established for hardware, including audio-visual equipment, desktops and laptops, servers, bandwidth/network and wireless access, lab spaces, and Instructional Material Equipment Technology (IMET). Software is also reviewed and updated with input from advisory committees. The eLearning office reviews LMS resources related to virtual classrooms, widgets, and Bongo, for example. Zoom and Yuja are also commonly used across campus and upgraded to support needs. Self-Service—our student and staff facing system for course planning, registration, course grades and attendance—is also updated regularly, and improvements are implemented in conjunction with user needs. Additionally, continuous cybersecurity reviews and improvements occur internally and via Crowdstrike. Processes are reviewed and best practices are implemented regularly; this includes business practice analysis meetings with Ellucian consultants for key offices to work through current functioning and potential improvements. The overall structure of our technology and the review process also allow for long-term planning which will include moving to the Software as A Service (SAAS) (cloud) environment.

Delta College's Center for Organizational Success (COS), Human Resources (HR), and other offices have a multitude of training opportunities for faculty and staff. The COS offers technology training online via LinkedIn Learning and the eLearning office has pre-recorded webinars and online tutorials available on a variety of topics including LMS basics and new features like Creator + Tools. The eLearning Office also offers consultations and assistance. The office uses DOMO analytics and reporting as a tool to identify success markers and at-risk students. The Library also offers a variety of tutorials for both faculty and staff as well as students.

Additional improvements have been made over the last few years. These include upgrades to our D2L LMS system. All courses have a course shell in the D2L system that the faculty can choose to utilize (including for face-to-face courses). NEAT Boards allow for a standard classroom to be used for virtual meetings. Many clinical classroom and lab spaces have also been updated with added audio and video functionality.

Sources

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- Michigan Reconnect.pdf
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- Testing Center.pdf
- Tutorials.pdf
- Webinars.pdf

3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Delta College upholds a dedication to excellence in higher education, ensuring rigorous academic standards and degree programs tailored to diverse educational needs. Through collaborative endeavors involving faculty, staff, and administration, course and program requirements are meticulously aligned with the institution's educational mission and degree levels. Embracing inclusivity and diversity, Delta College fosters an educational approach and campus culture that encourages engagement with a wide array of societies and perspectives. Prioritizing student success and holistic development, Delta College continuously strives for educational excellence and innovation. This commitment is exemplified through ongoing initiatives aimed at enhancing technology infrastructure, academic programs, and student support services.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Delta College recently transformed its program review process. Insights gained from the 2020 Self-Study Report catalyzed the College's movement to a more strategic evaluation and continuous improvement model. The journey towards this transformation began in 2020-2021 with the introduction of a unified program review template that encompasses key aspects ranging from program design to specific Perkins program questions. This comprehensive seven-section template marked the start of a planned five-year review cycle, which is strengthened by a redesigned data retrieval system. In the following academic year, Delta College welcomed a new dean who took charge of the review process, enhancing its structure and support. To ensure a robust Program evaluation, the dean established a Program Review Committee (PRC) comprised of administration, faculty, and staff. In addition to reviewing submissions, this

committee provides guidance, assistance, and continuous enhancement to the process, which is demonstrated in [quality rubric](#) and [meeting minutes from June 2022](#). Under the leadership of the dean, the process underwent rigorous review cycles and is now an efficient, faculty-empowering, and quality-assuring process. The process ensures that Delta College's educational offerings are top-notch and aligned with the highest standards of the industry.

The College is now preparing for subsequent review cycles after having learned valuable lessons and made advancements towards an optimized program improvement plan. The integration of program review outcomes into broader institutional strategies demonstrates a steadfast commitment to fostering academic excellence and student success. Completed program reviews are provided, highlighting the [Associate in Arts](#), [Dental Hygiene](#), [Electrician](#), and [Physical Therapist Assistant](#). These examples detail our journey and improvement efforts and are a source of excitement for us.

 4.A.1. In response to the 2020 Self-Study Report, Delta College completely restructured its program review process. In academic year 2020-2021, a new program review template was developed to include seven sections: 1) program design, 2) student demographics, 3) student success data including course and program completion and transfer, 4) retention, 5) program assessment summary, 6) faculty reflection, and 7) Perkins specific questions for Perkins programs. In this way, the program review and the Perkins program review elements were combined into one form. Institutional Research (IR) assisted with template design and restructured data retrieval processes to make it easier to pull data. At the same time, the 5-year program review schedule was developed. To complete the template, IR provided student data. The program coordinator and faculty reviewed the data and completed the rest of the form.

In 2021-2022, a new Dean of Career Education and Learning Partnerships (renamed in July 2023 to the Dean of Occupational Programs and Workforce Strategies) was hired and assumed the responsibility of program review. The dean reviewed and updated the program review structure developed in 2020-2021, added a PRC comprised of faculty and administrative staff, and refined the program review cycle. The function of the PRC was to review the initial program reviews submitted by program faculty. The PRC met several times to review and discuss completed [program review](#) forms from Cycle 1.

One lesson learned from the first year of meetings was that program coordinators needed more assistance in knowing how to complete the faculty reflection and address questions specific to Perkins programs. The Vice President of Instruction and Learning Services and dean invested in meeting one-on-one with coordinators would dramatically improve their ability to complete the forms correctly, and when combined with assistance from members of the PRC, would give coordinators the confidence to provide a more thorough review of their program and assist other coordinators to do the same through peer mentoring. Nine academic disciplines covering 14 programs in Cycle 1 were reviewed in this manner.

In 2022-2023, the Dean of Occupational Programs and Workforce Strategies launched program review Cycles 2 and 3 and completed a draft of the [program review guidebook](#). Cycles 2 and 3

each have 14 academic disciplines covering 33 and 38 programs, respectively. It is important to note that the work carried out in Cycles 1-3 was used as the basis for the HLC Monitoring Report for Component 4.A, which was submitted on September 1, 2023.

Program review Cycle 4 was launched in 2023-2024 and addressed 12 academic disciplines covering 38 programs. Although the program review cycle has taken a while to develop, we feel the systemic changes recently made in the program review process significantly increased faculty participation and improved the effectiveness of the PRC.

Cycle 5 will review 8 academic disciplines covering 15 programs in academic year 2024-2025. Final program reviews are housed in the program review database accessible to all College employees ([program review database/document storage: cycle 1](); [program review database/document storage: cycle 2; program review database/document storage: cycle 3]()).

Completing the Program Review Cycle
To ensure alignment with scheduled cycles, we introduced two program review cycles for academic year 2022-2023. These reviews allowed us to catch up on the 5-year review cycle plan, ensuring that each academic discipline is thoroughly evaluated for effectiveness and relevance. We are committed to maintaining the quality and rigor of our programs, and this approach is a critical part of that effort.

Lessons Learned:

1. Creation of the [program improvement plan]() will assist faculty in documenting and presenting strategies for program improvement because of program review. This tool is being used in academic year 2023-2024.
2. The positive results of program review are program improvement plans that inform resource allocation for programs. Beginning in 2023-2024, recommendations from the program improvement plans are presented as part of the annual update to the strategic plan. Approved recommendations are either forwarded to the College budget process or delayed for a subsequent budget year. In this way, the program review process becomes an active part of the College's initiative for equitable student recruitment, retention, and completion. Data obtained from the program improvement plan will also be assessed against student success program metrics.

4.A.2. Credit for taking high school courses: High school students apply to Delta and submit their transcripts for evaluation. They work with a student success advisor in identifying their area of study and which high school courses apply to their major. High school – transfer in – agreements are listed by high school for ease of determining which courses they will receive credit for. These agreements also apply for dual enrolled and early middle college students. The Agreements: Transfer In Tab of our website describes the process and list over 30 high schools that students can earn college credit from. This eliminates students taking the same type of course twice and reduces their college tuition bill as they are able to ["transfer in"]() courses in their program of study.

Credit for students transferring in from a four-year college or another community college: Students receive credit for completed courses on their transcripts that are applicable to their program of study. The course transfer tool, located in the College Catalog, consists of the Transfer Wizard, which allows students to enter their courses from their previous institutions and see which Delta courses they can earn credit for.

Students can also view how their Delta courses will transfer out by viewing the Michigan Transfer Agreement (MTA) which allows students to transfer up to 30 selected credits to a four-year college or university in Michigan. Michigan Transfer Pathways agreements build off of MTA and allow students to transfer courses specific to one of 10 majors to a four-year college or university as an equivalent course. The agreements are further summarized on the transfer programs and procedures page of the College Catalog.

Evaluation of student experiential learning or other forms of prior learning: Non-traditional credit, including military, certified training, and experience for credit may be accepted as described in the College Catalog. Students may also apply for credit for prior learning, including: credit by exam, credit by portfolio, credit by training, college level examination program, or defense activity for non-traditional educational support. The number of credits accepted will not exceed the credits for Delta's equivalent course. The appropriate discipline faculty and AD will determine credit equivalency with the Registrar's Office reflecting earned credit on the student's academic record.

4.A.3. Completed course work at the freshman and sophomore levels from regionally accredited institutions are accepted at a C or higher. Transcripts from non-regionally accredited institutions are forwarded to the appropriate AD or discipline coordinator for evaluation. Transcripts from foreign institutions are evaluated for possible transfer in after they have been submitted to a foreign evaluating service.

4.A.4. Curriculum Council is comprised of faculty, representatives from registration, financial aid, advising, student success, and the administration.

Curriculum Council at Delta College is responsible for ensuring academic rigor of all courses, reviewing objectives and outcomes, and examining appropriateness of course prerequisites (Curriculum Council agendas; Curriculum Council minutes). In academic year 2021-2022, several hundred course pre-requisites were lowered or eliminated, as part of the work completed by faculty, staff, and administration to comply with Michigan Reconnect legislation. The legislation directed that all adults aged 25 or higher, in the State of Michigan, without a college degree, were eligible for free tuition at Michigan community colleges, and developmental education courses were eliminated or absorbed into co-requisite college level courses in English and mathematics.

Delta Pathways, in response to the Reconnect legislation, significantly reduced the pre-college course sequence for our students in English and math courses, with two levels of English, reading, and math, for the most part, eliminated, allowing many students to move directly into

credit-bearing courses in freshman level English and math. These changes were passed by Michigan Legislature two years earlier before the COVID-19 pandemic, which paused the work for one year.

The English discipline reduced the sequence of developmental education by up to 15 contact hours. The discipline merged four courses (two reading and two writing) into ENG 099 and re-designed the curriculum for our embedded co-requisite College Composition 1 class to include reading components to help prepare students for college success and faster entry into their career or transfer pathway. In academic year 2024-2025, students will enroll in college level English (ENG 111) or the co-requisites ENG 096/ENG 111C class.

The mathematics discipline addressed the Reconnect legislation directives using an embedded co-requisite model. All college-credit bearing gateway math courses have two versions. One version is the traditional course with the typical contact hours necessary to complete the course by students with some background content preparation. The other version, or the "A" version, has embedded co-requisite content by adding two additional contact hours to the course so that students can use the time to work with the instructor to get up to speed where they might have content knowledge deficiency. Both the high school grade point average (GPA) and guided self-placement (GSP) tool are used to make recommendations. All indications are that these changes have resulted in higher enrollment, retention, and completion of our students.

The College also changed other course pre-requisites to correspond with high school GPA entry for courses outside of gateway English and math. The former system relied on levels related to Accuplacer and SAT scores, which we had converted to a numbered level that was included in course prerequisites. This system was replaced with language that included high school GPA. For example, a course requiring "level four" now requires a high school GPA of 2.5 or successful completion of any English class or concurrent enrollment in English 111 College Composition 1. As a result, many courses removed prerequisites completely.

Another aspect of these changes included moving from an Accuplacer and SAT score-based entry system into a student GSP process. This GSP process relied heavily on high school GPA, including self-reported GPA and other aspects of reflection that the student could complete within a short time via a survey at home or at the College, and followed up with a meeting with their advisor to determine which freshman level courses best meet their skill level. Standardized placement tests such as Accuplacer are no longer required.

