Institution: Delta College
Chief Executive Officer: Dr. Michael Gavin
Date: August 29, 2023

Action: This report covers Criterion 4.A.1.

Program Review Monitoring Report Narrative

Core Component 4.A.1.

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 assures 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.

Area of Focus: Delta College needs to submit a monitoring report documenting repetitive program review practices.

Final Report Language: "... because implementing and maintaining a practice of regular program reviews does not resemble best practices and sustaining progress on program review continues to challenge the institution. Therefore, HLC monitoring is needed to ensure that progress continues. Additional time is needed to solidify and establish repetitive program review practices at Delta College. The team requests that Delta submit a monitoring report specifically on the processes set up to do program review in both career and technical education and academic transfer programs. Including having documentation of completed Program Reviews that include timelines for all academic programs, faculty participation, data definitions for use in program review, and documentation of continuous improvement plans. The report is due September 1, 2023."

Delta's Response

In response to the 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 7 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 academic year 2021-2022, a new Dean of Career Education and Learning Partnerships (renamed in July 2023 to the Dean of Occupations and Workforce Strategies) was hired, and assumed the responsibility of program review from the previous deans that held the role. The Dean of Occupations and Workforce Strategies, reviewed and updated the program review structure developed in 2020-2021, added a Program Review Committee (PRC), comprised of faculty and administrative staff, and refined the program review cycle, and updated the Instructional Program Review Form

(Appendix F1). The function of the Program Review Committee 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 (Appendix A). Lessons 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. It was determined by the Vice President of Instruction and Learning Services and the Dean of Occupations and Workforce Strategies that time invested in meeting with coordinators one-on-one would dramatically improve coordinators' ability to complete the forms correctly, and when combined with assistance from members of the Program Review Committee, 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. The Program Review Cycle is dependent upon institutional data and is linked to the review program improvement plans and strategic alignment with the Strategic Plan (Appendix F2).

In academic year 2022-2023, the Dean of Occupations and Workforce Strategies launched Program Review Cycles 2 and 3, and completed a draft of the Program Review Handbook (Appendix B). Cycle 2 and Cycle 3 each have 14 academic disciplines covering 33 and 38 programs, respectively. The work from Cycles 1-3 form the basis of this HLC monitoring report for Component 4.A due September 1, 2023.

Program Review Cycle 4 will be launched in academic year 2023-2024 and will address 12 academic disciplines covering 38 programs. Although the program review cycle has taken a while to develop, we feel the systemic changes we made in the program review process in academic year 2021-2022 and academic year 2022-2023, increased faculty participation and improved the effectiveness of the Program Review Committee.

Completing the Program Review Cycle
For academic year 2022-2023, two cycles of program review will be completed to catch up on the 5-year review cycle plan. Cycle 2 and Cycle 3 each have 14 academic disciplines covering 33 and 38 programs respectively. The work from Cycles 1-3 form the basis of the HLC monitoring report for Component 4.A due September 1, 2023.

Cycle 4 is scheduled for academic year 2023-2024 and will review 12 academic disciplines covering 38. Cycle 5 reviews 8 academic disciplines covering 15 programs.

Final program reviews are housed in the program review database accessible to all College employees (Appendix D).

Lessons Learned:

1. Recommendations for improvement from the Program Review Committee and program coordinators were reviewed for continuous quality improvement for the process and adopted into the model. It includes minor adjustments to the Program Review Template.
2. Creation of the Program Improvement Plan that will assist faculty in documenting and presenting strategies for program improvement because of program review. This tool will begin use in academic year 2023-2024 (Appendix E).
3. Note: The positive results of program review are program improvement plans that inform resource allocation for programs. Recommendations from the program improvement plans are presented as part of the annual update to the Strategic Plan, which will begin in academic year 2023-2024. Approved recommendations are either forwarded to the college budget 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 (see sample plan), will be assessed against student success program metrics.

The Program Review Template is shown in Appendix C.

HLC Monitoring Report 4.A.1. Appendix

Table of Contents

FIRST CYCLE - 20/21 Academic Year (PILOT)

Division	Program	S = State Approved
SM	Chemical Technology - AAS	S
SS	Child Development - AAA	S
	Child Development - Adv Cert	S
	Child Development - Cert of Achievement	O
	Child Development-Educational Paraprofessional - Cert of Achievement	O
BT	Computer Aided Drafing - Adv Cert	S
HW	Dental Assisting - ASS	S
	Dental Assisting - Adv Cert	S
	Dental Assiting + General Management - AAS/ABS (Dual)	O
AL	Electronic Media - AAA	S
	Digital Film Production - Adv Cert	G
BT	Fire Science Technology - AAS	O
	Fire Science Technology - Fire Investigation-Prevention - AAS	
	Fire Science Technology - Industrial - Commerical Security & Safety - AAS	
	Fire Science Technology - Fire & Industrial Loss Prevention Officer - Adv Cert	
AL	Journalism & Integrated Media - AAA	O
BT	Legal Support Professional - ABS	O
HW	Physical Therapist Assistant - AAS	S
	Physical Therapist Assistant + General Management - AAS/ABS (Dual)	S
	Physical Therapist Assistant + Health Fitness Specialist - AAS/AAS (Dual)	O

SECOND CYCLE - 21/22 Academic Year

Division	Program	S = State Approved
BT	Agricultural Technology - AAS	O
BT	Architectural Technology - AAS	S
AL	Art + Design - AFA	S
BT	Automotive Service Educational Program (ASEP)- AAS	S
	Automotive Service Technology - AAS	S
	Automotive Service Technology + General Management - AAS/ABS (Dual)	S
	Automotive Service Technology - Maintenance Light Repair Specialist - Adv Cert	O
	Autotomove Service Technology - Undercar Specialist - Adv Cert	O
BT	Construction Management - AAS	O
SS	Criminal Justice Corrections - AAA	S
	Criminal Justice Corrections - Cert of Achievement	S
	Criminal Justice Corrections with Jail Officer Academy - Cert of Achievement	O
SS	Criminal Justice Law Enforcement - AAA	S
	Criminal Justice with Basic Police Training - AAA	S
	Criminal Justice Law Enforcement with Basic Police Training - Cert of Achievement	S
	Criminal Justice Security-Loss Prevention Specialist - AAA	O
	Criminal Justice Security-Loss Prevention Specialist - Cert of Achievement	O

HW	Dental Hygiene - AAS	S
	Dental Hygiene + General Management - AAS/ABS (Dual)	O
HW	Diagnostic Medical Sonography - AAS	S
	Diagnostic Medical Sonography - Adv Cert	S
	Diagnostic Medical Sonography + General Management - AAS/ABS (Dual)	O
BT	Heavy Duty Diesel Service Technology - AAS	O
	Heavy Duty Diesel Service Technology - Adv Certificate	O
BT	Industrial Technology Education - AAS (program discontinued)	N/A
BT	Residential Construction - AAS	S
	Residential Construction - Adv Certificate	S

THIRD CYCLE - 22/23 Academic Year

Division	Program	S = State Approved
AL	Associate in Arts - AA	G
HW	Clinical Medical Assistant - Adv Cert	O
AL	Deaf Studies - Cert of Achievement	G
BT	Electrican - AAS	O
SM	Environmental Technology - AAS	O
	Environmental Technology - Adv Certificate	O
HW	Group Fitness Instructor - Adv Certificate	O
	Health Fitness Specialist - AAS	T
	Health Fitness Specialist + General Management - AAS/ABS (Dual)	T
BT	HVACR Air Conditioning - Adv Certificate	S
	HVACR Commercial Refrigeration - Adv Certificate	
	HVACR Heating - Adv Certificate	
	HVACR Service Technology - AAS	
AL	Liberal Arts - Advanced Certificate (in process of eliminating)	N/A
BT	Management - Applied Entrepreneurship - Adv Certificate	S
	Management - Entrepreneurship-Small Business Management - ABS	
BT	Management - Cosmetology Management - ABS	O
BT	Management - General Management - ABS	S
	Management - Subsequent Degree - Business Management - ABS	O
BT	Management - Marketing Management - ABS	S
	Management - Subsequent Degree - Northwood 3+1 - ABS	O
BT	Mechatronics - AAS	T
	Mechatronics - Adv Certificate	T
BT	Medical Office Professions - Health Insurance Coding & Claims Specialist - Adv Certificate	O
BT	Medical Office Professions - Medical Administrative Assistant - ABS	O
BT	Medical Office Professions - Medical Scribe - Adv Certificate	O
BT	Office Professions - Office Management - Adv Certificate	O
	Office Professions - Office Management - ABS	
BT	Office Professions - Adminstrative Assistant - ABS	P
	Office Professions - Office Assistant - Adv Certificate	
	Office Professions - Office Skills Core - Cert of Achievement	
	Office Professions - Office Specialist - Adv Certificate	

Division	Program	S = State Approved
BT	Office Professions - Virtual Assistant - Adv Certificate	O
HW	Personal Trainer - Adv Certificate	O
HW	Sterile Processing Technician - Adv Certificate	--
HW	Surgical First Assistant - Post Associate Cert	--
HW	Surgical Technology - AAS	**S**
HW	Surgical Technology + General Management - AAS/ABS (Dual)	O
SM	Water & Wastewater Treatment Technology - AAS	O
SM	Water & Wastewater Treatment Technology - Adv Cert	**S**

FOURTH CYCLE - 23/24 Academic Year

Division	Program	S = State Approved
BT	Computer Science & Information Technology-Business & Information Technology - Adv Certificate	O
BT	Computer Science & Information Technology-Business Information Technology - ABS	O
BT	Computer Science & Information Technology-IST Criminal Technology - Post Associate Cert	O
BT	Computer Science & and Information Technology-IST Cyber Security - AAS	O
BT	Computer Science & Information Technology-IT Support - AAS	O
BT	Computer Science & Information Technology-IT Support - Adv Certificate	O
BT	Computer Science & Information Technology-Network Administration - AAS	O
BT	Computer Science & Information Technology-Network Administration - Adv Certificate	O
BT	Computer Science & Information Technology-Programming - AAS	**S**
BT	Computer Science &Information Technology-Web - Adv Certificate	O
HW	Health Foundations - Adv Certificate	O
AL	International Studies (with World Language Skills) - Adv Certificate / International Studies (without World Language Skills) - Adv Certificate	G
HW	Respiratory Care - AAS	**S**
HW	Respiratory Care + General Management - AAS/ABS	O
BT	Skilled Trades in Industrial Maintenance - AAS	O
BT	Skilled Trades (Apprenticeship) - Instrumentation Electrician -AAS	O
BT	Skilled Trades (Apprenticeship) Electrician - Adv Certificate	O
BT	Skilled Trades (Pre-Apprentice) Agricultural Maintenance - Adv Certificate	**S**
BT	Skilled Trades (Pre-Apprentice) Construction - Cert of Achievement	O
BT	Skilled Trades (Pre-Apprentice) Electrical - Adv Certificate	**S**
BT	Skilled Trades (Pre-Apprentice) Mechanical - Adv Certificate	**S**
BT	Skilled Trades in Machine Repair and Mechanics - AAS	O
SS	Youth Services - Adv Certificate / Youth Services - Cert of Achievement	**S**
AL	Writing - General Writing - Cert of Achievement	G
AL	Writing - Technical Writing - Cert of Achievement	G

FIFTH CYCLE - 24/25 Academic Year

Division	Program	S = State Approved

BT	Accounting - ABS	S
	Accounting - Adv Certificate	O
BT	Chemical Process Technology - AAS	S
	Chemical Process Technology - Adv Certificate	
BT	Computer Numerical Control - Adv Certificate	S
	Computer Numerical Control - Cert of Achievement	O
BT	Manufacturing And Industrial Technology - AAS	O
BT	Manufacturing And Industrial Technology - MIT Supervisor - Cert of Achievement	O
BT	Mechanical Engineering Technology - AAS	S
BT	Wind Turbine Technology - AAS	O
HW	Radiography - AAS	S
	Radiography + General Management - AAS/ABS	O
BT	Welding Engineering Technology - AAS	O
	Welding Engineering Technology - Adv Certificate	

SIXTH CYCLE - 25/26 Academic Year

Division	Program	S = State Approved
AL	Associate in Science Degree - AS	T
HW	Certified Nursing Assistant (Part of Health Foundations Certificate)	O
HW	Nursing - General Management - AAS/ABS	O
	Nursing (ADN) - AAS	S
HW	Nursing RN Transition Track - Licensed Paramedic To RN - AAS	O
	Nursing RN Transition Track - Licensed Practical Nurse To RN - AAS	
HW	Practical Nurse - Adv Certificate	S
HW	Plant Based Nutrition - Certificate of Achievement	G
HW	Phlebotomy - Adv Certificate (Part of Health Foundations Certificate)	O
SS	Communication - Interpersonal - Cert of Achievement	G
	Communication - Presentational - Cert of Achievement	
SS	Digital Forensics - AAS	O
	Digital Forensics in Criminal Justice - Post Associate Cert	
SS	Global Peace Studies - AA	G
	Global Peace Studies - Cert of Achievement	

Updated 6/30/23

Delta College

Program Review Guidebook

January, 2023

Table of Contents

Updated: 01/19/2022

Program Review Guidebook

Purpose and Background

Purpose

Program review is a continuous evaluation process that helps faculty in the development of academic programs at Delta College. It involves assessing the status, effectiveness, and progress of academic programs, which helps identify the future direction, needs, and priorities of those programs. Figure 1-1 illustrates the essential components of the Delta College program review process. The process is closely connected to strategic planning, resource allocation, and other decision-making processes. However, the real value of program review comes when faculty engage in self-study to understand the strengths, weaknesses, and opportunities of the program. An essential part of program review is the improvement plan, which outlines the path forward for the program by addressing gaps and opportunities identified during the program's performance analysis. The program review process, along with the college's assessment process, should guide future planning and resource allocation for the program.