Faculty continue to study student success, retention, and completion data as the College moves forward with creating the best academic and cocurricular environment for student success. Assessment of institutional student learning outcomes (ISLOs), program learning outcomes, (PLOs), general education learning outcomes (GELOs), and cocurricular learning outcomes (CCLOs) are assessed directly and indirectly by the Student Learning Assessment Committee (SLAC) and the General Education Curriculum Assessment Committee (GECAC). These are described in 4.B.

The faculty qualifications database was developed by IR and is maintained and reviewed regularly by the ADs. Faculty qualifications are the same for all student groups, including dual enrolled.

Student access to learning resources outside of the classroom includes the library, which offers online and in-person staff-led student orientations as well as individual orientations. The library contains over 147 electronic databases, research guides grouped by subject, class assignments, special topics, and mini tutorials on how to use library resources to aid in student success.

Another resource is the Teaching and Learning Center (TLC), which offers tutoring and writing consultation services, conducts student assessment through student intake forms, and provides essential learning skills, strategies, and resources to assist students in becoming independent learners. Additional support for students is described in Criterion 3.

4.A.5. Accredited programs and the accrediting agencies are listed on the accreditations page of the College Catalog and are also listed on the program overview page. For a sample page listing a program's accrediting agency, see Dental Hygiene: Associate in Applied Science.

4.A.6. Credentials the College presents as needed for employment are reviewed regularly by program faculty and advisory committees and are described in the program review process, discussed in 4.A.1. Programs are reviewed through the lens of institutional mission by completing the annual program improvement plan which aligns with the strategic plan and supports the institutional mission for "…enriching education that empowers our diverse and inclusive community to achieve their personal, professional, and academic goals." The five components faculty address in program review are found in the program review guidebook and are:

1. Engaged learning and student success
2. Leadership, culture, and communication
3. Community engagement
4. Competitiveness and innovation
5. Resource management and fiscal responsibility

The College evaluates the success of its graduates through credentialing examination results. Results are compared against the national norm, and in most cases, Delta College graduates score significantly higher. Reports are received by program coordinators and copies forwarded to the appropriate AD. Results are also shared with the deans, Vice President of Instruction and Learning Services, and the College President. The pass rate of the most recent class is posted on the program overview webpages of the College Catalog. The program overview page also lists the accreditor of the program, application process, program costs, program learning outcomes or goals, and student outcomes. Detailed information on credentialing/licensure pass rates and employment rates are also included under the student outcomes tab of the program overview. Examples are demonstrated in Physical Therapist Assistant: Associate in Applied Science and Sonography Dual with General Management: Associate in Applied Science.

IR also conducts graduate surveys and studies the data for program improvements. Graduate surveys are included as part of advisory committee agendas.

Additionally, Delta College conducts occupational graduate student surveys to monitor employment of students. The survey is conducted once a year in December for occupational students who have graduated the previous academic year (2019-2020 Occupational Graduate Survey; 2020-2021 Occupational Graduate Survey). Data from respondents of the most recent survey demonstrated a 90% employment rate.

Sources

- 2019-2020 Occupational Graduate Survey
- 2020-2021 Occupational Graduate Survey
- 2021-2022 Occupational Graduate Survey
- Accreditations
- Associate in Arts
- Course Transfer Tools
- Curriculum Council
- Curriculum Council Agendas
- Curriculum Council Minutes
- Databases
- Delta College Program Review 2020-2021 Program Improvement Plan
- Dental Hygiene
- Dental Hygiene Associate in Applied Science
- Electrician
- Experience For Credit
- Learning Resources
- Library
- Meeting Minutes from June 2022
- Michigan Transfer Agreement
- Michigan Transfer Pathways
- Physical Therapist Assistant
- Physical Therapist Assistant - Associate in Applied Science
- Program Review Cycle Schedule
- Program Review Database - Document Storage Cycle 1
- Program Review Database - Document Storage Cycle 3
- Program Review Guidebook
- Program Review Guidebook (page number 10)
- Quality Rubric
- Research Guides
- Sonography Dual with General Management - Associate in Applied Science
- Transfer
- Transfer Credits from High School or Tech Center

- Tutoring
- Writing Consultation Services

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Delta College is committed to the ongoing assessment of student learning through academic and cocurricular offerings, led by faculty and staff. Under the new president, disaggregated assessment data is now used by faculty to improve student learning and is used by staff to improve learning in cocurricular offerings. The use of disaggregated data keeps Delta focused on belonging, equity, diversity, and inclusion for all students. Last year, Delta created an assessment dashboard which connects assessment of student learning in academic and cocurricular offerings to the College's strategic plan and budget.

4.B.1. With a new president, a new strategic plan was developed. That plan is data-focused with goals of increasing completion and manifesting equitable outcomes in doing so. A restructure in the way that Delta College views data and uses it institutionally has taken place to include the revision of titles, job descriptions, and subsequent people filling major administrative positions overseeing assessment work at Delta. These jobs are the Dean of Occupational Programs and Workforce Strategies and the Dean of Transfer Programs and Online Learning.

Delta College's academic program assessment has had a continuous and sustainable process since 2010. This process was inadequately described in our last portfolio, but it is true that the results of assessment were not fully communicated in ways that would make a broad impact on students. Best practices have been in place for assessment of academic program learning outcomes (PLOs) and general education learning outcomes (GELOs) including a handbook to guide the process, but again, results were not collated and communicated institutionally. Institutional student learning outcomes (ISLOs) were developed in 2014; however, assessment of those were not further implemented until recently.

Significant progress has been made in establishing repeatable assessment processes for cocurricular learning outcomes (CCLOs) and ISLOs since our last portfolio and feedback report.

CCLO assessment has been incorporated into current assessment processes for Student Learning Assessment Committee (SLAC) and will be fully implemented to the established continuous program assessment process in 2023-2024.

[Assessment data is available for ISLOs](#) and has been reviewed by administration, faculty, and staff involved in assessment and was reviewed at Winter Learning Day 2024. Results are viewed as positive and with certainty that ISLOs are being met by our graduates. Developing a continuous, sustainable, and transparent ISLO assessment process will be a priority during this academic year.

4.B.2. Faculty and instructional staff are responsible for the assessment of student learning at Delta College. Within each program, assessment planning includes writing student learning outcomes that follow best practices, mapping learning outcomes to courses for academic programs and creating a plan to rotate [assessment of outcomes annually](#). The plan identifies student artifact(s) to use for assessment of each outcome, the class(es) where it will be implemented, and which faculty and staff will collect the data.

Following an annual cycle, collected assessment results are analyzed and discussed among each program faculty (or staff) within a discipline, department, or resource group (for GELO assessments) to determine actions needed in response to the respective program, which may include changes to curriculum regarding the program or courses within the program. The changes are implemented in programs by all instructors. The action taken is reassessed for effectiveness when the outcome appears next in the rotation. Reports for each assessment cycle are prepared annually and entered in Delta's Outcomes Assessment Tracking System (OATS) database. Program Review Database/Document Storage for Cycles 1-3 are available in 4.A.

The most important shift that has occurred since our last visit is that we have created a system that ensures academic programs (degrees and certificates), disciplines (high-enrollment courses), the general education program, and cocurricular programs are accountable for developing data on student learning and communicating that data broadly, with action steps required in the annual reporting. Information from assessments flows into the OATS database and is reviewed by the SLAC for feedback and support. Participating administrators and SLAC documentation carry assessment information to college leadership for policy planning and resource distribution ([assessment dashboard](#) and [institutional student learning outcomes (ISLO) diagram](#)).

SLAC observes common issues that arise among student learning programs across the College and makes recommendations to college leadership, strategic planning, and budget processes. The Vice President of Instruction and Learning Services, the Dean of Transfer Programs and Online Learning, and the Dean of Occupational Programs and Workforce Strategies are invited to monthly SLAC meetings. The SLAC chair is a faculty member and serves a three-year term. Other members of SLAC include a faculty liaison from the General Education Curriculum and

Assessment Committee (GECAC), one or two faculty members from each of the five academic divisions, and two members from cocurricular programs of the College.

Members serve two-year terms and can continue for several terms. SLAC leaders are developed from the membership group. SLAC is also charged with providing support to those working on program assessment activities and reviewing program and course outcomes as actions are proposed for curriculum changes.

Program assessment documents and resulting student learning improvements and issues are reviewed by SLAC. The committee meets at least monthly to review program assessments and give support and feedback to the faculty in the program under review.

Occupational programs are scheduled on a rotating basis aligned with Delta's program review process to make the best assessment information available for program review. SLAC also reviews general education program assessment to provide feedback and keep academic student learning assessment communication channels open and consistent. SLAC documents and communicates the quality of assessment with the new quality check for assessment and improvement of student learning report which reviews assessment planning documents, results and actions taken to improve student learning along with any subsequent results. The Annual Assessment Cycle for programs and disciplines other than college-wide general education assessment can be viewed on Delta's Assessment website. College-wide general education follows a similar annual cycle but on a different timeline.

SLAC includes review of cocurricular program assessment. Membership has expanded to include two members from cocurricular program leadership, one academic and one non-academic. The 2023-2024 meeting schedule includes a review of at least four cocurricular program assessments. This will provide a baseline to work out any issues with their inclusion in the SLAC processes. In future years, SLAC will regularly review cocurricular assessments.

Assessment of all College programs is mapped to ISLOs and identified for each student learning outcome assessment report in the OATS database. Assessment results for ten years are available aggregated by ISLO.

A list of Delta's ISLOs follows:

Delta College graduates will:

- Apply skills and knowledge
- Think critically
- Communicate effectively
- Act responsibly

The assessment dashboard which provides the information flow for the process includes stakeholders from across the College: faculty, staff, and administrators. Professional

development from annual assessment reviews will take place college-wide twice yearly at Learning Days. Follow-up professional development opportunities to share how the College can improve student learning are incorporated into Faculty Center for Teaching Excellence (FCTE) professional development offerings for faculty and the Center for Organizational Success (COS) professional development offerings for faculty and staff.

The Council for Innovation, Belonging and Equity (CIBE), formed as part of Delta's new shared governance structure, provides a forum for open discussion of ISLO-level assessment results for the College community. The committee is a diverse group of individuals from across the College. The committee's charge is to permeate completion, equity, inclusion and belonging throughout Delta College's activities and culture and to assist in the assurance that the diversity, equity, belonging, and inclusion framework is being fully implemented. Review, reaction to, and recommendations for improvements will be shared with Delta's leadership, Strategic Planning Committee, and Budget Cabinet for institutional-level policy decisions and informed resource distribution.

Future Improvements
Delta's assessment leaders are currently exploring ways to report the longer history of assessment for each program to show the repeating cycle rather than a single year at a time. Academic program assessment stories that include a long-term history of data collection, analysis and improvements with their impact have been developed on an individual program basis. A more comprehensive process is being developed. Program assessment includes multiple annual cycles, actions taken, and subsequent results.

4.B.3. Delta College first began program assessment efforts in the late 1990's and has been evolving and refining the processes ever since. The basis for Delta College's current PLO assessment process and documentation system began in 2010-2011. It was conceived to follow the processes explained by Mary Allen of California State University Institute for Teaching and Learning in her book *Assessing Academic Programs in Higher Education* (2004). Mary Allen visited our campus in 2013 to provide several days of workshops and individual advising for programs and general education assessment.

Academic programs are defined as groups of classes that lead to a degree or certificate. Some certificates are stacked leading to a degree and therefore are a part of a degree program. Some certificates are separate from any degree or are in an academic discipline without a degree. Our assessment process focuses on degrees and those certificates that are separate from degrees. Stacked certificates are assessed within the degree where they reside. High enrollment individual classes and sequences of classes within general education disciplines are included in the following processes.