This Guidebook will provide you with an overview of the program review process and set you up with the tools you need to get started. You have a number of resources available to assist you along the way, including the program review workshops and one-on-one assistance from knowledgeable staff who are prepared to answer your questions.

Figure 1-1
Program Review Essential Components

Background on Program Review at Delta College

The college rolled out a new method for program review in 2022 at the recommendation of the Higher Learning Commission (HLC) to ensure a thoughtful examination of programs, ensuring program relevance and quality. The new process was set up in prototype, pilot, and official roll-out phases. The prototype phase established programs into cycles forcing the development of forms, procedures, and supporting data. Cycle 1 applied the newly developed structures and processes to test their effectiveness. Cycles 2 and 3 were piloted using the lessons learned from the first cycle and laid the groundwork for a permanent and sustainable operation. Fall 2023 began the official Delta College process for program review. The program review support team and the program faculty review the process every year, adjusting as needed to improve the process.

Program Review Support Team

GENERAL PROGRAM REVIEW & PROCESS QUESTIONS:
Eduardo "Ed" Suniga
Dean of Career Education & Learning Partnerships
eduardosuniga@delta.edu
989-686-9276

- Ed oversees the program review process and offers support for any general program review and process questions.

ASSESSMENT DATA:
Toni Clegg
Professor Accounting
Chair of Student Learning Assessment Committee (SLAC)
toniclegg@delta.edu
989-686-9148

- Toni can assist you on assessment data and analysis.

PROGRAM DATA NEEDS & QUESTIONS:
Jason Young
Director of Institutional Research
jasonyoung2@delta.edu
989-686-9216

- Jason can assist you with program data questions. He can also provide you with additional, customized data upon request.

FINANCIAL DATA & ANALYSIS:
Greg Luczak
Assistant Director of Business Services and Academics Finance Manager
gpluczak@delta.edu
989-686-9036

- Greg is our finance support resource and can assist you with the financial questions.

PERKINS ELIGIBLITY (a/k/a PROE):
Eduardo "Ed" Suniga
Dean of Career Education & Learning Partnerships
eduardosuniga@delta.edu
989-686-9276

- Ed is the Perkins Administrator for the college and can assist you with the Perkins Eligible (PROE) information.

MARKET ANALYSIS:
Leanne Gavitz
Director of Marketing and Public Information
leannegovitz@delta.edu
989-686-9490

- Leanne can assist with questions you have regarding marketing.

PERKINS ELIGIBLE SURVEY INFORMATION:
Sherrill Irish, Administrative Office Professional
sherrillirish@delta.edu
989-686-9558

- Sherrill can assist with questions you have regarding Perkins eligible survey information.

MICROSFT Teams ACCESS:
Sherrill Irish, Administrative Office Professional
sherrillirish@delta.edu
989-686-9558

- Sherrill can assist you with Teams access

You also have the full support of your Associate Dean and Dean. They are willing and able to assist you with any of your questions, needs, and concerns. Keep in mind that program review is a team collaboration and should not be done in a silo. Be sure to include all faculty, both full-time and part-time in the process. You should also solicit input from your stakeholders as part of this process. Talk to your Advisory Committees, your transfer partners, your K-12 partners, your students, and the faculty who teach courses in your program. Their input will provide you with valuable insight and provide a holistic view of your program.

Process

The program review process is designed to facilitate an in-depth analysis of your program to gauge the effectiveness and progress toward meeting the needs of your students and stakeholders. The process is broken down into several steps and touch points to make it meaningful and easier to navigate. The program review timeline was designed to follow current process already in progress minimizing the impact on faculty and program workload.

The first draft of the review is due in December. You should plan on scheduling some work time during Summer and fall semesters for your team to work on your review in order to have sufficient

time to review the data and work on your responses to the questionnaire. Talk with your supervisor in advance so that you include the appropriate time in your work plan.

Your finalized program review, incorporating revisions based on feedback from the Program Review team, will be due in March of the Winter semester. The closeout meetings to go over the review and present findings with the Program Review team, consisting of your Associate Dean, Divisional Dean, and the VPILS, will occur in March or April of winter semester. Figure 1-2 shows the program review process at a glance. Figure 1-3 maps the tasks projected timeline.

Figure 1-2
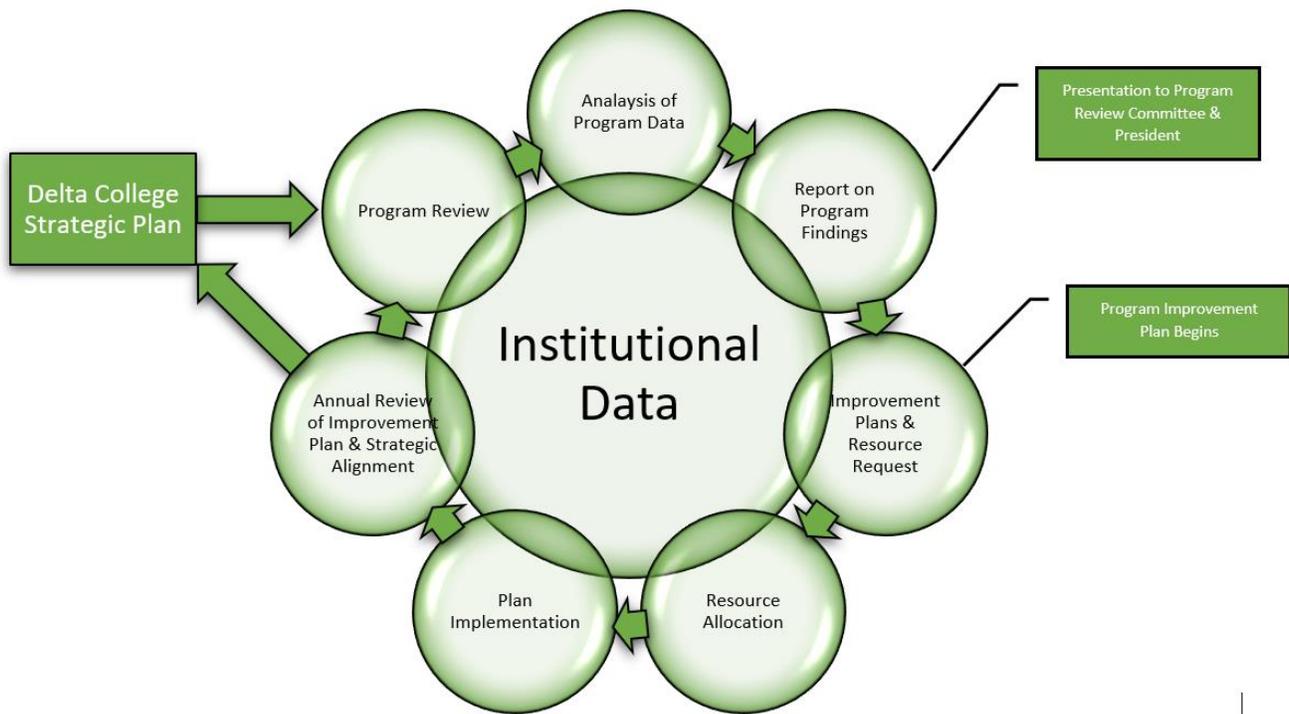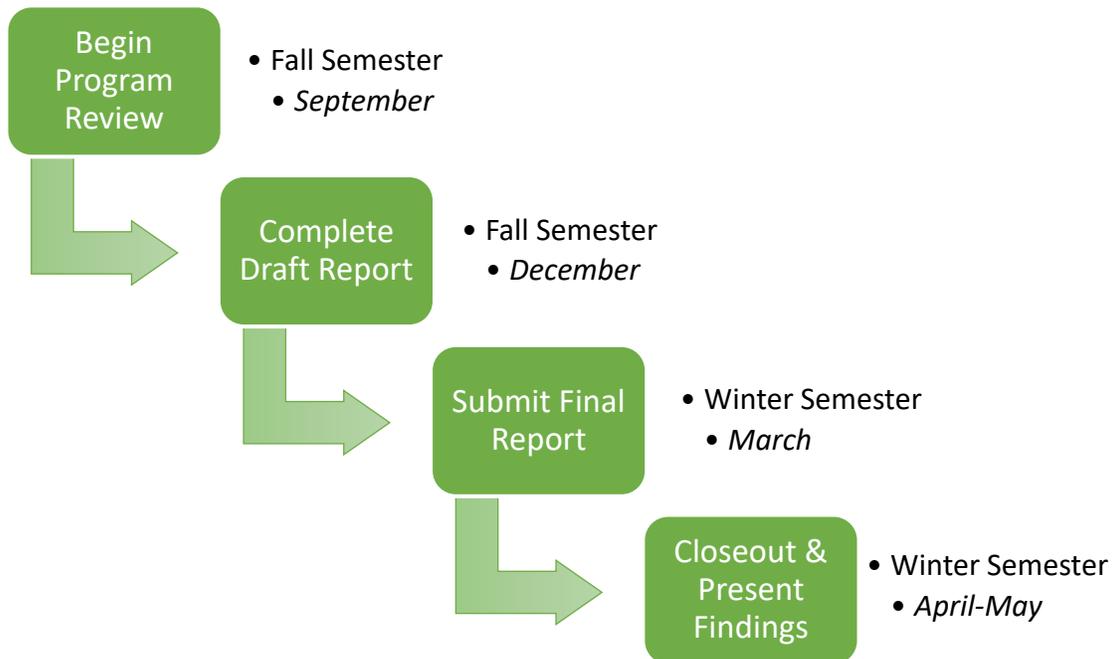*Program Review Process At-A-Glance*

Figure 1-3

Program Review Timeline

Begin Program Review	• Fall Semester • *September*
Complete Draft Report	• Fall Semester • *December*
Submit Final Report	• Winter Semester • *March*
Closeout & Present Findings	• Winter Semester • *April-May*

In June, prior to the start of fall semester, you can expect to find program data uploaded into your program Teams folder. It is highly encouraged that program faculty begin reviewing the data taking full advantage of the time available and avoid rushing at the end of the cycle to complete the review.

Information in Teams

After selecting your Program Folder, a series of folders will be available with information regarding your Program which will help complete the questions. The folders are:

- *Draft Report*– This folder contains the specific program review document along with program improvement plan template. These documents can be downloaded and edited. The designated person to edit the document should periodically upload the draft version to location for backup.
- *Final Report*– This folder will keep any final versions of the Program Review and program improvement plan.
- *Support Data* – This folder will provide various reports from IR that directly support your program review document.
- *Evaluation Rubric*—This folder contains the rubrics for each section of the program review process. Faculty should consult these forms prior to completing the process.

Work Sessions

Faculty will be invited to attend work sessions within fall and again in winter semester. As the name suggests, these are intended to be dedicated blocks of time for you to work on your review with members of the Program Review Support Team available to assist. The sessions are conducted

with the assumption that some work has been started on the review. For this time to be productive, attendees will be expected to bring a laptop, questions, and come prepared to work.

Initial Draft

The initial draft of the program review report and improvement plan are due by mid-December. You can find the exact due date in the Program Review Teams folder. Documents will need to be uploaded to the Teams folder when completed. See Appendix B for uploading instructions. The Program Review Support Team will review submitted drafts using the rubric as a guide. Their feedback will be done electronically through Teams and will be available no later than the end of January. Faculty will have the option to request a meeting with members of the Program Review Support Team to discuss the feedback, if that would be helpful. The feedback provided should be used to make updates and corrections to the program review report before the final version is submitted in March.

Final Report

The final Program Review Report and the Improvement Plan should be uploaded into Teams by the end of March. The exact due date will be on the documentation for your cycle located in Teams.

Perkins Eligible Programs must submit a final report with the Program Lead signature and date.

Closeout Meetings

The Program Review Support Team will schedule a close out meeting with the program to discuss what was learned from the review. The close out meeting will happen sometime in March or April. The provided rubric will be used to guide the discussion at these meetings. These meetings are an opportunity to talk through what you learned about your program, what your program strengths are, what opportunities exist, and what resources may be needed to achieve your goals.

Section 1 - Program Design

Please provide an overview of your program. Including:

Section 2 – Student Demographics

Reflecting on the programs previous program review, how has the program progressed in achieving its improvement plan? What action items have been addressed? What action items are still outstanding?

Section 3 – Measures of Success

Complete a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis for your program.

Section 4 - Milestones

Review:

Section 5 – Assessment SLAC

Building on your SLAC Assessment, analyze the alignment of the SLAC results to the program review results determining any gaps needing addressed.

Section 6 – Faculty Reflections

Analyze and discuss the program-level student learning outcomes in your program of study, how well students are meeting these learning outcomes, and action plans for improving student learning outcomes.

Section 7 – Perkins Specific Questions *(Occupational Programs Only)*

Describe how your program reflects disciplinary currency and relevance beginning with your gateway course and expanding to all courses within the program.

Annual Improvement Plan

***This should be a separate document from the Questionnaire**

In light of our commitment to engage in continuous improvement, please prepare two to three workable, yearlong project improvement plans that will help ensure this continuous improvement. These project improvement plans should indicate
- specific activities and their reason for being undertaken;
- the names of persons responsible for overseeing an activity;
- the nature of the specified deliverables;
- the necessary resources (money, staff, technology, and the like); and
- the timelines for completion of the activities.

I. **General Information**
    1. Name of Program:
    2. Prepared by:
    3. Date:

II. **Annual Improvement Plans**
    Each improvement plan must be linked to one or more of the college's strategic plan components. Insert into the proper column the strategic plan component number(s) linked to a given improvement plan. The following are the College's five Strategic Plan components:

    1. Engaged Learning & Student Success
    2. Leadership, Culture, and Communication
    3. Community Engagement
    4. Competitiveness & Innovation
    5. Resource Management and Fiscal Responsibility

Improvement Plan Name	Strategic Component Plan Number(s)	Brief Description of Actions to be Taken to Implement the Improvement Plan	Desired Outcome. I know the actions taken will be a success when this outcome happens. Describe in measurable terms.	Timeline and Targeted Completion Date	Responsible Person(s)	Comments/Notes

III. Resource Requests

Improve-ment Plan Name	Technology	Staffing	Facilities	Supplies	Training and Professional Development	Other	Projected Total Cost Per Improvement Plan
					PROJECTED GRAND TOTAL		$

Explanation

The Annual Improvement Plan is one of the primary deliverables of your program review. The plan should include two or three workable action plans that address opportunities for improvement identified through your review. Your action plans should tie directly back to items noted in your program review report.

Template/Rubric Information

Rubric

Does Not Meet (1)	Meets With Concerns (2)	Meets (3)	Exceeds (4)
Action Improvement Plan is missing or late. Follow-up required.	Action Improvement Plan fails to link to Strategic Plan or fails to include persons responsible, timeline, or costs. May require follow-up.	Action Improvement Plan links to Strategic Plan and includes all required information: persons responsible, timeline, costs, and total cost.	In addition to meeting all of the criteria for a score of 3, the Action Improvement Plan aligns with the Program Review questionnaire and with the Executive Summary, with no gaps or discrepancies between the three documents.

There are two sections for the improvement plan. The first will ask that you outline your action plan:

- **Improvement Plan Name** – A short title for the action item.
- **Strategic Component Plan Number(s)** – This is asking what component of the Delta Strategic Plan your action item will support. The Strategic Plan may be found under the "Strategic Planning & Institutional Effectiveness".
- **Brief Description and Justification of the Improvement Plan** – What lead you to this action item? This should tie directly back to an issue or an opportunity noted in your program review report. For example, a disparate impact in student performance or a skills gap identified by your stakeholders.
- **Anticipated Measurable Outcome and Key Performance Indicators** – How will you know that this action item has successfully addressed the issue or opportunity noted in the previous bullet? How will your success be measured? Please be specific.
- **Timeline and Targeted Completion Date** – Provide a timeline for project milestones and anticipated completion.
- **Person(s) Responsible** – Who will be the primary point of contact and/or the project lead?
- **Comments/Notes** – Provide any additional information that may be helpful to understand the context of the action item.

The second section for information to identify the resources needed to successfully implement the action plans noted above. Please be specific:

- **Improvement Plan Name** – A short title for the action item.
- **Technology** – Will there be any technological needs to support this action item? If yes, be specific. If no, indicate N/A.
- **Staffing** - Will there be any staffing needs to support this action item? If yes, be specific. If no, indicate N/A.
- **Facilities** - Will there be any facility needs to support this action item? If yes, be specific. If no, indicate N/A.
- **Supplies** - Will there be any supplies needed to support this action item? If yes, be specific. If no, indicate N/A.
- **Training and Professional Development** - Will professional development be needed to adequately implement this action item? If yes, be specific. If no, indicate N/A.
- **Other** – What other resources may be needed to support the success of this action item?
- **Projected Cost Per Improvement Plan** - Please do not leave this blank. Work with your academic leadership to determine the cost of any of the resources needed. Even faculty time comes with a cost.

Do's & Don'ts

Keep in mind that these annual improvement plans may be used for resource allocation decisions. The improvement plans could be used for grant funding requests, such as the Perkins grant.

The improvement plan is intended to be dynamic and one that is reviewed and updated on an annual basis as part of your Program Operating Plan process.

APPENDIX A: How to Access Documents on Teams

Accessing Teams

All information for program review is contained in Teams. Each member will receive an email invite to access the Program Review Teams. Teams can be accessed a couple of ways:

Teams Software on your computer

1. If you already use Teams on your computer you can click on the Teams icon on the left of the application window
2. Click on the **Program Review|GROUP** tile
3. Click on **"Files"** at the top of the screen
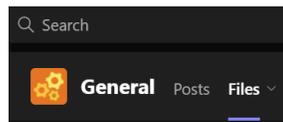
4. Click on **"Documents"** located below Files
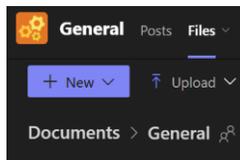
5. Click on your review cycle year
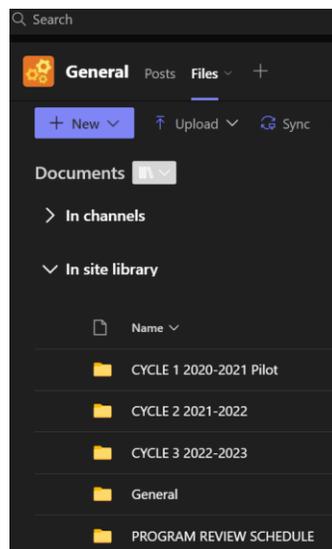
6. Then click on the program folder
7. If you do not see your folder, double check to make sure you are in the current year
8. If you are not sure of your cycle, look in the Program Review Schedule folder to find your program year and cycle

To access Teams from the web

1. Sign in into your Delta email

2. After your email screen displays, selected the checker box in the upper left corner of the window next to the Delta College logo

3. Selecting Teams Icon
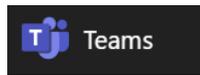
4. Then follow steps 2 through 8 in the section above

Here you will find key dates and other general information that may be helpful. Your program file should contain all the information you need to complete your review. If anything is missing, contact the Sherrill Irish.

Upload existing files

There are two primary ways to upload existing files into the reports folders. Both methods start by going to the reports folder.

1. Drag and drop – While in the reports folder, using your mouse, drag the file from where it's currently located and drop it on the Teams window among the files. The file will show in the list once it is copied.
2. Upload – While in the reports folder, select Upload, then select the file (or files) you'd like to upload, and select Open. The file will show in the list once it is copied.

APPENDIX B: Glossary of Terms

To access the most up to date definitions, please go to the Institutional Research webpage, go to the Data Cookbook section and select the login with your Delta College User ID and password at dcir.datacookbook.com.

To locate on the Delta webpage:
- Go to www.Delta.edu
- Search for Data Cookbook and select Institutional and follow directions as stated above.

Perkins IV Core Performance Indicator 101

The Carl D. Perkins Career and Technical Education Act of 2006 focuses on the academic achievement of career and technical education students, strengthening the connections between secondary and postsecondary education and improving state and local accountability.

Each state is responsible for developing an accountability system that assesses its effectiveness in achieving statewide progress in career technical education. State and local performance is measured by three core indicators for postsecondary education.

State performance targets for each indicator in postsecondary education are established with the U.S. Department of Education's Office of Vocational and Adult Education. Local targets are then negotiated with the state based on the state-level targets. The Carl D. Perkins Act requires that recipients meet at least 90% of the local performance target for each indicator.

(Retrieved from Ohio Higher Ed)

1P1: Postsecondary Retention and Placement *(Perkins IV 3P1 & 4P1)*

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are placed or retained in employment.

Numerator: Number of CTE concentrators who, during the second quarter after program exit:
> 1) remain enrolled in postsecondary education, or
> 2) are in advanced training, or
> 3) are in military service, or
> 4) are in a service program that receives assistance under title I of the National and Community Service Act of 1990, or
> 5) are volunteers as described in section 5(a) of the Peace Corps Act, or 6) are placed or retained in employment.

Denominator: Number of CTE concentrators who exited a program in the reporting year.

2P1: Earned Recognized Postsecondary Credential *(Perkins IV 1P1 & 2P1)*

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within one year of program completion.

Numerator: Number of CTE concentrators who received a recognized postsecondary credential:
> 1) during participation in, or
> 2) within one year of program exit.

Denominator: Number of CTE concentrators who:

1) are enrolled in a CTE program of study, or
2) exited a program of study in the reporting year.

3P1: Non-traditional Program Enrollment *(Perkins IV 5P1 & 5P2)*

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Numerator: Number of CTE concentrators enrolled in programs leading to a non-traditional field for their gender.

Denominator: All CTE concentrators of any gender enrolled in a CTE program leading to a non-traditional field.

DEFINITIONS

CTE = Career and Technical Education

CTE Concentrator

A postsecondary student who:

(1) Earned at least 12 credits within a career and technical education program or program of study; or
(2) Completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Exiter

A CTE concentrator who is no longer enrolled in a CTE program of study.

Non-Traditional Fields

Occupations or fields of work, such as careers in computer science, technology, and other current and emerging high skill occupations, for which individuals from one gender comprises less than 25 percent of the individuals employed in each such occupation or field of work.

Special Populations - the term "special populations" means -

(A) individuals with disabilities;
(B) individuals from economically disadvantaged families, including low-income youth and adults;
(C) individuals preparing for non-traditional fields;
(D) single parents, including single pregnant women;
(E) out-of-workforce individuals;
(F) English learners;
(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act;
(H) youth who are in, or have aged out of, the foster care system; and

(I) youth with a parent who -
a. is a member of the armed forces; and
b. is on active duty.