The Program Assessment Process
Faculty experts within each program area determine appropriate PLOs, map those outcomes to courses within their program, plan a rotating schedule of when to assess each outcome, and plan how to collect in assessing each outcome. This is documented in an Excel file using forms

developed for the process that include a program curriculum map and a program assessment plan. The file includes a form for reporting the annual assessment cycle results, including analysis and actions taken within the program to improve student learning. The completed files are posted on the College's assessment of student learning website, and the [assessment planning and reporting forms](#) can be viewed on the assessment web page.

 In each assessment cycle one or more PLOs is chosen, and an appropriate standard is agreed upon by the program faculty, with adjunct faculty included whenever possible. The planned student assignment, project, or other artifact is administered in appropriate classes such as the program capstone or late program class and results are collected. The methods used for student learning assessment are most often course-embedded assignments or activities, but some programs with external accreditation and credentialing often use licensing exam results to measure student success. Program faculty meet to review and analyze results for weakness in student learning and discussion of possible actions for improvement, resulting in a decision to be acted upon. The actions taken to improve student learning results include changes or adjustments to content, materials, assignments, rubrics, outcomes, pre-requisites, or items in the assessment process. The impact of the changes is observed by faculty and measured again the next time the outcome is assessed in the rotation. This information is reported in the Annual Program Assessment Report.

The completed Annual Program Assessment Report from each program is entered into OATS database. This database was created in the early 2000s and contains program assessment reports dating back to 2004. When first created, fields contained mostly narrative entries, and although these entries contained quantitative information, the information was not readily accessible. In recent years, we have updated our forms and database fields to record more accessible quantitative information and can now aggregate results and subsequent actions. We plan to expand transparency and access by developing assessment dashboards.

Academic programs at Delta College have a long history of 'loop-closing' and improvement. Over the last ten years, 77% of program outcomes assessed resulted in the standard being met or exceeded with 83.9% of students meeting or exceeding the standard. The average score on those assessments was 80%. The most frequently identified actions in response were that 18% of PLO cycles closed the loop by changing assignments or projects within the program, 9% updated their grading rubric, and 44% updated program content because of PLO assessment.

Comparable results are seen when viewing the last five years. Eighty-one percent of program outcomes assessed resulted in the standard being met or exceeded with 84.9% of students meeting or exceeding the standard and an average score of 81.8%. Nineteen percent of PLO cycles closed the loop by changing assignments or projects within the program, 7% updated their grading rubric, and 49% updated program content because of PLO assessment. A table showing more results and actions taken by category and by year is available.

Program assessment cycle information is regularly presented to industry advisory groups, and feedback is used to inform future assessment cycles. This has been a practice at Delta College

for many years. Industry advisory group input is used in the same way that assessment results are used to improve our programs, student learning, and the program review process. This provides another gauge to measure our programs' success in producing employable graduates from occupational programs. Their comments are often recorded in the annual reports in our OATS database and guide our actions for improvement.

What we found after the HLC visit, is that we did not have a systematic way of closing the loop of program assessments and communicating those widely through the College. The new assessment communication flow and governance structure, discussed above, will remedy this and elevate assessment at all levels of the College.

GELOs Assessment
Over the last six years, two full cycles of assessment have been completed for each of the six GELOs and recent activities, results and actions taken in response are included in a chart and other documents included in 3.B. [GECAC's charge](#) includes the monitoring and directing of college-wide assessment of GELO's (see 3.B.1.) with subcommittees referred to as resource groups for each outcome.

Cocurricular Program Learning Outcomes Assessment
Delta College has made noteworthy progress in developing systems that enable consistent and repeatable assessment of cocurricular programs (CCPs). CCPs involve academic and non-academic activities organized and led by faculty and instructional staff members. There is much overlap in these non-classroom student development activities, but they have similar goals to make students more successful graduates and community members.

A great deal of data has been collected over many years regarding participation and demographic data in CCPs across the College. A goal of moving the data collection to usable assessment cycles to improve student learning and development is at various stages across the programs. We recognize that more progress is needed in some CCPs, but also that we have made significant progress since our last portfolio. Cocurricular learning outcome (CCLO) assessment has been incorporated into our current academic program assessment processes with consistent language, implementing a planning and reporting system, and monitoring and review through SLAC, which is described in 4.B.2. We have expanded the established process used for assessing PLOs (described above) to include assessment of CCLOs. Many CCPs at Delta College previously had established CCLOs while others have recently developed CCLOs. A few programs are continuing the work of developing CCLOs, which we expect to complete during the current academic year.

Many CCPs have documented data collected and as a result, have implemented improvements that led to increased student participation and learning. We chose to focus currently on several CCPs that are further along in the assessment of student learning process to work through our processes and to highlight here:

- [Library Assessment Report](#)

- [Student Clubs/Organizations Assessment Report](#)
- [Teaching & Learning Center (TLC) Assessment Report](#)
- [Writing, Reading, and Information Technology (WRIT) Center Assessment Report](#)

We are working to implement full assessment processes across all CCPs during this academic year. The goal of our assessment processes is to finalize CCLOs for all CCPs that describe direct student learning and will be assessed with an annual cycle to be recorded in the OATS database along with academic program assessment cycles. This will be accomplished with training workshops for faculty and instructional staff as needed, with an expectation of recording the 2023-2024 CCLO assessment cycle in the database.

As described in 4.B.2, forms have been used for planning and recording assessment cycles for academic programs. The same forms have been adjusted for use in CCPs. CCLOs have been mapped to ISLOs. An assessment plan has been drafted for CCPs to document their CCLOs and when and how each will be assessed. This plan will be updated as we incorporate all CCPs. Sample CCLO plans include the [Library assessment plan](#), [student leadership assessment plan](#), [TLC assessment plan](#), and [WRIT Center assessment plan](#). All program assessment reports (PLO, GELO, and CCLO) can be aggregated for the planned assessment dashboards which will summarize all student learning assessments and results by ISLO.

CCPs leaders (staff or faculty) follow similar processes described for academic program faculty. They develop an assessment tool and set an appropriate standard, collect data, and analyze for weaknesses, then discuss actions needed to make improvements and implement those improvements moving forward. The actions taken to improve student learning outcomes are reported by categories in the OATS database. The impact of improvement actions will be assessed and analyzed in future assessment cycles. Reporting for CCPs in the OATS database is in its initial stages and summary data is not yet available for inclusion in this report. Full reporting for CCLOs is expected to be in place by the end of this academic year.

Review of Assessments
The SLAC reviews assessments of CCPs on a rotating schedule and provides support, as it does for academic program assessments. This has recently been added to the SLAC charge and will be implemented this academic year.

ISLO Assessment: Brief History and Progress
Delta College developed ISLOs in 2013 during a summit that included College assessment leaders, assessment committee members, and other interested parties from across the College. ISLOs were written to represent broad goals for graduates that aligned with Delta College's mission and values and were able to be satisfied by all academic and non-academic student learning programs. They have been reviewed recently for application by CCP leaders and judged favorably. Currently all PLOs, GELOs and CCLOs are mapped to ISLOs through our annual planning and reporting process and recorded in the OATS database.

Significant progress has been made in recent years to develop a more comprehensive ISLO assessment process. The assessment information flow has recently been updated. The structure is designed to summarize all learning outcome assessments (academic and cocurricular) by ISLO to be reviewed and analyzed for institutional-level trends and issues.

All academic PLO assessments and all GELO assessments have been mapped to ISLOs through a check box system in the annual assessment report form and recorded in the OATS database since 2012. Therefore, assessment results can be summarized by ISLO through query reports from the database. Future assessment dashboards will illustrate this information automatically and make it easily accessible.

As CCLO assessment processes are implemented more fully, they will indicate one or more appropriate ISLOs in annual OATS reports and will be included in the summarized ISLO information. This is expected to begin this academic year.

Assessment Results by ISLO
When viewing the results by related ISLO, 78% that mapped to "apply knowledge" met or exceeded the standard; 78% that mapped to "think critically" met or exceeded the standard; 82% that mapped to "communicate effectively" met or exceeded the standard; and 82% that mapped to "act responsibly" met or exceeded the standard.

Similar results are seen when viewing the last five years. Seventy-eight percent that mapped to "apply knowledge" met or exceeded the standard; 77% that mapped to "think critically" met or exceeded the standard; 86% that mapped to "communicate effectively" met or exceeded the standard; and 82% that mapped to "act responsibly" met or exceeded the standard.

In the most recent year 2021-2022, 72% that mapped to "apply knowledge" met or exceeded the standard; 74% that mapped to "think critically" met or exceeded the standard; 75% that mapped to "communicate effectively" met or exceeded the standard; and 91% that mapped to "act responsibly" met or exceeded the standard.

When reviewing trends over the last five years, all results that met or exceeded the standard were above 72% with some as high as 100% other than two ISLOs in the 2019-2020 year that fell to 63% and 65%. These are viewed as anomalies due to the COVID-19 pandemic and its challenges. Since the creation of CIBE, communicating results, actions taken to improve student learning, and resulting improvement has been prioritized. The increased communication and awareness are expected to continue.

ISLO Result Discussions
Administrators, faculty, and cocurricular assessment leaders met to review assessment processes and discuss assessment results by ISLO in May of 2023. ISLO data had not been viewed in this context previously and was well received. Many in attendance were not aware that so many assessments were taking place around the College and were pleasantly surprised. The results for percentage of assessments meeting or exceeding their standards were viewed as

very positive and confirmed that our students are consistently learning as expected in individual programs and assessments. The only numbers of concern were during the COVID-19 pandemic and were easily seen as an exception through lower numbers of assessments and students included, along with the challenges we all experienced while switching quickly to fully online teaching and learning.

Overall, the information was seen as valuable and worthwhile for a future conversation college-wide in the Winter of 2024. Many individuals mentioned that it was affirming of what we already know about Delta College and our student's student success is our primary outcome.

Sources

- Assessment Cycle
- Assessment Dashboard
- Assessment Data ISLOs
- Assessment Website
- Council on Innovation Belonging and Equity CIBE
- Delta College Assessment Dictionary
- GECAC Actions in Response to Assessment
- GECAC Charge
- ISLO Diagram
- Library Assessment Plan
- Library Assessment Report
- Program Planning and Reporting Forms
- Quality Check for Assessment and Improvement of Student Learning
- SLAC Charge
- Student Clubs Organizations Assessment Report
- Student Leadership Assessment Plan
- Teaching and Learning Center TLC Assessment Plan
- Teaching and Learning Center TLC Assessment Report
- The Way Forward Delta College Strategic Plan 2023-2027 - Year One Brochure
- WRIT Assessment Plan
- WRIT Center Assessment Report

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

There are several groups which use the same goals and strategies for retention, persistence, and completion and aligned way that is connected to the strategic plan and budget: Strategic Enrollment Team, Pre-Semester Enrollment Team, Super Team, and Academic Summit. This approach enhances collaboration and further focuses the College on student access and completion.

4.C.1. The Strategic Enrollment Team is comprised of Academics (vice president, deans, associate deans(AD)) and Student Educational Services (SES) (vice president, deans, ADs and directors over recruitment, advising, financial aid, and registration as well as administrators and staff representing the Belonging, Equity, Diversity, and Inclusion [BEDI] Division). Additional areas represented include the leaders of marketing, institutional effectiveness, finance and administration. The Strategic Enrollment Team meets biweekly and is led by the College President. The purpose of the Strategic Enrollment Team is to view enrollment from all areas of the College and develop strategies and initiatives to assist enrollment where needed. For example, in Winter 2023, the team decided to market online only programs for the fall semester. A subgroup of academic ADs and the Director of Marketing worked on this project and reported back to the full team. The primary focus is on the top 30 courses and top 10 programs, which accounts for almost 80% of student demand. The top 100 courses and all programs are also considered, after ensuring demand is met in top 30 courses/top 10 programs.

Since 2021-2022, retention, persistence, and completion key performance indicators (KPIs) data has been reviewed regularly in the biweekly strategic enrollment meetings, which focuses on the upcoming two semesters. This strategy has continued through 2022-2023 and is ongoing. Data is compared against semester enrollment goals and is tracked in several ways to ensure fiscal stability and momentum when compared to the previous year. Knowledge learned from strategic enrollment meetings and KPI data help inform the College's strategic plan pillar #1: student engagement, retention, and completion, and is used to help forecast enrollment for the next fiscal year.