APPENDIX I: Classification of Instructional Programs (CIP) Review

(This information will assist you with data for Question #7)

Classification of Instructional Programs (CIP) is a method of categorizing similar areas of study for the purpose of reporting enrollment and program completion data. CIP was originally developed by the U.S. Department of Education's National Center for Education Statistics (NCES) in 1980 but is periodically revised, with the latest version being 2020. The previous version was 2010.

With the new version, the College would like to review our current CIP codes, and determine if changes are needed. The CIP Codes will be reviewed during the Program Review process so this will be completed over the course of the next four years. During the program review cycle, programs will be asked to review the current CIP Codes for their degrees and certificates and the 2020 CIP to SOC Crosswalk to determine if the current CIP and SOC codes are accurate or if new codes should be assigned. A spreadsheet will be used to track changes and the Director of Academic Operations (DAO) will be notified when changes occur. The DAO will update Banner, and report changes to Financial Aid, Marketing and K12 Relations. The Director of Institutional Research will make updates to the State of Michigan Program Inventory.

General Process for Reviewing CIP Codes

In the *2020-CIP-SOC Crosswalk* is a worksheet listing the new codes effective Fall 2020. That information is also available on the NCES Resources page. We encourage you to review the list of new CIP Codes as there may be a better match for your program of study.

In addition, we ask that you review the CIP-SOC worksheet in the *2020-CIP-SOC Crosswalk*. Look up the description for your current CIP Code. Based on the description, if that isn't a good match, search the spreadsheet for other CIP Codes that are a better match for the degree or certificate. You will then want to determine the SOC Code(s) that best match the occupation(s) students are qualified for upon completion of the degree or certificate. It is okay to identify more than one SOC Code if multiple codes apply but those SOC Codes must be connected to the CIP Code as identified in the crosswalk.

For more information on a CIP code, begin with the NCES search page. In the search box type the CIP Code and click the Search button. The result will list the title of the CIP and a description of that program, along with the general 4-digit group. Clicking on it should bring up a list of CIP Codes with the same first two digits, each with a hyperlink to the description for that code. If that is not part of the search result, going back to the search box and entering the first four digits will give an expanded result so you can compare similar CIP Codes.

Some CIP codes will specify a degree level in the description so in those cases, you want to make sure that it corresponds with the certificate and/or degree we award.

Programs that are undifferentiated, non-specified, or generalized should be included in the "general" category at the beginning of a four-digit series, while programs that are specific but do not fit into any of the CIP codes should be included in the 99 "other" category at the end of a series.

Notes:

- We use the 6-digit codes so please provide that format for any updates.

- The hyperlinks provided are for 2020 CIP codes. As you are using the website and move from one page to another, you will want to check the top of the page to ensure that it still indicates CIP 2020 as you could drift off to the 2010 version.

Delta College
Instructional Program Review

Program review serves many functions at Delta College. At the program level it is an opportunity to clarify goals, improve outcomes, and give guidance to coordinators, faculty and Associate Deans about how to efficiently manage their program, and to ensure the program is aligned to the institution's strategic plan.

On the college-level, program review is a tool to help make informed decisions about resource allocation in planning and budgeting, both immediate and long-term. These decisions are based on the needs of the students and the community we serve, in alignment with our strategic plan. Program review informs the college about any changes that should be made to a program to ensure it remains current, effective in its mission and relevant to employers.

All programs will complete this review on a five (5) year cycle. Perkins eligible programs will also need to provide information for the required, limited annual review. This process should be completed by the coordinator, in concert with the program faculty and Associate Dean. Results of program review are available to all members of Delta College, the Board of Trustees and other relevant constituents.

PROGRAM OF STUDY: Associate in Arts

 See individual Workbook tabs for:
1-Program Design
2-Student Demographics
3-Measures of Success
4-Milestones
5-Assessment/SLAC
6-Faculty Reflection
7-Perkins Information

SECTION 1: Program Design
Associate in Arts

Aspect:	Total credit hours generated within the program
Definition:	Credit hours offered in courses attributed to the program of study (IR)
Current Year Data:	AY 2022 = 17,128
5-year trend data	AY2022 = 17,128 AY 2021 = 17,063 AY 2020 = 19,196 AY 2019 = 20,927 AY 2018 = 18,678
Change	*Enrollment in AA courses increased from 2018-2019 and then decreased from 2019-2021. Enrollment increased from 2021-2022.*
Summary of Review	Enrollment in AA courses has remained high over the last 5 years in spite of the global covid-19 pandemic. The average credit hours generated by the AA program over the last 5 years is 18,598 per academic year.
Action to be taken	*Identify list of courses that are attributed to the program of study.*

Aspect:	Total FTE produced within the program.
Definition:	The total credit hours based on the definition above divided by the number of credit hours taken by students in courses taught and then divided by 30 to generate the FTE. (IR)
Current Year Data:	AY 2022 = 571
5-year trend data	AY2022 = 571 AY 2021 = 569 AY 2020 = 640 AY 2019 = 698 AY 2018 = 623
Change	*FTE enrollment increased from 2018-2019 and then decreased from 2019-2021. Enrollment increased from 2021-2022.*
Summary of Review	*Enrollment in AA courses has remained high over the last 5 years inspite of the global covid-19 pandemic. The average FTE in the AA program over the last 5 years is 620 students.*
Action to be taken	*Total number of students who have declared the AA program in AY 2022 is 1,418 but the FTE in AY 2022 was only 571. We need to determine what percentage of these students are full-time and what percentage of these students are part-time. Could part-time students take more courses?*

Program Data

Fact	Definition	Current Year Data	5-year trend data (this will only be completed once the 5-year cycle has been completed for this program)	Change	Summary of review	Action, if any, to be taken on this outcome

Total number of students who have declared this program.	The total headcount of students taking courses attributed to the program of study by title. (IR)	AY 2022 = 1,418	AY2022 = 1,418 AY 2021 = 1,528 AY 2020 = 1,656 AY 2019 = 1,743 AY 2018 = 1,525	*The total number of students who have declared the AA program has increased from 2018-2019 and then decreased from 2019-2022. Note: AY 2022 data does not include Spring 2023.*	*Less students have declared the AA program in AY 2022 than in AY 2021. The number of student declaring the AA program is much higher than the FTE.*	*We need to determine what percetage of the total student population has declared the AA program.*
% of 100-level courses offered in this program of study that ran.	The # of 100-level courses offered in this program of study is the denominator and the # that actually ran is the numerator.(IR)	*DATA NOT AVAILABLE. There is currently no way to distinguish between course sections that were offered but did not run and course sections that were never offered but on the books for planning services. Without being able to distinquish between them, the sections that are never offered will be counted even though they never had a chance to run, which will artificially lower the percentage for this metric.*				
% of 200-level courses offered in this program of study that ran.	The # of 200-level courses offered in this program of study is the denominator and the # that actually ran is the numerator.(IR)	*DATA NOT AVAILABLE. There is currently no way to distinguish between course sections that were offered but did not run and course sections that were never offered but on the books for planning services. Without being able to distinquish between them, the sections that are never offered will be counted even though they never had a chance to run, which will artificially lower the percentage for this metric.*				

SECTION 2: Student Demographics and Feedback

Associate in Arts

Fact	Definition	Current Year Data AY 2022	Previous Year Data AY 2021	Change	Summary of Review	Action, if any, to be taken on this outcome
Demographic profile of the program of study.	The headcount and percentage of students within the program of study by age, ethnicity, gender, race and veteran status. (Other special populations might be added based on Perkins V.(IR)	AY 2022 = 1,418 STUDENTS 17 & Under = 4% (57) 18-24 = 70.5% (1,000) 25-34 = 15.4% (218) 35 + = 10.1% (143) Amer/Alaskan Native = .3% (4) Asian = .9% (13) African American = 10.6% (151) Hawaii/Pacific = .1% (1) Hispanic = 8.3% (118) Non-Resident Alien = .3% (4) Two or More Races = 4.6% (65) Unknown = 2.8% (40) White = 72.1% (1,022) F = 65.5% (929) M = 34.5% (489)	AY 2021 = 1,528 STUDENTS 17 & Under = 4% (61) 18-24 = 70.3% (1,074) 25-34 = 15.2% (233) 35 + = 10.5% (160) Amer/Alaskan Native = .4% (6) Asian = .6% (9) African American = 10.3% (158) Hawaii/Pacific = N/A Hispanic = 8.8% (134) Non-Resident Alien = .1% (2) Two or More Races = 4.6% (71) Unknown = 2.9% (45) White = 72.2% (1,103) F = 67.5% (1,032) M = 32.5% (496) Note: Additional three years of demographic data is available for reference in the Institutional Research Data folder.	110 fewer students were enrolled in the AA program in 2022 compared to 2021. This is a 7% decrease in enrollment. Note: AY 2022 data does not include Spring 2023. The breakdown of students by age, ethnicity/race, and gender did not vary much from 2022 to 2021.	The AA degree program is a very large program with approximatly 1,500 students enrolled per academic year. This may be the largest degree program at the college. The large majority of these students are "traditional" college age students (18-24). The AA degree program student population is predominatly white and female which reflects the student population college-wide.	It would be helpful to see the college-wide student population demographics side-by-side with the AA degree program demographic profile to see if the program is representaive of the student population or not. It would also be helpful to know where the AA degree ranks in terms of enrollment. We need to know the overall change in college enrollment during the time period being examined to know if the change in enrollment in this program is reflective of college-wide enrollment changes or not. Many Gen Ed disciplines are working to increase diverse representation in their courses and ensure that all students feel like they belong. For example, the psychology discipline has adopted a syllabus diversity statement. Other disciplines are working reduce gender and racial disparities in their courses as well. For example, there is a gender disparity in enrollment in PHL 215, Healthcare. More women enroll than men. There may also be a gender disparity in success rates. This project seeks to reduce those disparities through recruitment and potential steps taken during the teaching of the course.

Veteran Demographic profile not available yet. Delta tracks veterans, but there are 36 different veteran types tracked over specific time frames. Working with IR to define which types and time frames to include in data. Will update veteran data when available.

SECTION 3: Measure of Success/Program Data
Associate in Arts

Fact	Definition	Current Year Data AY 2022	Previous Year Data AY 2021	Change	Summary of Review	Action, if any, to be taken on this outcome
Course success rate (# of students that completed and earned a grade of A,B,C or P)	The number of successful completions (earned A,B,C or P) for all courses within this program of study divided by the # of registrations in the course. This # is given for the total program, and then also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	2,768 Registrations Total Success: 73.9% 17 & Under = 75.5% (139) 18-24 = 74.3% (2,086) 25-34 = 72.3% (339) 35 + = 71.6% (204) Amer/Alaskan Native = 25% (4) Asian = 81.8% (33) African American = 50.4% (224) Hawaii/Pacific = 66.7% (3) Hispanic = 67.1% (213) Non-Resident Alien = 50% (10) Two or More = 76.5% (132) Unknown = 88 (79.5%) White = N/A F = N/A M = N/A	5,239 Registrations Total Success: 74.8% 17 & Under = 84.1% (226) 18-24 = 74.8% (3,941) 25-34 = 70.9% (647) 35 + = 76.2% (425) Amer/Alaskan Native = 83.3% (24) Asian = 62.5% (32) African American = 56% (457) Hawaii/Pacific = N/A Hispanic = 65.4% (474) Non-Resident Alien = 100% (9) Two or More = 69.8% (248) Unknown = 80.9% (141) White = 78.3% (3,854) F = 75.1% (3,484) M = 74.3% (1,755)	*The average success rate decreased slightly from AY 2021 to AY 2022 (-0.9%). Note: AY 2022 data does not include Spring 2023.*	*The number of "registrations" decreased by 2,471. The number of students enrolled in the AA program only decreased by 110 during that same time period. Does the "registrations" include students who have not declared the AA program but are taking course in the AA program? Note: AY 2022 data does not include Spring 2023.*	*We need to know what courses are included in this program of study. We also need to know the average success rate college-wide to compare student success in this program to student success in other programs across the college? Many Gen Ed disciplines are taking action to improve student success. For example, the psychology discipline has adopted a OER textbook for their introducotry course. This textbook is available online for free.*
Course success rate by modality (online, hybrid, face-to-face, dual enrollment)	The number of successful completions (earned A,B,C or P) for all courses within this program and modality divided by the # of registrations in the course. This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V.(IR)	CNET Breakdown - 75.9% Success Rate (348) 17 & Under = 83.3% (18) 18-24 = 75.2% (286) 25-34 = 82.8% (29) 35 + = 66.7% (15) Amer/Alaskan Native = 0% (1) Asian = 100% (5) African American = 72% (25) Hawaii/Pacific = 50% (2) Hispanic = 75% (16) Non-Resident Alien = 66.7% (3) Two or More = 66.7% (12) Unknown = 62.5% (8) White = 77.2% (276) F = 78.7% (221) M = 70.9% (127)	CNET Breakdown - 77% Success Rate (918) 17 & Under = 86.7% (45) 18-24 = 76.3% (717) 25-34 = 79.2% (101) 35 + = 74.5% (55) Amer/Alaskan Native = 75% (4) Asian = 75% (4) African American = 69.8% (63) Hawaii/Pacific = N/A Hispanic = 66.2% (77) Non-Resident Alien = 100% (2) Two or More = 70.2% (47) Unknown = 85.7% (28) White = 78.9% (693) F = 75.8% (598) M = 79.4% (320)	*The average CNET success rate decreased slightly from AY 2021 to AY 2022 (-1.1%).*	*The CNET success rate is higher than the average success rate.*	*Continue to monitor.*
		F2F Breakdown - 74.2% Success Rate (934) 17 & Under = 77.6% (58) 18-24 = 74.7% (786) 25-34 = 74.1% (54) 35 + = 58.3% (36) Amer/Alaskan Native = 33.3% (3) Asian = 100% (11) African American = 42.9% (70) Hawaii/Pacific = N/A Hispanic = 74.6% (71) Non-Resident Alien = 0% (1) Two or More = 72.2% (36) Unknown = 88.5% (26) White = 76.7% (716) F = 77.2% (531) M = 70.2% (403)	F2F Breakdown - 72.5% Success Rate (1,260) 17 & Under = 83.6% (61) 18-24 = 72.3% (1,051) 25-34 = 68.2% (110) 35 + = 71.1% (38) Amer/Alaskan Native = 100% (2) Asian = 36.4% (11) African American = 53.1% (98) Hawaii/Pacific = N/A Hispanic = 58.6% (128) Non-Resident Alien = 100% (2) Two or More = 70.5% (61) Unknown = 81.5% (27) White = 76.6% (931) F = 72.5% (699) M = 72.4% (561)	*The average F2F success rate increased slightly from AY 2021 to AY 2022 (1.7%).*	*The average success rate in F2F courses during the AY 2021 was the lowest success rate across modalities during AY 2021.*	*Continue to monitor.*
		INET Breakdown - 73.1% Success Rate (1,406) 17 & Under = 71.2% (59) 18-24 = 73.7% (953) 25-34 = 70% (247) 35 + = 75.5% (147) Amer/Alaskan Native = N/A Asian = 64.7% (17) African American = 50% (124) Hawaii/Pacific = 100% (1) Hispanic = 61.3% (119) Non-Resident Alien = 40% (5) Two or More = 79.5% (78) Unknown = 78.8% (52) White = 76.8% (1,010) F = 74.9% (1,006) M = 68.8% (400)	INET Breakdown - 75.3 % Success Rate (2,805) 17 & Under = 83.5% (109) 18-24 = 75.6% (1,987) 25-34 = 70.1% (391) 35 + = 76.7% (318) Amer/Alaskan Native = 82.4% (17) Asian = 75% (16) African American = 53.8% (275) Hawaii/Pacific = N/A Hispanic = 68.3% (240) Non-Resident Alien = 100% (5) Two or More = 68.8% (128) Unknown = 80.8% (78) White = 79% (2,046) F = 75.8% (1,995) M = 74% (810)	*The average INET success rate decreased slightly from AY 2021 to AY 2022 (-2.2%). Note: AY 2022 data does not include Spring 2023.*	*INET courses have the highest enrollment compared to other modalities of courses in the AA program. The average success rate in INET courses in AY 2022 was the lowest success rate across modalities during AY 2022.*	*Continue to monitor. Compare again after the Spring 2023 semester to see if INET success rates are still lower in AY 2022 than AY 2021. A group of math faculty are examining best practices in online teaching and assessment to improve teaching in the math discipline and to share with the division.*
		SNET Breakdown - 75% Success Rate (80) 17 & Under = 75% (4) 18-24 = 73.8% (61) 25-34 = 88.9% (9) 35 + = 66.7% (6) Amer/Alaskan Native = N/A Asian = N/A African American = 60% (5) Hawaii/Pacific = N/A Hispanic = 71.4% (7) Non-Resident Alien = 100% (1) Two or More = 83.3% (6) Unknown = 50% (2) White = 76.3% (59) F = 75.9% (54) M = 73.1% (26)	SNET Breakdown - 73.8% Success Rate (256) 17 & Under = 81.8% (11) 18-24 = 74.2% (186) 25-34 = 66.7% (45) 35 + = 85.7% (14) Amer/Alaskan Native = 100% (1) Asian = 100% (1) African American = 57.1% (21) Hawaii/Pacific = N/A Hispanic = 69% (29) Non-Resident Alien = N/A Two or More = 75% (12) Unknown = 62,5% (8) White = 76.6% (184) F = 75% (192) M = 70.3% (64)	*The average success rate in SNET classes increased slightly from AY 2021 to AY 2022 (1.2%).*	*SNET courses have the lowest enrollment compared to other modalities in this program.*	*Continue to monitor.*

# of students who have completed the program of study.	The # of students awarded credentials (unduplicated). This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	72 Completers 17 & Under = N/A 18-24 = 51 25-34 = 12 35 + = 9 Amer/Alaskan Native = 1 Asian = 1 African American = 6 Hawaii/Pacific = N/A Hispanic = 7 Non-Resident Alien = 1 Two or More = 4 Unknown = 1 White = 51 F = 53 M = 19	122 Completers 17 & Under = 1 18-24 = 90 25-34 = 22 35 + = 9 Amer/Alaskan Native = N/A Asian = N/A African American = 11 Hawaii/Pacific = N/A Hispanic = 7 Non-Resident Alien = N/A Two or More = 2 Unknown = 4 White = 98 F = 88 M = 34	*The number of completers decreased by 50 students from AY 2021 to AY 2022.*	*The majority of the AA degree completers are age 18-24, White, and female. This is reflective of the student population in the program and college at large.*	*Who are these students?*
Program completion rate (including Clearinghouse data.) *Status 3 years after taking first course in program.*	The # of successful completions for the program of study identified by the title of the program, divided by the # of students who have declared this program of study. This # is given for the total program and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	18/FA Initial Cohort = 435 Students Completion Rate = 8.3% 17 & Under = 10% (50) 18-24 = 8.2% (343) 25-34 = 0% (29) 35 + = 23.1% (13) Amer/Alaskan Native = 0% (1) Asian = 0% (4) African American = 5% (40) Hawaii/Pacific = N/A Hispanic = 9.8% (41) Non-Resident Alien = 0% (4) Two or More = 6.3% (16) Unknown = 0% (17) White = 9.3% (312) F = 9.3% (257) M = 6.7% (178)	17/FA Initial Cohort = 335 Students Completion Rate = 7.5% 17 & Under = 17.9% (28) 18-24 = 7% (286) 25-34 = 0% (14) 35 + = 0% (7) Amer/Alaskan Native = 0% (2) Asian = 0% (2) African American = 0% (29) Hawaii/Pacific = N/A Hispanic = 4% (25) Non-Resident Alien = 0% (1) Two or More = 0% (11) Unknown = 18.2% (11) White = 8.7% (254) F = 8.8% (193) M = 5.6% (142)	*The average 3 year completion rate for the AA degree is under 10%. The completion rate increased by 0.8% from the 17/FA cohort to the 18/FA cohort.*	*It would be helpful to have the number of completions listed in addition to the completion rate. It appears that 25 students from the 17/FA cohort completed in 3 years and 36 students from the 18/FA cohort completed in 3 years. We need to know who these students are.*	*The completion rate is low but we need to know what percetage of these students are full-time students and what percentage are part-time students.*
Program Transfer Rate prior to completion of the program. *Status 3 years after taking first course in program.*	The # of students who have transferred from the program prior to completion of the program, identified by the title of the program, divided by the # of students who have declared this program of study. (IR)	18/FA Initial Cohort = 435 Students Completion Rate = 28.5% 17 & Under = 32% (50) 18-24 = 28% (343) 25-34 = 31% (29) 35 + = 23.1% (13) Amer/Alaskan Native = 0% (1) Asian = 50% (4) African American = 35% (40) Hawaii/Pacific = N/A Hispanic = 9.8% (41) Non-Resident Alien = 0% (4) Two or More = 25% (16) Unknown = 17.6% (17) White = 31.1% (312) F = 27.2% (257) M = 30.3% (178)	17/FA Initial Cohort = 335 Students Completion Rate = 26% 17 & Under = 32.1% (28) 18-24 = 26.6% (286) 25-34 = 7.1% (14) 35 + = 14.3% (7) Amer/Alaskan Native = 0% (2) Asian = 50% (2) African American =24.1% (29) Hawaii/Pacific = N/A Hispanic = 24% (25) Non-Resident Alien = 0% (1) Two or More = 18.2% (11) Unknown = 18.2% (11) White = 27.2% (254) F = 27.5% (193) M = 23.9% (142)	*The average 3 year transfer rate for the AA degree is over 25%. The transfer rate increased by 2.5% from the 17/FA cohort to the 18/FA cohort.*	*It would be helpful to have the number of transfer students listed in addition to the transfer rate. It appears that 87 students from the 17/FA cohort transferred in 3 years and 124 students from the 18/FA cohort transferred in 3 years.*	*We need to know who these transfer students are and where they are transferring to.*
Program Transfer Rate after completion of the program (if applicable) *Status 3 years after taking first course in program.*	The # of students who have transferred from the program after completion, identified by the title of the program, divided by the # of students who have declared this program of study. This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	18/FA Initial Cohort = 435 Students Completion Rate = 5.7 % 17 & Under = 10% (50) 18-24 = 5% (343) 25-34 = 0% (29) 35 + = 23.1% (13) Amer/Alaskan Native = 0% (1) Asian = 0% (4) African American = 5% (40) Hawaii/Pacific = N/A Hispanic = 7.3% (41) Non-Resident Alien = 0% (4) Two or More = 0% (16) Unknown = 0% (17) White = 6.4% (312) F = 6.2% (257) M = 5.1% (178)	17/FA Initial Cohort = 335 Students Completion Rate = 4.2% 17 & Under = 10.7% (28) 18-24 = 3.8% (286) 25-34 = 0% (14) 35 + = 0% (7) Amer/Alaskan Native = 0% (2) Asian = 0% (2) African American = 0% (29) Hawaii/Pacific = N/A Hispanic = 4% (25) Non-Resident Alien = 0% (1) Two or More = 0% (11) Unknown = 18.2% (11) White = 4.3% (254) F = 5.7% (193) M = 2.1% (142)	*The average 3 year transfer rate for students who have completed the AA degree is under 6%. The transfer rate increased by 1.5% from the 17/FA cohort to the 18/FA cohort. This equates to 10 more students earning an AA degree and successfully transferring.*	*It would be helpful to have the number of students who transferred after completion listed in addition to the transfer rate. It appears that only 14 students from the 17/FA cohort transferred in 3 years after earning an AA degree and only 25 students from the 18/FA cohort transferred in 3 years after earning an AA degree.*	*We need to figure out why these numbers are so low!*
Course success rate (# of students that completed and earned a grade of A,B,C or P) offered by full-time faculty.	The number of successful completions (earned A,B,C or P) for all courses within this program of study taught by full-time faculty divided by the # of courses. This # is given for the total program, and the also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	*DATA NOT AVAILABLE. INSTITIONAL RESEARCH DOES NOT HAVE ACCESS TO HR FILES AND UNABLE TO DISTINGUISH BETWEEN FULL-TIME AND PART-TIME FACULTY.*				