1. Enrollment trends report is run each Monday for the Strategic Enrollment Team and contains information by student category: 1) first time in any college (FTIAC), 2) dual enrolled, 3) students transferring into Delta, 4) returning students, and 5) guest students. Data presented on each student category includes head count and contact hour, previous year to date, and actual versus projected.
2. Institutional Research (IR) Department: Oversees Tableau which includes multiple ways to analyze enrollment data and is available to all college employees on their computer. The contact hour enrollment tracker is viewed daily by the team beginning three months prior to the start of the semester. Data is tracked by target contact hours for the semester, current contact hours, percent attained towards goal, how many more contact hours are needed, and days until the terms starts.
3. Director of Learning Centers: The director sends a weekly update of enrollment at the Downtown Bay City, Midland, and Saginaw Centers which compares year to year headcount, contact hours, and filled seats.
4. Academic Finance Manager: Provides a weekly analysis of the master student schedule, focused on available seats and waitlists. The report identifies gaps by discipline and/or modality, and based upon the previous year's enrollment, makes recommendations on which sections to add, combine, or eliminate.

On alternate weeks before the Strategic Enrollment Team meeting, a smaller group of Academic and SES Deans and ADs, and the Registrar, the **Pre-Semester Enrollment Team**, meets to discuss additional needs in the schedule as indicated by student demand. At this level, sections may be combined, reduced, or added. This is the logistical, functioning arm of managing a dynamic enrollment schedule, and the work at this level informs the Strategic Enrollment Team. There is also a purposeful overlap of team members to produce continuity of information flow and to support decision making.

To further support student success, the College President charged a "**Super Team**" of Academics, SES, and Office of Technology (OIT) to focus on four initiatives in the strategic plan, using the work being done in Pre-Semester Enrollment and Strategic Enrollment Team meetings as a resource. The College President scheduled two hours in the Super Team's calendar every week to meet and do this work. This will ensure teams have time to reflect, try out new ideas, and monitor their work to prepare for quarterly report submission of that work. Both teams track their progress and data.

The strategic plan initiatives tasked to the Super Teams are:

1.1 – Strengthen the College's retention and completion rates through effective connection and belonging efforts.

1.2 – Reduce the length of time to student degree completion through innovation, challenging traditional modes of measuring credit and effective course scheduling.

1.3 - Increase access and understanding of the value of a college degree for adults and first-generation student, by making swift efforts to demystify and simplify college processes and systems.

3.3 – Strengthen our work with K-12 and postsecondary partners to ensure a seamless transfer of all credits upon graduation, and with workforce industries to ensure access to well-paying jobs upon completion.

The four initiatives are data-informed, relying on consistent flow and analysis of data. There are several ways this occurs.

In September of each year, the College President convenes an **Academic Summit** with division faculty, program/discipline coordinators, ADs, deans, and vice president to review enrollment, retention, and persistence accomplishments from the previous year's goals, enrollment goal updates for the current year, and enrollment goals for the following academic year. In this way, faculty are involved in the process, and the [Accelerated Classes](#) at Delta College (ACDC) Committee, led by faculty, also present their student success data at the Academic Summit, comparing 7-week accelerated to 15-week classes. Data so far has shown comparable success rates for 7-week and 15-week classes ([enrollment memo AY 2023-2024](#), [enrollment memo AY 2024-2025](#)).

4.C.2 & 4.C.3. Advisory committees meet at least once a year to review data on program enrollment, persistence, and completion. Industry/occupational professionals on the advisory committees are especially interested in ways to assist students in successful completion of challenging program courses and ways to increase program completion. Data shared with the advisory committees includes enrollment by program certificate or degree (many programs offer both pathways for students) and number of graduates for certificates and degrees. Five-year comparison data is presented along with the current curriculum. For examples, see [CST IT-Network enrollment stats](#), [HDD enrollment stats](#), [RAD enrollment stats](#), and [RC enrollment stats](#).

In Fall 2022, the Business and Industry Leadership Team (BILT) model was introduced to the Respiratory Care Advisory Committee as a way to engage occupational leaders in a thorough curriculum review. An industry member and faculty member co-chaired the BILT project. Knowledge, skills, and abilities (KAS) based upon program accreditation standards were mapped against the program curriculum using a color-coded system: green meant content was

satisfactory, yellow indicated content may need to be adjusted, and red indicated content was not needed in the field or was not met.

A follow-up meeting was held in Winter 2023, the KAS chart was shared with the committee for review and discussion, and curriculum changes were identified that would be implemented in the current academic year. Faculty and industry professionals were satisfied with the BILT model (Respiratory Care BILT Advisory Committee minutes, RC-KSA faculty cross-reference chart). The pilot was so successful that other advisory committees are choosing to adopt the model. Computer Information Sciences, Automotive, and Heavy Duty Diesel are just a few of the advisory committees who have agreed to try the BILT model for 2023-2024.

In addition, because of the need to increase enrollment, retention, and completion in occupational and workforce programs, the Career Development Specialist position in Student Education Services was redesigned into Workforce Experience Manager and moved to Academics. This position will work closely with program faculty in targeted advising of workforce and occupational students and will identify co-op, internship, and apprenticeship opportunities that will help students remain in their programs, complete their certificate and/or degree, and move seamlessly into the workforce. Employer support through grants and scholarships will be used to further assist students. The Workforce Readiness Manager will work closely with Marketing to ensure pathways and options are easy to find and understand, which will reduce confusion and frustration and help students remain in and complete their program.

4.C.4. Delta's IR Department is responsible for overseeing the collection and presentation of student retention, persistence, course success, and completion data. IR updates disaggregated data each semester and provides a detailed legend to help users analyze and plan. Over the past five years, Delta has moved from many different areas creating their own data, to all data being collected and managed by IR only. This reflects good practice and presents consistency in data collection and presentation.

Sources

- Accelerated Classes
- CST IT-Network Enrollment Stats
- Enrollment and Contact Hours Fall 2023 vs Fall 2022
- Enrollment Memo AY 2023-2024
- Enrollment Memo AY 2024-2025
- Enrollment Trends Report
- Fall 2023 Enrollment Report for the Downtown Centers
- HDD Enrollment Stats
- RAD Enrollment Stats
- RC Enrollment Stats
- RC-KSA Faculty Cross-Reference Chart

- Respiratory Care BILT Advisory Committee Minutes
- Top 10 Associate Degree Programs
- Workforce Experience Manager Job Description

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Delta College uses goals for enrollment, retention, student success, and completion through weekly review of enrollment data to ensure educational offerings will be available at times convenient for students and in the modality they prefer. This is monitored by the Pre-Semester Enrollment Team, Strategic Enrollment Team, and Super Teams strategies which support and link to one another, and enrollment goals for the next academic year are presented and discussed at the annual Academic Summit.

Ongoing assessment of student learning through academic and cocurricular offerings is measured four different ways by institutional student learning outcomes (ISLOs), general education learning outcomes (GELOs), program learning outcomes (PLOs), and cocurricular learning outcomes (CCLOs). Student learning outcomes are regularly reviewed, and improvements are made as documented in the assessment database for General Education Curriculum Assessment Committee (GECAC) and Student Learning Assessment Committee (SLAC). These committees also include staff and administration.

By implementing and sustaining regular program review cycles for all programs, maintaining specialized accreditation, and ensuring faculty qualifications are met, Delta is striving to ensure the learning experience for all students is at the center of our culture. The assessment dashboard reflects Delta's work in equitable access, retention, student success, and completion by linking student learning assessment with the College's strategic plan and budget.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Delta College is committed to shared governance and collaboration. The College has an inclusive culture that considers the input of our internal constituencies as we conduct strategic planning and change policies and procedures to guide us in achieving our plan goals.

5.A.1. Internal constituencies are engaged at all levels of the institution through the development, operationalization, and implementation of the [institutional strategic plan](). Voices of all constituents (faculty, staff, community, and the Board of Trustees) contribute to the creation of the [strategic plan](), which drives the direction of the College.

The President's Cabinet leads strategy development and implementation and relies on the members of Executive Council to operationalize the plan. Both leadership groups value the input of the College's constituencies as stated above. As such, the College relies heavily on shared governance. The work of cross-disciplinary standing and ad hoc committees directly contributes to the work of the College.

Structures such as the Curriculum Council, Budget Cabinet, and the [Council on Innovation, Belonging, and Equity (CIBE)]()provide opportunities for shared input throughout the College. In addition, the administration collaborates with all employee groups, ensuring that the voices of employees directly contribute to the actions we take to accomplish our strategic plan's goals.

CIBE
When the HLC Team visited (both virtually and in-person) in 2020, Delta College was in a state of flux regarding policies, procedures, ownership of those policies, and its governance model. The 2021-2022 year included an active process that allowed the College time to work through a new governance structure. This body does not replace existing committees but instead provides an equity lens for the work of these other groups.

The new governance model focuses in on student success and eliminating opportunity gaps for students and employees through the subcommittees of CIBE. As a result, this process, we believe, sets Delta apart for its innovative approach to governance which aligns its strategy with its long-term institutional goals.

Resulting from this process, the College established a new shared governance body, CIBE, with the purpose of permeating completion, equity, inclusion and belonging throughout Delta College's activities and culture and assisting in the assurance that the diversity, equity, belonging and inclusion framework is being fully implemented.

The new governance model focuses on prioritizing student success, diversifying employee culture, and eliminating opportunity gaps for students and employees through [CIBE subcommittees](CIBE) and new practices for faculty noted in the collective bargaining agreement (CBA). As a result, this process, we believe, sets Delta apart for its innovative approach to governance which aligns its strategy with its long-term institutional goals.

Recommended actions arising from the work of the CIBE committees are moved into other governance structures of the College for implementation. For example, a recommendation to waive a civic engagement graduation requirement for a specific student population would be moved to the Curriculum Council to be considered for implementation.

Delta College Faculty Association (DCFA), AFSCME, Executive Committee for Administrative/Professional Staff (ECAPS), and Support Staff Executive Committee (SSEC)
At Delta College, the faculty and facilities groups are unionized. The administrative/professional and support staff groups are not. The College has developed systems to ensure that communication occurs between all groups and the input of all internal constituents is considered.

The President, Executive Director of Administrative Services and Institutional Effectiveness, and Director of Human Resources (HR) meet regularly with the leadership of the DCFA. These regular meetings contribute to two-way communication and collaboration with the faculty.

In addition, the president has a regular meeting with both the Chair of ECAPS and the Chair of SSEC to hear concerns, share ideas, and promote opportunities. Changes to the policies that affect the work rules of administrative/professional and support staff groups are initiated by either the groups' leadership and/or the HR Department. Each group has opportunities to

provide input on the changes before those move through the formal approval process to the Board of Trustees.

Curriculum Council

Faculty drive the curriculum process with leadership from the Vice President of Instruction and Learning Services through the Curriculum Council. The Curriculum Council is comprised of faculty, student services leadership, and academic administration. Faculty represent the majority of the voting membership. The Council recommends action on course proposals, program proposals, and curriculum policy issues.

Budget Cabinet

Budget Cabinet consists of employee representatives from across the College, which are appointed annually by the President, as well as an appointed Board of Trustee representative. The Vice President of Business and Finance leads the Budget Cabinet along with an appointed chair. Additional roles in the Budget Cabinet include designated liaisons, who have specific positions within the College, primarily in the areas of Finance and Business Services. Budget Cabinet's role is to develop and provide a tuition and fee recommendation to the President's Cabinet and to maintain effective two-way communication with all employees regarding the College budget.

The Budget Cabinet provides the opportunity for employees to learn about budget development. This includes gaining an understanding of financial resource allocation, financial accountability and how the budget is designed to directly link resource allocations to the College's strategic plan.