Course success rate (# of students that completed and earned a grade of A,B,C or P) offered by part-time (adjunct) faculty.	The number of successful completions (earned A,B,C or P) for all courses within this program of study taught by part-time (adjunct) faculty divided by the # of courses. This # is given for the total program, and the also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	*DATA NOT AVAILABLE. INSTITIONAL RESEARCH DOES NOT HAVE ACCESS TO HR FILES AND UNABLE TO DISTINGUISH BETWEEN FULL-TIME AND PART-TIME FACULTY.*

SECTION 4: Delta Milestones
Associate in Arts

Fact	Definition	Current Year Data 22/FA	Previous Year Data 21/FA	Change	Summary of Review	Action, if any, to be taken on this outcome
% of students retained in the program Fall to Winter (if applicable).	New students enrolled in the fall who have declared this program of study is the denominator. Those students who enroll the following winter are the numerator. New is defined as the first time they are enrolled in this program whether full- or part-time. This # is given for the total program, and also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	397 Students 78.1% Retention 17 & Under = 81% (42) 18-24 = 79% (31) 25-34 = 71.4% (28) 35 + = 64.7% (17) Amer/Alaskan Native = 100% (1) Asian = 100% (4) African American = 73.5% (34) Hawaii/Pacific = N/A Hispanic = 78.6% (28) Non-Resident Alien = N/A Two or More = 86.7% (15) Unknown = 100% (10) White = 77% (305) F = 78.6% (243) M = 77.3% (154)	355 Students 77.7% Retention 17 & Under = 91.9% (37) 18-24 = 77.9% (258) 25-34 = 59.3% (27) 35 + = 75.8% (33) Amer/Alaskan Native = 100% (1) Asian = 100% (1) African American = 76.7% (30) Hawaii/Pacific = N/A Hispanic = 80% (35) Non-Resident Alien = N/A Two or More = 82.4% (17) Unknown = 88.9% (9) White = 76.7% (262) F = 79.4% (214) M = 75.2% (141)	*New students enrolled in the AA program increased by 42 students from 21/FA to 22/FA. Retention also increased slightly (+0.4%). Fall to Winter retention is high among young students and lower among students 25 and over. In AY21-22 the Fall to Winter retention was lowest (59.3%) for the 25-34 age group. In AY22-23 the Fall to Winter retention was lowest (64.7%) for students 35 and over.*	*The number of new students age 18-24 in 22/FA appears to be incorrect. What is the total enrollment in the AA program during these semesters? It appears that new students accounted for 23% of the enrollment in the AA program in AY 2021 (355/1528) and 28% of the enrollment in AY 2022 (397/1418). If this correct it means that new enrollment in the program increased but overall enrollment decreased. Why did overall enrollment decrease? Note: AY 2022 data does not include Spring 2023 data.*	*Older students are more likely to be working and/or parenting students. We should explore options to help support these "non-traditional" students. Offering flexible due dates is one idea that may help working and parenting students. Faculty in psychology, mathematics, and other disciplines have adopted equitable grading practices to increase student success during the semester. Fall to Winter retention requires students to register successfully complete their courses and register for the next semester. Offering more accelerated online courses may give "non-traditional" students more options and help retain them semester to semester.*

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SECTION 5: Program Assessment/SLAC

Associate in Arts

In your responsew, please address how the program assessment results inform your Program Review Analysis.
Visit the Inside Delta/Employee sections for available SLAC Reports: https://www.delta.edu/employees/index.html
(Scroll down to "Resources" for reports currently available -- if a report is not listed for your program,
it may still be in process and/or not finalized yet).

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<tr>
<td>**Aspect:**</td>
<td>Program Assesment / SLAC</td>
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<tr>
<td>**Definition:**</td>
<td>Assessment of Program Learning Outcomes (OATS Database, SLAC)</td>
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<tr>
<td>Current Year Data:</td>
<td>*No SLAC Reports on file*</td>
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<tr>
<td>5-year trend data</td>
<td>N/A</td>
</tr>
<tr>
<td>Change</td>
<td>N/A</td>
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<tr>
<td>Summary of Review</td>
<td>N/A</td>
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<tr>
<td>Action to be taken</td>
<td>N/A</td>
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SECTION 6: Faculty Reflection

Associate in Arts

	Question	Feedback
1	What are the goals/purpose/mission of this program?	*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.*
2	What do you believe is most essential about this program?	*The most essential elements of this program are the writing and corresponding critical thinking skills that are developed in most of the courses that meet the core requirements of the AA degree (Composition, Humanities, Political Science/Social Science, and Communication).*
3	Please provide any information that helps to explain the social utility of this program including: career advancement potential, job satisfaction, community needs, minority participation and non-traditional participation. This information will help Delta understand the need for programs that may have small #'s, or low wage outcomes.	*The social utility of this program is in its facilitation of achieving the general education requirements for those going on to pursue a bachelors degree in an effective, supportive and affordable community college environment. It provides a strong basis in humanities skills such a writing, critical thinking and reading, communication and civic knowledge/engagement that will be used in almost any workplace as well as in pursuit of higher levels of education.*
4	If there is an outside accrediting agency, industry need, community need or national standard which dictate program size, please identify.	*N/A*
5	What type of internships, clinicals, service learning, externships or practicum experiences are available to students. Do all students participate in these activities? If no, please provide a % of students that do participate.	*N/A*
6	Describe how this program promotes diversity and inclusion among its faculty, adjuncts and students. Please include information on recruitment and hiring, faculty/adjunct retention efforts, and student recruitment and retention.	*This program promotes diversity through the individual courses it offers, many of which teach and have students demonstrate mastery of thinking both civicially and about diverse cultures. The general focus on critical thinking promotes a diversity of viewpoints and approaches to social issues. Students are also required to participate in civic engagement work which gets them out into the community at large.*
7	Based on the information that was provided in this report, is there anything that needs to be explained or highlighted with regards to your program's retention, completion and success rates?	*The average 3 year transfer rate for the AA degree is over 25% but the average 3 year completion rate for the AA degree is under 10% and the average 3 year transfer rate for students who have completed the AA degree is under 6%. This is concerning. The AA degree is supposed to be the general education transfer degree at the college. It appears that many students are enrolling in this degree program but transferring before completing the degree. We need to figure out why students are not completing this degree.*
8	How has the program closed the loop using the results of program student learning outcomes assessment to improve retention and completion rates?	*Improvements have been made in the AA program primarily at the course level as a result of General Education Learning Outcome (GELO) assessment. During the last cycle of assessment for the six GELOs, faculty were asked what actions they took in their classes in response to the assessment. Each response represents one section in which improvements were made. We received the following responses cumulatively: continue to monitor – 240, change assignment – 22, update course content – 14, adjust rubric – 16, change materials provided – 5, and update outcomes – 1 (note: we collected this data on five of the six outcomes in which 451 sections were involved in assessment). During this last cycle of assessment for all six GELOs, faculty submitted a total of 3,242 scores for student work.*
9	Does your program have any unmet space (facility) needs that should be addressed? Does your program have an excess of space?	
10	Is there any technology that your program will need to remain current or effective for students, employers or the community?	
11	What continuing financial needs does your program have?	

SECTION 7: Perkins Specific Questions *(if applicable)*

Associate in Arts

1	Has your program and its curriculum been reviewed by your advisory board with the last 5 years? If so, were any changes suggested and implemented?	*Not applicable - Associate of Arts is designated as a "General Education" program.*
2	If changes were suggested and made, list them here.	
3	List courses that were added or eliminated with the following designation: # of course-E (for eliminated) # of course-A (for added)	
4	Are graduates of this program continually being employed by industry/businesses within Delta's service area? If yes, please provide documentation such as EMSI information, employer survey data, salary range, and other labor insight information.	
5	Does this program regularly survey industry/employers in Delta's service area for wage information, # of job openings, etc? If yes, please provide an overview of the last 5 years and trends.	
6	How does the cost of your program compare with other like programs in the state of Michigan? Please list the other programs you utilized for benchmarking. If other programs do not exist in the state, please indicate this.	

Delta College
Instructional Program Review

Program review serves many functions at Delta College. At the program level it is an opportunity to clarify goals, improve outcomes, and give guidance to coordinators, faculty and Associate Deans about how to efficiently manage their program, and to ensure the program is aligned to the institution's strategic plan.

On the college-level, program review is a tool to help make informed decisions about resource allocation in planning and budgeting, both immediate and long-term. These decisions are based on the needs of the students and the community we serve, in alignment with our strategic plan. Program review informs the college about any changes that should be made to a program to ensure it remains current, effective in its mission and relevant to employers.

All programs will complete this review on a five (5) year cycle. Perkins eligible programs will also need to provide information for the required, limited annual review. This process should be completed by the coordinator, in concert with the program faculty and Associate Dean. Results of program review are available to all members of Delta College, the Board of Trustees and other relevant constituents.

PROGRAM OF STUDY:

Dental Hygiene - AAS
Dental Hygiene + Management - AAS/ABS (Dual Degree)

See individual Workbook tabs for:
1-Program Design
2-Student Demographics
3-Measures of Success
4-Milestones
5-Assessment/SLAC
6-Faculty Reflection
7-Perkins Information

SECTION 1: Program Design

Dental Hygiene

Aspect:	Total credit hours generated within the program
Definition:	Credit hours offered in courses attributed to the program of study (IR)
Current Year Data:	AY 2021 = 1,170
5-year trend data	AY 2021 = 1,170 AY 2020 = 1,113 AY 2019 = 1,267 AY 2018 = 1,297 AY 2017 = 1,364
Change	*decrease in number of total credit hours completed by students.*
Summary of Review	*Number of students validating for the DH program has increased and the number of students entering the program has stayed the same so this change can be attributed to fewer students retaking prerequisites.*
Action to be taken	*None. The change is not affecting enrollment and is a positive change for students' success in the prerequisites.*

Aspect:	Total FTE produced within the program.
Definition:	The total credit hours based on the definition above divided by the number of credit hours taken by students in courses taught and then divided by 30 to generate the FTE. (IR)
Current Year Data:	AY 2021 = 39.0
5-year trend data	AY 2021 = 39.0 AY 2020 = 37.1 AY 2019 = 42.2 AY 2018 = 43.2 AY 2017 = 45.5
Change	*FTE has decreased in the prerequsite courses.*
Summary of Review	*This change demonstrates that there are fewer students retaking the DH prerequisites and possibly fewer students taking the prerequisites, then changing to a different major.*
Action to be taken	*None. The change is not affecting enrollment and is a positive change for students' success in the prerequisites.*

Program Data

Fact	Definition	Current Year Data	5-year trend data (this will only be completed once the 5-year cycle has been completed for this program)	Change	Summary of review	Action, if any, to be taken on this outcome

Total number of students who have declared this program.	The total headcount of students taking courses attributed to the program of study by title. (IR)	AY 2021 =	AY 2021 = 118 AY 2020 = 119 AY 2019 = 118 AY 2018 = 99 AY 2017 = 103	*Increase in number of students declaring DH as a major.*	*Increase in interest in Delta's DH program. This is likely due to other DH programs in the the of Michigan implementing competitive entry. This has resulted in Delta's Dental Hygiene majors with higher GPAs going to other programs where they will not have to wait to get in and students with lower GPAs coming to Delta's program.*	*Two problems that we are facing are that we are losing the higher performing students and gaining those that are more likely to fail out of the program. An action has been taken to increase scholar admissions from 2 per cohort to 10 per cohort. This will help capture the students that may (and will) go elsewhere if they do not get into Delta's DH Program. Actions to improve retention rate have been restructuring the content of DH 100 (a prerequisite course) to insure students understand what the program and career entail and secondly, modifying the validation requirements to better reflect the requirements of the program.*
% of 100-level courses offered in this program of study that ran.	The # of 100-level courses offered in this program of study is the denominator and the # that actually ran is the numerator.(IR)	**100% of 100 level DH course ran.** *DATA NOT AVAILABLE. There is currently no way to distinguish between course sections that were offered but did not run and course sections that were never offered but on the books for planning services. Without being able to distinguish between them, the sections that are never offered will be counted even though they never had a chance to run, which will artificially lower the percentage for this metric.*				
% of 200-level courses offered in this program of study that ran.	The # of 200-level courses offered in this program of study is the denominator and the # that actually ran is the numerator.(IR)	**100% of 200 level DH course ran** *.DATA NOT AVAILABLE. There is currently no way to distinguish between course sections that were offered but did not run and course sections that were never offered but on the books for planning services. Without being able to distinguish between them, the sections that are never offered will be counted even though they never had a chance to run, which will artificially lower the percentage for this metric.*				

SECTION 2: Student Demographics and Feedback
Dental Hygiene

Fact	Definition	Current Year Data **AY 2021**	Previous Year Data **AY 2020**	Change	Summary of Review	Action, if any, to be taken on this outcome
Demographic profile of the program of study.	The headcount and percentage of students within the program of study by age, ethnicity, gender, race and veteran status. (Other special populations might be added based on Perkins V.(IR)	AY 2021 = 118 STUDENTS 17 & Under = N/A 18-24 = 63.6% (75) 25-34 = 31.4% (37) 35 + = 5.1% (6) Amer/Alaskan Native = N/A Asian = N/A African American = 4.2% (5) Hawaii/Pacific = .8% (1) Hispanic = 6.8% (8) Non-Resident Alien = N/A Two or More Races = 3.4% (4) Unknown = 2.5% (3) White = 82.2% (97) F = 95.8% (113) M = 4.2% (5) Veteran data not available	AY 2020 = 119 STUDENTS 17 & Under = 2.5% (3) 18-24 = 74.8% (89) 25-34 = 19.3% (23) 35 + = 3.4% (4) Amer/Alaskan Native = .8% (1) Asian = .8% (1) African American = 5.9% (7) Hawaii/Pacific = N/A Hispanic = 6.7% (8) Non-Resident Alien = N/A Two or More Races = 2.5% (3) Unknown = 1.7% (2) White = 81.5% (97) F = 97.5% (116) M = 2.5% (3) Veteran data not available Note: Additional three years of demographic data is available for reference in the Institutional Research Data folder.	Decrease in 17 and under and 18-24. Increase in 25-34 and 35+. Decrease in races other than white. Increase in males.	A decrease in younger age groups demonstrate that fewer students are planning on DH as a major in high school and in the early college years. An increase in the older age groups demonstrates that a greater number are seeking DH as a second career. Change in diversity is minimal.	The changes are minimal and may just be due to natural trends. Evaluation the younger age groups could determine the cause of this change.

Veteran Demographic profile not available yet. Delta tracks veterans, but there are 36 different veteran types tracked over specific time frames. Working with IR to define which types and time frames to include in data. Will update veteran data when available.

SECTION 3: Measure of Success/Program Data

Dental Hygiene

Fact	Definition	Current Year Data AY 2021	Previous Year Data AY 2020	Change	Summary of Review	Action, if any, to be taken on this outcome
Course success rate (# of students that completed and earned a grade of A,B,C or P)	The number of successful completions (earned A,B,C or P) for all courses within this program of study divided by the # of registrations in the course. This # is given for the total program, and then also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	516 Registrations Total Success: 89% 17 & Under = N/A 18-24 = 86.8% (302) 25-34 = 90.4% (166) 35 + = 97.9% Amer/Alaskan Native = N/A Asian = N/A African American = 33.3% (6) Hawaii/Pacific = 100% (2) Hispanic = 77.5% (40) Non-Resident Alien = N/A Two or More = 93.3% (15) Unknown = 100% (16) White = 90.2% (437) F = 89% (507) M = 88.9% (9)	479 Registrations Total Success: 88.5% 17 & Under = 100% (4) 18-24 = 90.1% (334) 25-34 = 95.7% (115) 35 + = 34.6% (26) Amer/Alaskan Native = 66.7% (3) Asian = 100% (9) African American = 66.7% (18) Hawaii/Pacific = N/A Hispanic = 95.5% (22) Non-Resident Alien = N/A Two or More = 100% (17) Unknown = 75% (8) White = 88.8% (402) F = 88.4% (476) M = 100% (3)	*Success rate change is minimal. An improvement in the 35+ age group for completing courses successfully is demonstrated. A decrease in sucessful completion by African Americans, Hispanics, 2 or more races, and males is reported.*	*Overall success rate has improved by .5%. Improvement in the 35+ group is a positive. Decreases in the 4 other groups require more data over time to determine if this is a trend to focus on for improvement .Amer/Alaskan Native and African American have a lower rate of success in those that declare the degree but not in those that complete the degree.*	*Evaluation over a greater number of years is needed to determine if the decrease in the youger age groups is a natural trend or a concern. A lower rate of success in our underserved populations within the program was recently analized over a 5 year period. The data demonstrated that the percentage of unsuccessful/struggling students is not greater in our underserved populations.*
Course success rate by modality (online, hybrid, face-to-face, dual enrollment)	The number of successful completions (earned A,B,C or P) for all courses within this program and modality divided by the # of registrations in the course. This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V.(IR)	CNET Breakdown - 89.1% Success Rate (358) 17 & Under = N/A 18-24 = 87.3% (213) 25-34 = 89.3% (112) 35 + = 100% (33) Amer/Alaskan Native = N/A Asian = N/A African American = 33.3% (3) Hawaii/Pacific = 100% (2) Hispanic = 72.4% (29) Non-Resident Alien = N/A Two or More = 87.5% (8) Unknown = 100% (12) White = 90.8% (304) F = 89% (353) M = 100% (5) F2F Breakdown - 87.9%Success Rate (140) 17 & Under = N/A 18-24 = 83.5% (79) 25-34 = 93.9% (49) 35 + = 91.7% (12) Amer/Alaskan Native = N/A Asian = N/A African American = 33.3% (3) Hawaii/Pacific = N/A Hispanic = 90% (10) Non-Resident Alien = N/A Two or More = 100% (7) Unknown = 100% (3) White = 88% (117) F = 88.2% (136) M = 75% (4) INET Breakdown - 94.4%% Success Rate (18) 17 & Under = N/A 18-24 = 100% (10) 25-34 = 80% (5) 35 + = 100% (3) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = 100% (1) Non-Resident Alien = N/A Two or More = N/A Unknown = 100% (1) White = 93.8% (16) F = 94.4% (18) M = N/A	CNET Breakdown - 86.8% Success Rate (288) 17 & Under = 100% (1) 18-24 = 89.8% (196) 25-34 = 94.4% (71) 35 + = 100% (20) Amer/Alaskan Native = 100% (1) Asian = 100% (6) African American = 72.7% (11) Hawaii/Pacific = N/A Hispanic = 90.6% (11) Non-Resident Alien = N/A Two or More = 100% (9) Unknown = 66.7% (6) White = 86.9% (244) F = 86.7% (285) M = 100% (3) F2F Breakdown - 94.6% Success Rate (56) 17 & Under = N/A 18-24 = 92.1% (38) 25-34 = 100% (16) 35 + = 100% (2) Amer/Alaskan Native = N/A Asian = 100% (2) African American = 100% (2) Hawaii/Pacific = N/A Hispanic = 100% (2) Non-Resident Alien = N/A Two or More = 100% (2) Unknown = N/A White = 93.8% (48) F = 94.6% (56) M = N/A INET Breakdown - 89.6% Success Rate (135) 17 & Under = 100% (3) 18-24 = 90% (100) 25-34 = 96.4% (28) 35 + = 25% (4) Amer/Alaskan Native = 50% (2) Asian = 100% (1) African American = 40% (5) Hawaii/Pacific = N/A Hispanic = 100% (9) Non-Resident Alien = N/A Two or More = 100% (6) Unknown = 100% (2) White = 90.9% (110) F = 89.6% (135) M = N/A	*Overall increase in sucess with CNET especially in the 35+ age group. African Americans, Hispanics, 2 or more races, unknown race decreased in success. Females increased and males stayed at 100%.* *In 2020, the only F2F were most likely clinicals which attributed to the greater success rate in that year.* *Decrease in success of F2F in all groups except 2 or more races.* *Increase in overall success in INET. Significant increase in success of 35+ with slight changes in other groups.*	*Overall a positive change for CNET students. The underserved groups had a decrease in success from minimal to significant for African Americans and Hispanics.* *Overall a positive change for INET students.*	*The Dental Hygiene program has returned to generally F2F education* but seeing an increase in success in CNET is a positive trend for the prerequitie courses which in many cases would have options for students to choose CNET or F2F. *The option of delivering a percentage of lecture course content online gained approval from the dental accrediting body in 2022.* *Due the large difference in number of F2F students from 2020 to 2021, the data may not reflect an actual decline. Longer term data should be evaluated to determine the trend.* *Due the large difference in number of INET students from 2020 to 2021, the data may not reflect an actual problem. Longer term data should be evaluated to determine the trend.*
# of students who have completed the program of study.	The # of students awarded credentials (unduplicated). This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	10 Completers 17 & Under = N/A 18-24 = 5 25-34 = 5 35 + = N/A Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = 1 Non-Resident Alien = N/A Two or More = 1 Unknown = N/A White = 8 F = 10 M = N/A	15 Completers 17 & Under = N/A 18-24 = 9 25-34 = 5 35 + = 1 Amer/Alaskan Native = N/A Asian = 1 African American = 1 Hawaii/Pacific = N/A Hispanic = N/A Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 13 F = 15 M = N/A	*Decrease in the # of completers.*	*Both 2020 and 2021, students dropped out of the program due to the pandemic. This included reason that were not academic including: fear of contracting COVID, unable to secure childcare, deciding not to go into healthcare, overall stress.*	*The low completion rate during this time frame was affected by the pandemic. But completion rate overall has been evaluated and changes have been implemented. DH 100, a prerequisite is utlized to give the students a better idea of what the program entails. Validation requirements have been modified to address attrition rate as well.*

Program completion rate (including Clearinghouse data.) *Status 3 years after taking first course in program.*	The # of successful completions for the program of study identified by the title of the program, divided by the # of students who have declared this program of study. This # is given for the total program and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	17/FA Initial Cohort = 29 Students Completion Rate = 0% 17 & Under = 0% (1) 18-24 = 0% (23) 25-34 = 0% (4) 35 + = 0% (1) Amer/Alaskan Native = N/A Asian = 0% (1) African American = 0% (1) Hawaii/Pacific = N/A Hispanic = 0% (1) Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 0% (26) F = 0% (29) M = N/A	16/FA Initial Cohort = 22 Students Completion Rate = 0 % 17 & Under = 0% (1) 18-24 = 0% (18) 25-34 = 0% (2) 35 + = 0% (1) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (1) Hawaii/Pacific = N/A Hispanic = 0% (1) Non-Resident Alien = N/A Two or More = 0% (1) Unknown = N/A White = 0% (19) F = 0% (22) M = N/A	*These students were either still working on prerequisites or were on the waitlist, so this is the reason for 0% completion rate.*	*With this data, it is not possible to tell if these students eventually completed or not.*	*The action would be to find a better way to collect data due to the nature of this program.*
Program Transfer Rate prior to completion of the program. *Status 3 years after taking first course in program.*	The # of students who have transferred from the program prior to completion of the program, identified by the title of the program, divided by the # of students who have declared this program of study. (IR)	17/FA Initial Cohort = 29 Students Completion Rate = 24.1% 17 & Under = 0% (1) 18-24 = 26.1% (23) 25-34 = 25% (4) 35 + = 0% (1) Amer/Alaskan Native = N/A Asian = 0% (1) African American = 100% (1) Hawaii/Pacific = N/A Hispanic = 0% (1) Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 23.1% (26) F = 24.1% (29) M = N/A	16/FA Initial Cohort = 22 Students Completion Rate = 36.4% 17 & Under = 0% (1) 18-24 = 33.3% (18) 25-34 = 100% (2) 35 + = 0% (1) Amer/Alaskan Native = N/A Asian = N/A African American = 100% (1) Hawaii/Pacific = N/A Hispanic = 0% (1) Non-Resident Alien = N/A Two or More = 100% (1) Unknown = N/A White = 31.6% (19) F = 36.4% (22) M = N/A	*The data shows that 24.1 and 36.4% transferred.*	*Some students are discouraged by the waitlist and others decide that dental hygiene is not for them after learning more about the program or the career. Also included in this data would be students that were unable to complete the validation requirements due to grades. The greatest number for both years is in the 18-24 age group. This is not surprising being this age group is frequently still exploring their options.*	*None. I think this is positive data. This shows that students consider their options.*
Program Transfer Rate after completion of the program (if applicable) *Status 3 years after taking first course in program.*	The # of students who have transferred from the program after completion, identified by the title of the program, divided by the # of students who have declared this program of study. This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	17/FA Initial Cohort = 29 Students Completion Rate = 0% 17 & Under = 0% (1) 18-24 = 0% (23) 25-34 = 0% (4) 35 + = 0% (1) Amer/Alaskan Native = N/A Asian = 0% (1) African American = 0% (1) Hawaii/Pacific = N/A Hispanic = 0% (1) Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 0% (26) F = 0% (29) M = N/A	16/FA Initial Cohort = 22 Students Completion Rate = 0% 17 & Under = 0% (1) 18-24 = 0% (18) 25-34 = 0% (2) 35 + = 0% (1) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (1) Hawaii/Pacific = N/A Hispanic = 0% (1) Non-Resident Alien = N/A Two or More = 0% (1) Unknown = N/A White = 0% (19) F = 0% (22) M = N/A	This data shows that students do not transfer after completing the program.	There are some students that complete their Associate in Applied Science in Dental Hygiene and then transfer to a university to complete their bachelors. I am not sure how this data is collected or why this is not shown here.	*None. Most students do not transfer to a university after earning their Associates in Dental Hygiene. Doing so will not increase their marketability for employment or increase their compensation as a dental hygienist. Generally, the only students that transfer to a university are those that plan to teach or work in dental supplies/equipment sales.*
Course success rate (# of students that completed and earned a grade of A,B,C or P) offered by full-time faculty.	The number of successful completions (earned A,B,C or P) for all courses within this program of study taught by full-time faculty divided by the # of courses. This # is given for the total program, and the also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	*DATA NOT AVAILABLE. INSTIONAL RESEARCH DOES NOT HAVE ACCESS TO HR FILES AND UNABLE TO DISTINGUISH BETWEEN FULL-TIME AND PART-TIME FACULTY.*				
Course success rate (# of students that completed and earned a grade of A,B,C or P) offered by part-time (adjunct) faculty.	The number of successful completions (earned A,B,C or P) for all courses within this program of study taught by part-time (adjunct) faculty divided by the # of courses. This # is given for the total program, and the also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	*DATA NOT AVAILABLE. INSTIONAL RESEARCH DOES NOT HAVE ACCESS TO HR FILES AND UNABLE TO DISTINGUISH BETWEEN FULL-TIME AND PART-TIME FACULTY.*				