5.A.2. Data is central to the decision-making process at the College. Delta College is working to resolve enrollment and completion challenges by implementing innovative solutions, which has required a campus-wide expanded use of data. We measure data related to enrollment, retention and completion, and disaggregate data to examine it further through a lens of equity. This is done to ensure that our student demographics mirror the counties we serve and to allow us to identify and address any performance gaps in course success, retention, and completion that might be caused by factors hindering the pursuit of a promising education and career with Delta College.

Four key performance indicators (KPIs) represent the performance levels the College is working to achieve by the end of the 2023-2027 Strategic Plan.

Those indicators are:

1. Enrollment
Target: Increase student contact hour enrollment by an average of 0.7% annually with a goal of increasing student contact hour enrollment by at least 2.2% at conclusion of the plan.

2. Student Success

Target: Increase average student success rate by an average of 0.9% annually with a goal of increasing average student success by at least 2.7% at conclusion of the plan.

3. Retention
Target: Increase Fall to Fall student retention by an average of 1.3% annually with a goal of increasing student retention by at least 3.8% at conclusion of the plan.

4. Completion
Target: Increase the Integrated Postsecondary Education Data System (IPEDS) student completion rate by an average of 3.8% annually with a goal of increasing IPEDS student completion rate by at least 11.9% at conclusion of the plan.

The College has yearly milestones for the KPIs which are monitored through a dashboard. KPI progress is discussed on a regular basis by the President's Cabinet.

Delta College has added Tableau as a tool to provide staff with a process to help share data collection and to display and benchmark that data. With faculty and staff trained on how to access the information, they can assess their actions, simplify their work and make changes in processes and procedures that will impact students, including those measured on aspects of equity.

The College has also made an investment in our ability to access and communicate data through the expansion of staffing in the Institutional Research (IR) Office. Since 2021, the College has added a Data Visualization Specialist and a faculty analyst (who receives partial release or supplemental time) to work with the IR Office.

In addition to the KPIs established in the 2023-2027 Strategic Plan, the College has measurable institutional action projects to support achievement of each of the initiatives established in the plan.

Specific examples of using data to reach informed decisions in the best interests of the institution and its constituents:

Budget Development Based on Enrollment Projections
As reflected in 5.C., to develop the preliminary budget, President's Cabinet reviews the draft assumptions, prior year financial outcomes, enrollment trends, and the outcome of the annual audit. In addition, legislative and strategic plan modifications are considered.

Enrollment projections are developed collaboratively with IR, the Finance Office, Academics, and Student Services. To inform the development of enrollment projections, historical data, application data, matriculation data, and environmental scanning data are considered.

Strategic Enrollment Management Team
One example of using data to positively impact the College's KPIs can be demonstrated through

the work of the Strategic Enrollment Management Team. Delta College has made numerous changes within its operations, which led to a one-year increase of 4% in its fall-to-fall retention rate. Since 2021, Delta has an internal strategic enrollment team pursuing goals of reducing barriers students face in their academic studies at the College. One of the early areas the group tackled was to examine those students who had been offered financial aid but failed to subsequently register for classes. We reallocated staff to focus specifically on financial aid acceptance at the aggregate and disaggregated levels. We achieved 91% of students accepting their aid and registering, which was up by 6% prior to the intervention. We also increased Hispanic and African American financial aid acceptance rates by 3%.

The next goal pursued by the Strategic Enrollment Management Team was to develop a path to help increase students' credit load during the calendar year. We developed course sequences for students to take 7-week courses and utilize our summer semester within plans of study to market an inventory of courses available in new, accelerated fashion for the entire calendar year. Through several ongoing efforts, we were able to increase the average student load to 10.2 credit hours. We also worked to reduce the number of students left on the [waitlist by 80%](#). This has been done through reviewing the enrollment dashboard weekly and examining the fill rates of all sections. Once a section has reached 85% fill rate, the associate dean (AD) adds a new section where possible to allow for further enrollments. If a waitlist was developed for a course, those on standby are notified of the new section, allowing them to move into a guaranteed position in the new course.

To ensure that student enrollment needs can be met, the administration worked collaboratively with the DCFA to create a Lecturer-As-Needed (full-time temporary) faculty position to focus solely on excellent teaching. At this time, we have 13 Lecturer-As-Needed contracts.

Supporting Student Needs
Following the COVID-19 pandemic, we know more students need access to mental health support and counselors. This need was evidenced when we administered the [Nuro Survey](#) in Fall 2022. As a result, our licensed counseling staff now focus exclusively on student appointments and campus programming specifically related to mental health and wellness, without having to do academic advising as well. The result is a marked increase in mental wellbeing support. In 2021, the licensed counselors supported 953 student interactions. In 2022 that number jumped to 2,514 interactions as they were no longer supporting an advising caseload.

Based on the quantitative and qualitative data needs of our students, we continue to add and improve student supports with a goal of positively impacting equity, student success, retention, and completion.

5.A.3. The faculty sets the requirements for degrees offered at Delta College with leadership from the Vice President of Instruction and Learning Services and the College President. The process for revising general education curricular requirements is outlined in [Board Policy 10.012](#). When a proposal arises to change degree requirements, the Vice President of

Instruction and Learning Services appoints the chair of the ad hoc committee from a group of faculty division representatives. The chair of the ad hoc committee also serves as their division's representative.

The ad hoc committee drafts a proposal in response to the charge. The ad hoc committee communicates the revisions to the graduation requirements and seeks input from faculty and other College groups. Typically, the following groups are consulted: faculty at division meetings, General Education Curriculum and Assessment Committee, Curriculum Sub Council, Curriculum Council, Dean's Council, Student and Educational Services Managers, Executive Council, ECAPS, and SSEC. A majority of the voting members of the ad hoc committee must approve the proposal to move it forward to Curriculum Council for action. A process to review graduation requirements is currently underway.

Sources

- Board Policy 10.012
- Budget Cabinet
- CIBE Bylaws
- Council on Innovation Belonging and Equity CIBE
- Curriculum Council
- Curriculum Council Charge
- Framework
- Graduation Requirements
- Nuro Survey
- Performance Gaps in Course Success Retention and Completion
- Strategic Plan
- Strategic Plan (page number 18)
- Strategic Plan (page number 21)
- Tableau
- The Way Forward Delta College Strategic Plan 2023-2027 - Year One Brochure
- Waitlist

5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

Delta College allocates resources in alignment with the strategic plan. The primary goal is to support the programs and services of the College while ensuring that the College is agile enough to respond to the needs of the community we serve now and in the future.

5.B.1. Delta College is committed to long-term sustainability and innovation, while also utilizing a conservative approach in the investment of our resources. This ensures that we have the capital necessary to maintain the level of staffing and quality of infrastructure necessary to support our operations regardless of location, timing, and method needed to achieve our goals.

More than [77% of the general fund expense budget](#) is dedicated to staffing the College to meet the needs of our students and operations.

The College is fiscally committed to providing employees with an annual compensation increase and a comprehensive benefit package as evidenced in our [wage history by employee group](#).

Delta College faculty and maintenance personnel are each guided by their [collective bargaining agreement (CBA)](#), which outlines compensation increases and any evaluation processes.

Staff job descriptions specify minimum qualifications as appropriate for each position and are revised as necessary prior to any search when a position becomes vacant. The [performance evaluation tool](#) requires an annual review of job descriptions by the reviewer, usually the supervisor of the employee. This process is an annual requirement for administrative/professional and support staff.

A qualifications database of full-time and adjunct faculty is maintained. In alignment with HLC Assumed Practices, it contains all courses and necessary requirements for teaching. For each

faculty member it documents college transcripts, other credentials, equivalent experience, and indicators of approved courses to teach.

The employee's supervisor is responsible for authorizing professional development activities and expenditures as part of the annual professional development plan and/or departmental initiatives.

To ensure that employees keep up with the changing needs of our students and institution, the College also invests in their professional development. Delta provides a $500 annual professional development allowance (PDA) for each full-time administrative/professional staff member and support Staff are provided with $275 annually.

The College supplements faculty members' personal investment in their professional development with an annual allowance of $1,100. PDA may be carried over but, faculty may not have more than three years' worth of PDA accumulated in their account.

All employees have access to professional development through the [Center for Organizational Success (COS)](#). The COS provides development opportunities, workshops, coaching, and orientation programs. Faculty also have access to additional professional development through the [Faculty Center for Teaching Excellence (FCTE)](#).

The College has contracted information technology (IT) services through Ellucian since 1997. The contract provides for on-the-ground infrastructure and networking support for the College community.

Food services are contracted through Creative Dining Services with food and drink options available to the College community on main campus. Vending options are available to students at our three downtown centers.

Focusing primarily on academic course and program offerings, the Downtown Midland and Saginaw Centers are staffed with full-time managers, office professionals, a security presence, and rotating student services representatives such as librarians, advisors, and tutors. Students can Zoom with professionals on main campus for additional assistance. The Downtown Bay City Center and Planetarium offers dozens of course options, virtual access to student services, and computer labs as well as planetarium shows for the community we serve.

Delta College allocates its fiscal resources to ensure that our educational purposes are achieved, providing various learning environments that are relevant, state-of-the-art, diverse, and structured for our employees to deliver and support the education of our students.

To provide for continued maintenance of our infrastructure, the College has thoroughly developed deferred maintenance schedules (see 5.B.3.). Delta annually commits $2.5 million from our general fund resources to our plant fund. The College also allocates a portion of any annual excess savings over its 10% fund balance from its general fund to the plant fund. This

practice allows for savings beyond the annual $2.5 million to accumulate for future infrastructure needs beyond deferred maintenance projects (see 5.B.3. and 5.B.4.).

Some examples of the investment in our infrastructure are provided in our 2025-Five-Year-Capital-Outlay Master Plan.

Our overall appraised replacement value as of June 30, 2023, for college buildings and equipment is $418 million. In May of 2023, the Board of Trustees approved hiring of TowerPinkster to conduct a space analysis of our main campus and to update our campus masterplan. Their report will allow the College to continue plans for our future and to provide appropriate infrastructure to conduct operations (see 5.B.2.).

The College is proud of the relationships built and fostered with external partners within our region. Our community business partners have been very generous through contributions of money to support the costs of our capital projects. The Delta College Foundation, a separate entity from Delta College, has been a significant factor in securing the funding for initiatives such as program renovation, academic equipment needs, campus artwork and enhancements, and new construction projects.

Since 1992, Delta College has received over $50.5 million in state funding to support campus capital construction projects. The most recent approval was for the College's Technology and Computer Technology (K Wing) Renovation submittal, to be done in 2025.

This project will renovate Delta College's Information Technology, Computer Science and Office Professions wing, located on main campus. The current facilities were constructed in 1961 with only minor updates since. Many of the architectural finishes, mechanical, and electrical systems are at the end of their useful life and need to be replaced to meet the needs of current programs and learning environments. The facility is designed to be flexible enough to teach multiple types of computer-based courses. It will also contain two moveable walls between three classrooms, allowing for flexibility in space usage. The area could then be opened for Delta student cyber security competitions, Skills Day activities with high school students, and IT business training opportunities with area employers. The ability to bring the businesses and the community in for events or professional development will maximize use of the facilities and will highlight the importance of careers involving cybersecurity and IT.

The College also offers athletic, fitness, and recreation facilities including a fully equipped fitness center, upper and lower-level gymnasiums, an indoor pool, a softball field, a baseball field, tennis courts, and a soccer field. The Fitness and Recreation Center (FRC), which serves students, employees, and the community, was recently renovated in 2019-2020 with improvements to the space and equipment. The pool recently underwent a $225,000 replacement of its filter and a $220,000 replacement of its surface.

As part of the [2018 West Campus Renovation](), the College updated the softball and baseball fields, installed a new soccer field, and added a complex for concessions, athletic equipment storage, and restrooms.

5.B.2 In order to provide rigorous but affordable educational opportunities to the community, Delta College relies on its largest source of revenue—tuition and fees—which make up 38% of the College's total general fund revenues. Historically, the College has benchmarked its [tuition and fees]() against other Michigan community colleges and the overall state average. For many years, Delta's tuition and fees have been lower than the average tuition and fees of Michigan community colleges. During the 2022-2023 academic year, Delta College's in-district tuition and fees were $148.67 per contact/credit hour, which is 4.3% below that year's state average of $155.39 per contact/credit hour. This allows more opportunities for the low-income members of our community to take advantage of the College's resources in pursuing their own goals.

The College is committed, through its strategic initiatives and action projects, to centering the College as a place where all students belong and as a place for transformation.

In the spirit of inclusivity and recognizing that the College community is spread out beyond the walls of our main campus, we maintain downtown centers in the major cities of the three counties of our service area: Bay, Midland, and Saginaw. To ensure that these centers provide the same quality opportunities available at the main campus, the Board of Trustees, the community, and college leaders committed to building two new downtown centers in the cities of Midland and Saginaw. This mission provided access to education within our very own communities.

The Facilities Management department, along with members of the administration, faculty, and staff, had been exploring options through a strategic review of our main campus facilities to solve both student and staff space needs, which would make guiding a student through their campus journey more efficient and productive. We heard from students and community partners that there is confusion in how they find their way around campus, so we must address all our signage and wayfinding methods. Based on environmental scanning and surveys, it was clear how any planning of our physical spaces must take into consideration the College's strategic goals. Some examples of this include the [Final Report of Environmental Scan](), the [Campus Safety Survey](), the [Council on Innovation, Belonging and Equity (CIBE) - Environmental Scan](), and the Delta College Nuro Survey on Students (see 5.A.).

TowerPinkster proposed a three-phased approach and anticipates the work highlighted in their scope of services to take approximately five months to complete. This timeframe is aligned with internal projects focusing on student success and completion and will reinforce and provide direction for work currently being completed within the CIBE subcommittees.

5.B.3 Delta College has a well-developed process in place for budgeting and for monitoring its finances. The budget process for the upcoming fiscal year begins after fall enrollment data is available. A budget model is developed, based on the best available information for each

revenue and expense category, and our strategic initiatives are incorporated. The budget model is reviewed and discussed with the President and President's Cabinet initially, then presented to Executive Council and Budget Cabinet beginning in mid-fall or the first of the new year depending on available information. The budget model assumptions are discussed and updated regularly during the year as new information becomes available. Some examples of this can be seen in the New Employee Orientation (NEO) Planning and Budget presentation, the budget process by month, and in the 2023-2024 Strategic Plan and Budget Book.

The budget model process is developed to align with the current strategic plan. It is used to build the general fund, the largest fund in the College budget and accounts for most of the College's employee compensation. The model is utilized during the budget process and salary negotiations with employee groups to provide immediate feedback on the financial impact of various policy decisions. Built into the model are revenue and expense variables and an ability to calculate the financial effect of any change. Revenue variables included in the model are tuition, fees, state appropriations, property taxes and all other revenues.

Expense variables built into the model are salaries, fringe benefits, supplies and services, capital expenditures, and professional development and travel. Salaries and fringe benefits make up approximately 77% of the general fund budget.

To estimate the future impact of the various changes that can affect the College's operations, a base is established using the previous year's budget, adjusted for known factors which have taken place over time.

Typically, in late fall, the Vice President of Business and Finance makes a recommendation for appointments to the President of those who shall serve on the Budget Cabinet. Budget Cabinet consists of employee representatives from across the College, which are appointed annually by the President and one Board of Trustee representative. The Vice President of Business and Finance and the chair of the cabinet lead Budget Cabinet. The Budget Cabinet also has designated liaisons who have specific positions within the College, in Finance and Business Services. These are standing positions and serve on the cabinet each year (see 5.A.1.).

There are two additional planning processes that are conducted at the College and integrated into the strategic planning and budgeting process, facilities planning, and information technology planning.

Facilities planning is an ongoing function conducted by the College's Director of Facilities Management and staff, with assistance from external consultants. Each October, the College completes and submits a Capital Outlay Master Plan. Each year we submitted the Five-Year Capital Outlay Master Plan to the State of Michigan Department of Technology, Management, and Budget, which is approved by the Board of Trustees. This plan evaluates the College's facilities, benchmarks the College's property and facilities to other Michigan colleges, evaluates the status of the facilities, and requests state approval to plan for facilities renovation or new

building construction. The plan evaluates all capital priorities considering current programming efforts, anticipated programming changes, and current capital base.

The Board of Trustees approved the Five-Year Capital Outlay Master Plan for 2025 on October 3, 2023. The College resubmitted the Information Technology and Computer Technology (K Wing) Renovation as our project request for review and consideration for state matching dollars (see 5.B.1.).

To assist Delta College's work in developing and updating the Capital Outlay Master report, it has continued to work over the years with external partners such as DiClemente Sigel Design to review our campus-wide facilities master plan by conducting a facilities conditional assessment. The results indicated Delta was in good condition but were able to outline the areas that need to be addressed over the next five to ten years. The Board of Trustees' approval to hire TowerPinkster will provide the College direction to refresh our main campus master plan.

As part of its information technology planning, the College works in concert with its IT services through Ellucian, to complete an [Information Technology Strategic Plan](). The College's Information Technology strategic plan is completed and reviewed annually by the College's contract administrator, Ellucian staff, and other College stakeholders. This plan specifically addresses the College's information technology function and is included in the strategic planning and budgeting processes. Resources are allocated to support items identified in the plan through the College's annual budgeting process.

In mid-January – February the Vice President of Business and Finance communicates the timelines of the budget process for budget group leaders of the College.

This part of the budgeting process is broken into two separate steps which we identify as Round 1 and Round 2. Budget group leaders are responsible for data collection, communication, and prioritization to submit back to the Finance Department. The leaders work with individuals within each budget cost center to develop budget modifications and future budgetary requests.

Budgets are overseen by departmental cost center managers, under the guidance of President's Cabinet leaders from their area.

Round 1 simply makes any material adjustments necessary to assigned cost center budgets for the current fiscal year. These adjustments must not exceed the original approved budget and balance to a net zero change. These are given to the budget group leaders' input specialist who updates the internal budget sheets before beginning Round 2 of the budgeting process.

Round 2 establishes necessary budget needs and prioritizes and aligns them with strategic plan initiatives and action projects. Each area must identify the budget request and must indicate one or all the Strategic Plan Pillars: Student Engagement, Retention, and Completion; People Focus; Community-Centered; and Social Impact. The request also must identify the strategic

plan initiative/action project that it supports. Operational budget request adjustments can be remitted, such as increasing utility expenses or maintenance supplies.

Requests are submitted to and reviewed by the President's Cabinet. The budget model is refined during March and April. As more information becomes available state appropriations, enrollment projections, and approved tuition and fees, final requests are approved and added to the capital or operating budgets as appropriate.

Revenue projections beyond tuition and fee rates are developed by the Vice President of Business and Finance with supporting data from both internal and external resources.

State aid and property tax collections are not within the control of the College. State aid in Michigan is established by the State legislature. Typically, we do not find out exactly what our appropriations for the upcoming fiscal year will be until after our budget has been approved. By law, the Board of Trustees must approve a balanced budget for each fiscal year by June 30. The College has a long-standing practice of budgeting very conservatively. Revenue estimates for our general fund look at historical trends but mostly at what is happening currently within the state and nation by reviewing state aid and property taxes percentages. The State of Michigan holds a revenue estimating conference in January and again in May of each budget cycle. The January conference is a strong indicator of what higher education may see in terms of funding or legislative initiatives. Between January and April, the other legislative branches, the Senate and House, roll out their versions of state aid bills. Each proposal is vetted in a conference committee, which then proposes a modified version that is voted upon by the legislatures and signed by the Governor. Before June of the academic year, we will have information on what each entity proposes. We typically use the legislative proposals as our benchmark for projecting state aid revenue.

In Michigan, a property tax millage must be voted upon by the electors of the College. Our current millage rate is 2.0427 mills, which is levied on all property of Bay, Midland, and Saginaw counties. We can only estimate what the millage may generate in terms of revenue for the College each budget cycle (see 5.B.4.).

In 2023 the College experienced its largest increase within the region, as evidenced in the taxable value tables and the state annual CPI letter.

Key performance indicators (KPIs) for enrollment have a target of increasing student contact hours by an average of 0.7% annually with a goal of increasing student contact hour enrollment by at least 2.2% at the conclusion of the 2023-2027 Strategic Plan. Enrollment is monitored on a weekly basis in the enrollment trends report. The budget uses total contact hours for its revenue projections each academic year and breaks down by division each semester beginning with summer, fall, winter, and spring.

The President's Cabinet members work with the Vice President of Business and Finance as the budget is developed. The final budget for approval is approved by the President's Cabinet.

Information during development is shared with Executive Council, Strategic Enrollment Management Team, Budget Cabinet members, and finally presented to the Board of Trustees for discussion and approval. The Board of Trustees receive in their board agenda packets monthly financial statements of each fund year-to-date. The Vice President of Business and Finance reports any material variances, financial updates, and announcements as necessary at each monthly board meeting.

The College has an annual independent financial audit on all college funds, including the Foundation, WUCX-FM Radio, WDCQ-TV Public Broadcasting Station, and the single audit OMB Uniform Guidance Report. All College audits that have been published can be found online. In at least the last 10 audits, the College has not received any management comments. We received a clean audit opinion on all the audit reports, with no management letter issued, as evidenced in our most recent audit.

The College files the HLC Annual Institutional Data Update. The most recent filing was March 2023. The total composite Financial Indicator Scores excluding GASB were as follows:

2020 = 6.69
2021 = 6.93
2022 = 8.08
2023 = 6.07

The viability strength of the College is scored at a 10 because the College does not have any short- or long-term debt. Delta does not use long-term debt to finance current operations. The philosophy and practices of the Board of Trustees and administration are to save for future needs and apply for state-shared funding consideration, as described earlier. Additional examples include grant opportunities and foundation fundraising.

Each month all college funds (revenue and expense) financial statements are prepared and reviewed College Controller and designated staff for final review by the Vice President of Business and Finance.

Throughout the academic year, the finance department monitors actual account activity versus the budget allowed. The quarterly over budget memo is sent out to any cost center over budget. The budget transfer form can be used by cost center managers as needed.

The finance department, through the College Controller, conducts final overages and underspending analyses after year end. Any overages are summarized and reported with explanations. The underspending analysis looks at any accounts underspent by more than $1,000 for the last two consecutive years. This report is used specifically when developing the budget for the upcoming fiscal years. If there are areas where we need to consider resource reallocation or even elimination, this tool is helpful when making 3-5-year projections.

The Vice President of Business and Finance updates the 3–5 year budget projections at least monthly and when the current and upcoming budget is being developed. As one year impacts future years, the budget model automatically calculates future years. As strategic initiatives are developed or budget requests come forward, we determine whether the spending is for a one-time request or will impact multiple years.

Multi-year projections are difficult to budget since at least two of our three major revenue sources are not within our control We tend not to distribute multi-year projections as circumstances change consistently. Projecting future annual expenditures can be much easier since the largest expense of our general fund is compensation.

The Vice President of Business and Finance meets with the President on a regular basis, sharing any necessary or material financial updates. Through the budget process, budget updates are provided to the President's Cabinet. If articles are identified or legislative updates are received, we make every attempt to loop in anyone in the institution who may benefit from or be responsible for receiving such information.

Resources such as the Senate Fiscal and House Fiscal Agencies, including Michigan Community College Associate (MCCA) send out communications and newsletter used to keep us up to date of any current, ongoing, or potentially new legislative or state issues that may impact Delta College. These help to adapt the budget model for state appropriations proposals.

The Vice President of Business and Finance also meets regularly with the Human Resources (HR) Director and benefits staff to receive updates on the College's health, vision, and dental plans. The College spends approximately $6 million on these three benefits alone. Overall benefits paid by the College on behalf of our employees exceed $19 million. We hired an insurance broker to assist us in examining benefit trends, specifically health related. Our health insurance plans are self-insured, therefore, extraordinarily complex.

The endowment fund is owned by the College, not the Foundation. The endowment fund portfolio has an advisory board appointed by the College President. The advisory board meets three times per year to review the investment policy of the endowment funds, get quarterly updates from the investment manager, and make any recommendations to the endowment fund investment policy to the Board of Trustees. The Vice President of Business and Finance leads this committee, along with other Delta College executive leaders. The advisory board is comprised of volunteer representatives from our three district counties. The Vice President of Business and Finance issues a written summary after each investment advisory committee meeting regarding the financial analysis of the endowment portfolio to the Board of Trustees.

Board Policy 5.001 delegates authority to the College President to oversee and manage day-to-day operations of the College. This allows the autonomy of the President or designees to perform the tasks necessary to monitor the budget, make budget decisions throughout the year that align with the Board-approved budget, and eventually develop an annual proposed budget for recommendation to the Board for their approval. This has been a remarkably effective

working relationship and allows for the leaders to be agile and pivot when necessary to ensure we continue with fiscal stability, while offering a quality education in support of all residents in our region.

The Board of Trustees are informed throughout the academic year about the College's financial position. They have input opportunities throughout our process. These include a trustee serving as a member of Budget Cabinet and the Audit Committee who works with the administration in recommending the College's annual auditor.

Financial-related presentations or reports on the regular agenda for Board of Trustees approval, receipt, or acceptance, or simply for information throughout the year include:

Monthly – Treasurer's report delivered by the Vice President of Business and Finance
October – Five-Year Capital Outlay Master Plan
November – Annual Audit Presentation of all College financial statements
March – Tuition and fees for the next fiscal year
April – Board update for the upcoming fiscal year's required appropriations
June – Budget proposal for the next fiscal year

5.B.4. Delta's fiscal allocations ensure that its educational purposes are achieved. Delta College has a solid foundation of financial stability and resources that allow it to maintain excellence. Even in the face of declining enrollments, the College continues to offer a quality education. In addition to a strong elected Board of Trustees, an effective budgeting process, and an award-winning foundation fundraising, Delta College continually pursues avenues of excellence.

Delta College's leadership and the Board of Trustees have a long history of <u>fiscal policies</u> that focus on long-term stability. Important decisions include having designated savings for the future and setting aside reserves for unexpected contingencies, revenue shortfalls, or emergencies.

Planning for the future has provided Delta opportunities to ensure that our educational purposes are achieved. Strict adherence to its fund balance and plant fund reserve policies has allowed the College to have enough cash on hand to provide the required 50% match for capital projects. This has allowed the College to accomplish renovations and capital projects without bonding. The College's policy has been to issue debt only when a very compelling case can be made. Delta College remains one of the only community colleges in Michigan to remain debt free, with no bond obligations for its construction projects.

In 2018, the College started to do a better job at budgeting and forecasting. Annually, our enrollment was declining at an average of 4-5% in contact hour loss resulted in a decline in our largest college resource of tuition and fees. Even with a minimal annual tuition and fee increase, the revenue was either negative or flat due to the student contact hour loss.

To ensure our educational purposes were achieved and for the long-term sustainability of our College, we established two separate accounts in our designated fund. One account is a reserve for future financial and economic contingencies. The second account is a reserve for strategic initiatives and action projects, which was created initially to address our enrollment decline and invest in enrollment growth strategies. College leadership committed to creating both reserve accounts. Since 2018, we no longer transfer 100% of the excess savings to the plant fund. Rather, we allocate the dollars available to be split between the reserves in the designated accounts, and the plant fund. The Vice President of Business and Finance and the College Controller make a recommendation to the President on the amounts to distribute to these funds. Distribution is dependent on the needs of our facilities, strategic initiatives, and other operating action projects. Account balances can be transferred between funds if necessary.

In November 2020, voters in Bay, Midland, and Saginaw counties passed two Delta College millage proposals. The first vote was the renewal of the current rate of 0.4864 mills funding, and the second ballot question was to restore the 0.0136 mills of funding originally approved by voters in 1990 prior to the Headlee Amendment rollback in 1993. Both proposals passed with a 59% voter support level, and the funding level will return to 0.5000 mills in 2024.

Historically, the Board of Trustees have chosen to seek millage renewals during a fall presidential election, due to the highest number of voters anticipated to be involved in the voting process. Delta first passed this operational millage in 1990 and renewed it in 1996, 2004, and 2012.

The successful millage outcome allows Delta to continue supporting programs and services that have benefited local students and the community for over 60 years. Revenue from the millage provides important financial support for current and emerging instructional programs, workforce training, equipment updates, and facilities maintenance.

At the departmental level, budgets are analyzed during the budget process. This process provides a chance to request additional resources. As our enrollment count has begun to increase in the past two academic years, we have added more staff positions to serve our students. Data is presented to the President's Cabinet to support a request for personnel. The President's Cabinet reviews the data and evaluates the position request. If the request is for new dollars, and if the internal department cannot reallocate resources to cover its costs, the Cabinet will determine if the need is required immediately or can be held for the following budget year. The College established a miscellaneous line item within the general fund developed for unknown or budget increases beyond the established budgets. These dollars are budgeted annually and are used only when current budget dollars cannot be reallocated. We have been able to continue budgeting this line item with excess revenues we expect in our projections once all the budget priorities and needs have been addressed. The dollars in this account primarily are afforded because our estimates are quite conservative.

The Office of Institutional Advancement has played a key role in ensuring that we achieve our educational purposes. The Delta College Foundation can provide unrestricted dollars to the

College when a project request is made or an expense arises that may need funding. A recent example was the $9 million raised by the Delta College Foundation from private donors to support the construction of the Downtown Midland Center. The College funded the remaining construction from its plant fund savings. The total project was $13 million dollars.

The Delta College Foundation is a separate entity and an independent tax-exempt 501(c)(3) corporation formed to receive funds for the sole benefit of the College. Donations can be made with or without donor restrictions, with some of the dollars immediately expended, while others are transferred to the Delta College Endowment and held as a separate endowed fund. The Foundation oversees the College's annual scholarship awarding process from restricted funds, which totaled over $936,000 awarded in the current year. The Foundation also funds annual student awards, conducts an Endowed Teaching Chairs program, and accepts and transfers donated equipment to the College to be used in general and occupational educational programs. Although the staff's salaries and benefits are paid by the College, the Foundation transfers 31.4% of the costs back to the College, utilizing dollars accumulated through a 1% Endowment Administrative fee.

A student campus safety survey (see 5.B.2.) was conducted that asked students about the safety of our facilities and whether they felt safe at Delta College. The overall results were incredibly positive. The College took additional step in hiring an outside consultant to do a thorough safety threat assessment. The company met on the main campus and is currently developing an assessment. The College will work to enhance short- and long-term safety recommendations, including the continuation of processes already in place. After the many unfortunate incidents on campuses across the country, and within our own State, we want to ensure that we are doing what we can to minimize any potential safety hazards and threats to our community.

As we continue to budget and monitor our finances and look for new revenue streams to ensure our educational purposes are achieved, we understand that a clear focus on our student enrollment, retention, and completion drive net revenue and are essential for our long-term sustainability to ensure our educational mission is achieved.

Sources

- 2018 West Campus Renovation
- 2023-2024 Strategic Plan and Budget Book
- 2023-2024 Strategic Plan and Budget Book (page number 53)
- 2023-2024 Strategic Plan and Budget Book (page number 89)
- 2025 Five-Year Capital Outlay Master Plan
- Budget Model
- Budget Model Process
- Budget Process
- Budget Process by Month

- Campus Safety Survey
- Center for Organizational Success (COS)
- CIBE – Environmental Scan Supporting Photographs
- College Audits
- Cost Share
- CPI Letter
- Enrollment Trends Report
- Faculty Center for Teaching Excellence (FCTE)
- Faculty Collective Bargaining Agreement
- Final Report of Environmental Scan
- Information Technology Strategic Plan
- Investment Advisory Committee Meeting Minutes
- K Wing Renovation Submittal
- Monthly Financial Statements
- Most Recent Audit 06.30.2023
- NEO Planning and Budget Presentation
- Over Budget Memo
- Performance Evaluation Tool
- Space Analysis of Main Campus
- State Aid and Property Taxes Percentages
- Strategic Plan
- Taxable Value Tables
- Total Contact Hours
- Tuition and Fees
- Wage History

5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

The College engages in a [four-phase strategic planning process](#) that consists of the following steps:

1. Visioning
   In the visioning phase, the College engages in environmental scanning, SWOT analysis, identification of challenges and advantages, a review and refresh (if needed) of the mission, vision, and values, and identification of strategic plan pillars.

2. Development
   In the development phase, strategic initiatives are identified. Institutional action projects to support accomplishment of the initiatives are created. Key performance indicators (KPIs) are established. Development also includes plan review and/or approval by the Board of Trustees.

3. Deployment
   To deploy the plan throughout the organization, the College has implemented a unit review process. Departments (units) build plans and implement projects to support the College-level plan. Each [unit review](#) includes specific measures to gauge success. As part of the College's performance management system, employees work with supervisors to develop goals that link directly to the College's strategic plan. In addition to action plans, professional development goals are designed to cultivate continued employee growth in support of the goals of the College.

> The strategic plan drives the budget with a goal of aligning resources to contribute to the long-term success of the College.

4. Review
The plan is reviewed on several levels. The [key performance indicators (KPIs)](#) of the Strategic Plan are tracked through a Tableau dashboard. Although some of the measures can only be updated annually or by semester, the President's Cabinet discusses progress quarterly.

Progress on institutional action projects is measured at mid-year and year-end. Project champions provide input on progress and recommend changes as needed.

Finally, progress on [unit reviews is updated on a quarterly basis](#). A series of questions is answered to assess progress and keep the process moving forward.

Progress updates are provided to the President's Cabinet on a regular basis. In addition, the Board of Trustees is kept apprised of plan progress through presentations at both regular and dinner meetings.

Institutional action projects are reviewed at mid-year and year-end. Reviews are submitted via the strategic planning and budget database. They are adjusted as goals are achieved.

The College uses a four-year planning horizon based on environmental scanning and the College's mission, vision, and values. This four-year cycle is managed annually and progress toward the planning goals is achieved through manageable six-month to one and a half-year action projects.

Delta College's four strategic pillars establish the foundation for the initiatives and action projects that are part of the Delta College Strategic Plan.

Student Engagement, Retention, and Completion
Centering the College as a place where all students belong and as a place for transformation

People Focus
Focusing on growth, holistic well-being, and empowering our employees

Community-Centered
Collaborating with others to understand and respond to community needs, educate residents about local issues, and work to improve citizens lives

Social Impact
Establishing the institution as an instrument of positive social change

Each pillar is supported by initiatives and action projects. Initiatives provide a broad, goal-oriented description of the way in which the College is working to attain success in each of our four strategic plan pillars. To accomplish these initiatives, institutional action projects have been developed for each initiative. They can be short-term or long-term, and as they are completed, new projects will be identified. Action projects are defined by a brief description, champions, identified resource groups, and expected length for completion. To monitor progress, each action project also has defined baseline or starting points and defined goals.

Action projects are monitored internally through our [strategic planning database](#). Progress reports are submitted every six months by champions. Those updates are assessed by the President's Cabinet. The Board of Trustees receives a regular update of plan progress as well.

The plan drives our strategic direction and goals. It is essential that the resources of the College align with that direction to move the College forward, ultimately achieving the goals set and defined in our KPIs.

5.C.1. The College budget planning process is directly aligned with the strategic plan. The process begins with a review of the strategic initiatives and development of a tentative set of planning and budget assumptions. At the same time, the President appoints members of the Budget Cabinet.

The President's Cabinet reviews the preliminary budget model as well as prior-year financial outcomes, enrollment trends, and the outcome of the annual audit. In addition, legislative and strategic plan modifications are considered.

Annual budget allocations are developed to align with the current strategic plan. Revenue factors include state appropriations, property taxes, tuition and fees, and all other revenues. Data indicates that enrollment declines have been significant at Delta College for the past ten years. The process begins each fall when the budget model is reviewed and discussed with the President, President's Cabinet, Executive Council, and Budget Cabinet. Then the budget model assumptions are discussed and updated regularly during the year as the latest information becomes available. Through its inclusive Budget Cabinet process, a clear picture of the College's financial health is shared with employee groups across campus.

The preliminary budget model is presented to Executive Council and budget group leaders. Budget groups develop budget requests in alignment with the College's strategic planning priorities and identified operational needs. The strategic plan is reviewed with the Budget Cabinet, and the budget model is introduced.

The President's Cabinet, Executive Council, and strategic planning champions review budget requests, develop priorities based on College and cross-functional strategic priorities, and recommend priorities to the President's Cabinet. The budget model incorporates the approved [budget requests](#).

President's Cabinet develops the final preliminary budget plan and reviews the updated long-range forecast model.

Presentation and discussion of preliminary budget may be presented with a long-range forecast to the Board of Trustees (depending on the information that is available).

The proposed budget is presented to the Board for its approval no later than June 30 (see 5.B.3.).

5.C.2. The College links its processes for assessment of student learning, evaluation of operations, and planning and budgeting. For example, assessment of student learning may indicate areas where students need more assistance, which may result in requests for additional equipment, supplies, or staff, such as tutors. These requests would be documented and submitted for consideration for the upcoming budget cycle.

New budget requests occur during Round 2 of the budget cycle (see 5.B.3.). The requestor must identify how the request correlates with one or all of the Strategic Plan Pillars: Student Engagement, Retention, and Completion; People Focus; Community-Centered; and Social Impact. The budget request also must support the strategic plan initiative/action project.

For the 2023-2024 fiscal year, more than $800,000 was reallocated to support retention by removing barriers, strengthening the sense of belonging, and expanding workforce strategies. This reallocation of funds to support student success has been consistently communicated by the President to our college community.

Specific examples include:

- NURO Survey 3-Year Contract
- Medical Unit Mobile - Partnership with GLBHC Student Support
- Admissions and Dual Enrollment/Early Middle College Supplies and Software
- Public Safety Personnel for Centers, Professional Development, Vehicles
- Reserve for Future Strategic Initiatives, MI Reconnect limitations, Enrollment and other Operational Contingencies
- Ten16 Collegiate Recovery Program Student Counseling and Support Services

5.C.3. Through an inclusive process that began with a Board Special Meeting in February 2022, the College community came together to create the 2023-2027 Strategic Plan.

As part of Fall Learning Days in 2022, the College engaged employees in focus groups. The data from the focus groups was analyzed and formed the basis for a Mission, Vision, and Values (MVV) Summit.

Nearly 200 community members, faculty, staff, students, and trustees participated in the MVV Summit on October 14, 2022 (see 1.A.1.). On December 13, 2022, the revised mission, vision, and values were approved by the Board of Trustees.

Using the mission, vision, and values as a foundation, the President's Cabinet worked collaboratively and consulted members of Executive Council to draft the strategic plan pillars, initiatives, and action projects that comprise the 2023-2027 Delta College Strategic Plan.

The Board approved the Strategic Plan on March 7, 2023.

This was the first time that the Board was asked to approve the plan as early as March. With the plan set to begin on July 1, 2023, a March approval allowed time for the administration to align expected budget needs with the goals of the plan. This alignment is documented in the strategic planning and budget database.

Institutional action projects with measures, costs, relationship to belonging, equity, diversity and inclusion (BEDI), and tasks with timelines were developed by cabinet members in collaboration with members of Executive Council.

Each institutional action project has a champion or champions. The champions are not solely responsible for doing the work. They are responsible for guiding the work and making sure that it moves forward productively. Accomplishment of the action projects requires cross-functional work teams and collaboration. Champions document project progress at mid-year and year-end through the database.

The College instituted a unit review process in early Winter 2023. Unit reviews cascade the work of the strategic plan into departments and aligns departmental work with institutional goals. Unit reviews provide a way to assess the work departments are doing and make improvements based on results.

To develop unit reviews, unit (department) leaders meet with their staff to develop the unit plan. The "unit plan" as defined by this process is one measurable project that aligns to the strategic plan. The work begins with the unit/department mission (can use existing or establish if needed). The unit reviews are documented through a form in the strategic planning and budget database.

If a department is already directly engaged in work through the strategic plan (action project champion), an additional project is not required. Progress is updated on a quarterly basis.

For the 2023-2024 academic year, 20 active unit reviews are in progress.

In addition to cascading the plan at institutional and department levels, the strategic plan is directly tied to the performance management system for administrative/professional and support staff who are evaluated under a comprehensive performance management system

developed with the assistance of an outside consultant who worked with a committee of administrative/professional and support staff employees. The system is designed to include both traditional performance factors and competencies. The traditional performance elements are those necessary for employees to function effectively, while the competencies describe critical behaviors, thought patterns, traits, and knowledge and provide targets that would indicate excellence for those in the positions. The performance management system requires each person to identify annual goals and professional development plans that align with departmental goals and the College's strategic plan that become part of their future evaluation criteria. If individuals are working with unit reviews the linkage is made within the goals in their evaluation.

The strategic plan was communicated broadly as part of our Fall 2023 Learning Days sessions. Each employee received a [copy of the plan](#) for their desk.

5.C.4. The College plans with careful consideration to its capacity, current environment, and future projects. The process for projects is outlined in 5.B.3.

By employing a conservative budgeting model, setting aside reserves, and setting aside a 10% fund balance, the administration and Board of Trustees help to ensure that the College is positioned to handle fluctuations in enrollment while meeting the needs of the students and the goals of our strategic plan.

5.C.5 The College engages in regular environmental scanning at the local, state, and national levels. The President and members of the administration serve on several boards and committees which help to create communication bridges regarding potential impacts to our College operations.

The first step in the strategic planning process is to engage in environmental scanning. The Board did so at its [February 2022 special meeting](#) to kick off the strategic planning process.

In addition, the College responds to the needs of our community and nation. In Summer of 2023, the College submitted a grant application to the Michigan Economic Development Corporation (MEDC) in Lansing, asking for dollars in support of our regional work with Semiconductors. The MEDC approved $292,531 in funding, in support of the following two projects:

- *Proposal – $48,640 in funding for: Delta College Semiconductor Exploration (This was for K-12 and STEM Explorer.)*
- *Proposal – $243,891 in funding for: Delta College Curriculum Design Pathways for Semiconductor Careers*

The College regularly considers benchmarking data in its planning work. A benchmarking tool often used by the Budget Cabinet is a comparison of each institution's tuition and fees impact on a student's educational costs for a year. A comparison of all 28 Michigan community college

annual in-district tuition and fee costs for one academic year for a student enrolled in 30 contact hours is made to the state average annual cost. In 2022-2023 the State average was $4,662. At a total annual cost of $4,460, Delta falls below the state average by $202, or approximately 4.3%. Delta College's in-district annual tuition and fees cost compared to four-year institutions within a 75-mile radius is the lowest. This comparison is important because these are the institutions Delta students are most likely to transfer to after attending Delta or may choose to attend instead of Delta.

5.C.6. At Delta College, the strategic plan is a living document that is kept at the center of the work the College is doing. Action projects are updated twice a year to document progress toward goals.

Specific examples of plan progress and implementation at mid-year in year one of the 2023-2027 Strategic Plan as illustrated by institutional action project updates include:

Initiative 1.1 - Strengthen the College's retention and completion rates through effective connection and belonging efforts.

Action Project 1.1-1: Create focused, deliberate experiences for student connection and belonging in-and-out of the classroom with a focus on the top 10 programs and top 30 courses.

Mid-Year Results:
In-Classroom

1. Equity index dashboard for top 30 courses in AY2022-2023 was reviewed in Summer 2023, and was compared with equity index data for Fall 2023 for disaggregate groups. Fifteen week and 7-week courses will be studied. Recommendations will be documented and shared with advising to help guide students, for instance, the best strategy to take accelerated and regular length courses. Recommendations will be forwarded by the end of Winter semester 2024 to help Fall 2024 registration.
2. Faculty from the five divisions have created over 70 BEDI projects they will examine to determine impact on equity index dashboard data. Results will be shared with division faculty. Faculty for each division will share their projects with BEDI, in order that their work can be shared at campus-wide Council on Innovation, Belonging, and Equity (CIBE) meeting in Winter 2024.

Out-of-Classroom

1. The Mentor Collective Program is a mentoring initiative launched by Delta College in November of 2023, to provide students of color and single parents with opportunities to build student connection and belonging. The program is based on the premise that mentoring can enhance student retention, engagement, and success, especially for underrepresented and nontraditional students who may face unique challenges and barriers in their academic journey. The program matches mentees with mentors who

share similar backgrounds, interests, and goals, and facilitates regular communication and support through text messages and online conversations. The mentors are trained and supervised by the program staff, and are expected to provide guidance, encouragement, feedback, and referrals to the mentees. The mentees are expected to participate actively in the program, communicate with their mentors regularly, and complete assessment surveys throughout the year. Fall 2023 provided 83 students opportunities for mentorship. We are expanding this program to occupational students in addition to single parents and students of color for Winter 2024.

2. Delta College has partnered with Uwill, the premier mental health and wellness solution for colleges and students, to bolster and broaden the College's current counseling services. This collaboration brings Uwill on board to complement existing campus resources, especially during a period of heightened mental health challenges among our students. The aim is to meet the growing demand for crisis support and to prioritize mental health, fostering an environment where students can thrive academically and personally. The initial launch took place in the Fall 2023 semester, with 26 students receiving support through this platform, and with goals set to increase overall student utilization.

3. Delta College has teamed up with Ten16Recovery Network to introduce a Collegiate Recovery Education and Wellness (CREW) program to its campus, with the initial launch in Fall 2023. The CREW program offers a holistic approach to addressing issues related to alcohol and other drugs. It encompasses a range of prevention, early intervention, and peer support activities designed to support students at all stages of substance use disorder, whether mild, moderate, or severe, and regardless of whether they are in early or established recovery.

Initiative 3.1 - Strengthen our work with K-12 and postsecondary partners to ensure a seamless transfer of all credits upon graduation, and with workforce industries to ensure access to well-paying jobs upon completion.

Action Project 3.3-1: Assess and revise postsecondary articulation agreements, as necessary, to ensure seamless transfer after a student completes their degree at Delta College.

Mid-year results:

A variety of projects have been both initiated and completed in the latter half of 2023. These projects include the completion of two transfer pathways, History and Psychology, that were added into the catalog. We will be adding additional transfer programs to the catalog in the coming year. These are key because they will help us improve completion at Delta as well as encourage transfer as students will be able to be more involved with their disciplines earlier in their academic careers. With regard to articulation agreements, we are more focused on agreements that will better meet and match the needs of Delta students. This includes giving students more 3+1 options to choose from as well as option to complete their Bachelor's Degree online. We are also in the process of making reverse transfer more automatic to improve the number of students who are able to earn a credential.

Sources

- 2023-2024 Strategic Plan and Budget Book
- 2023-2024 Strategic Plan and Budget Book (page number 25)
- Budget Request Form
- Budget Requests
- Communicated by the President
- February 2022 Special Meeting
- KPI Dashboard
- Planning Process
- Strategic Planning Database
- The Way Forward Delta College Strategic Plan 2023-2027 - Year One Brochure
- Unit Review
- Unit Review (page number 2)

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Delta College has a strong system of shared governance that includes input from our College community.

Operating with a financial reserve and no debt, the College's resources, structures, processes, and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The work of Delta College is centered around its mission, vision, and values and the goals of the College's strategic plan.

The path for our work will provide the way forward for community. Every Delta College employee should be able to find a reflection of their work within the initiatives and action projects. The action projects will strengthen our work toward student recruitment, retention, completion and equity.

Sources

There are no sources.