SECTION 4: Delta Milestones
Dental Hygiene

Fact	Definition	Current Year Data 21/FA	Previous Year Data 20/FA	Change	Summary of Review	Action, if any, to be taken on this outcome
% of students retained in the program Fall to Winter (if applicable).	New students enrolled in the fall who have declared this program of study is the denominator. Those students who enroll the following winter are the numerator. New is defined as the first time they are enrolled in this program whether full- or part-time. This # is given for the total program, and also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	33 Students 69.7% Retention 17 & Under = N/A 18-24 = 73.9% (23) 25-34 = 50% (8) 35 + = 100% (2) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = 0% (1) Hispanic = 100% (3) Non-Resident Alien = N/A Two or More = 100% (1) Unknown = N/A White = 67.9% (28) F = 67.7% (31) M = 100% (2)	38 Students 73.7% Retention 17 & Under = 100% (2) 18-24 = 73.3% (30) 25-34 = 60% (5) 35 + = N/A Amer/Alaskan Native = 100% (1) Asian = N/A African American = 100% (1) Hawaii/Pacific = N/A Hispanic = 75% (4) Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 75% (32) F = 73.7% (38) M = N/A	Decrease by 4%.	I am surprised the retention rate is this high. The prerequisites take one year (FT). After year one, the successful students validate and are on the waitlist for 3-5 years so would not re-enroll the following year.	None. The only reasons a student that is majoring in DH would enroll the 2nd year are: The student is taking prerequisites part-time. The student did not pass some of the prerequisites so is retaking. The student is focusing on a different major.

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SECTION 5: Program Assessment/SLAC

Dental Hygiene

In your response, please address how the program assessment results inform your Program Review Analysis.
Visit the Inside Delta/Employee section for available SLAC Reports: https://www.delta.edu/employees/index/html
(Scroll down to "Resources" for reports currently available -- if a report is not listed for your program, it may
still be in process and/or not finalized yet.

Aspect:	Program Assesment / SLAC
Definition:	Assessment of Program Learning Outcomes (OATS Database, SLAC)
Current Year Data:	!00% pass rate on board exams; 100% employment
5-year trend data	No change
Change	none
Summary of Review	The program is experiencing continued success in students passing boards and finding employment.
Action to be taken	Continue with efforts to prepare students to pass the 5 board exams and to successfully obtain and retain employment.

SECTION 6: Faculty Reflection

Dental Hygiene

(In your response, please address how the program assessment results inform the Program Review analysis)

	Question	Feedback
1	What are the goals/purpose/mission of this program?	*The mission of the Dental Hygiene program is not only train dental hygiene students to entry level proficiency but also to promote personal growth in the areas of empathy, acceptance and respect for all by encouraging recognition and reduction of any personal bias. Demonstration of professionalism and the practice of teamwork by graduates of this program are additional goals.*
2	What do you believe is most essential about this program?	
3	Please provide any information that helps to explain the social utility of this program including: career advancement potential, job satisfaction, community needs, minority participation and non-traditional participation. This information will help Delta understand the need for programs that may have small #'s, or low wage outcomes.	*Career advancement is can occur through enrollment in DH Associates to Bachelors degre programs offered at local Universities as well as online. Job satisfaction is high with Delta's DH graduates. This is also being addressed in the prerequisite course, DH 100. Providing deeper insight into the program and the career in this course, allows students to decide if this is career a good fit for them before finding themselves in the wrong program or in a career they don't enjoy.Community needs are very high with a significant shortage of dental hygienists. Some groups of minority and non-traditional students are low. A goal to attract these groups early in their educational journey could be addressed by a marketing campaign. Wage outcomes are excellent and have been increasing due to demand.*
4	If there is an outside accrediting agency, industry need, community need or national standard which dictate program size, please identify.	*The accrediting body, CODA, states that every student must have a work station. We have 20 units in the clinic and sim lab so we are limited to 20 students per cohort.*
5	What type of internships, clinicals, service learning, externships or practicum experiences are available to students. Do all students participate in these activities? If no, please provide a % of students that do participate.	*All clinical experience occurs in the dental clinic at Delta, as this is required. 100% of the students that graduate have participated in and completed 100% of this.In the past, there has been 8 hours of experience occur at the VA, but this is no longer an option. When this was done, 100% of the students participated.*
6	Describe how this program promotes diversity and inclusion among its faculty, adjuncts and students. Please include information on recruitment and hiring, faculty/adjunct retention efforts, and student recruitment and retention.	*All Dental Hygiene faculty, staff and students are required to complete Implicit Bias training. Belonging, inclusion, diversity and equity are addressed in all clinical and clinic related courses. DH 100, an ethics course is a prerequisite in which these concepts are initially taight. In this introductory course, efforts are made to be sure that all students feel encouraged and feel welcomed in the Dental Hygiene program. Advertizing/promotional materials representing diversity within the program have been requested to attract faculty and students that will provide diversity within the program. Retention of faculty and students has been undergoing evaluation. Changes that have been made to adress this:Faculty: Restoring the number of fulltime faculty in the dental programs to what is was in 2018 and prior, as a lack of FT faculty had the existing faculty spread too thin; Recruitment of faculty that are dual licensed in Dental Hygiene and Dental Assisting to provide greater opportunities for adjuncts and to promote teamwork and inclusion between the dental programs; A focus on teamwork among all faculty and staff. Students: Changes to the prerquisite course, DH 100, to promote diversity; A focus on teamwork in both dental programs has led to an improved sense of beloning and inclusion among students and has increased equity.*
7	Based on the information that was provided in this report, is there anything that needs to be explained or highlighted with regards to your program's retention, completion and success rates?	*A five-year study on retention rate has prompted the changes the the course, DH 100 and changes to the validation requirents to increase retention rates and set students up for success. An incidental positive is an increased opportunity to guide students into programs of study that may be of greater interest to them as opposed to losing these students.*
8	How has the program closed the loop using the results of program student learning outcomes assessment to improve retention and completion rates?	*By providing the opportunity for students to explore the dental programs in greater depth, students will be able to direct themselves into the program they feel suited for. This is reducing the number of students that have entered the program and then dropped after one semester because it was not what they expected.*
9	Does your program have any unmet space (facility) needs that should be addressed? Does your program have an excess of space?	*No.*

10	Is there any technology that your program will need to remain current or effective for students, employers or the community?	Dentistry is always evolving. We have updated some of the outdated technology in the past year. After participating in some extended training about airpolishing in April 2023, faculty is going to increase the use of this treatment modality. We currently have airpolishing units and with the amount of usage we are moving toward, may need to increase the number of units. A dental cad-cam unit for digital dental impressions is currently being installed. My plan is to work with the faculty in our engineering department for a cross discipline activity between DH students and engineering students to print the dental models on the 3D printer. As the use of digital dental impressions rise above traditional impressions, a need for the capabilty of printing these models in the dental clinic will be present.
11	What continuing financial needs does your program have?	As the cost of clinic and lab supplies have increase significanlty over the past 3 yeears. the financial needs of the dental programs have increased.

SECTION 7: Perkins Specific Questions *(if applicable)*

Dental Hygiene

1	Has your program and its curriculum been reviewed by your advisory board with the last 5 years? If so, were any changes suggested and implemented?	*Yes, the advisory board reviews the program annually. Changes that were suggestede: 3D radiography, emailing radigraphs to dental offices, digital dental impressions, students familiar with dental codes.*
2	If changes were suggested and made, list them here.	*Changes that have been made: the addition of 3D radiography, the capability to securely email radigraphs has been established, the addition of digital dental impressions technology, increased emphasis on students knowing dental codes.*
3	List courses that were added or eliminated with the following designation: # of course-E (for eliminated) # of course-A (for added)	*None*
4	Are graduates of this program continually being employed by industry/businesses within Delta's service area? If yes, please provide documentation such as EMSI information, employer survey data, salary range, and other labor insight information.	*Yes. Salary range $30-40 per hour in the tri-cities area based on surveys.*
5	Does this program regularly survey industry/employers in Delta's service area for wage information, # of job openings, etc? If yes, please provide an overview of the last 5 years and trends.	*Annual survey of graduates. Surveying employers Spring/Summer 2023.*
6	How does the cost of your program compare with other like programs in the state of Michigan? Please list the other programs you utilized for benchmarking. If other programs do not exist in the state, please indicate this.	*Delta is 1 of 12 Dental Hygiene Programs in Michigan. Of the 9 community college programs, Delta's costs are comparable. The remianing 3 programs are at Universities and are considerably higher. The colleges used for comparison: Grand Rapids CC, Jackson CC, Kalamazoo Valley CC, Lansing CC, Mott CC, Oakland CC, and Wayne County CC.*

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Delta College
Instructional Program Review

Program review serves many functions at Delta College. At the program level it is an opportunity to clarify goals, improve outcomes, and give guidance to coordinators, faculty and Associate Deans about how to efficiently manage their program, and to ensure the program is aligned to the institution's strategic plan.

On the college-level, program review is a tool to help make informed decisions about resource allocation in planning and budgeting, both immediate and long-term. These decisions are based on the needs of the students and the community we serve, in alignment with our strategic plan. Program review informs the college about any changes that should be made to a program to ensure it remains current, effective in its mission and relevant to employers.

All programs will complete this review on a five (5) year cycle. Perkins eligible programs will also need to provide information for the required, limited annual review. This process should be completed by the coordinator, in concert with the program faculty and Associate Dean. Results of program review are available to all members of Delta College, the Board of Trustees and other relevant constituents.

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PROGRAM OF STUDY:

Electrician, Associate in Applied Science (AAS)

See individual Workbook tabs for:

1-Program Design
2-Student Demographics
3-Measures of Success
4-Milestones
5-Assessment/SLAC
6-Faculty Reflection
7-Perkins Information

SECTION 1: Program Design
Electrician

Aspect:	Total credit hours generated within the program
Definition:	Credit hours offered in courses attributed to the program of study (IR)
Current Year Data:	AY 2022 = 1,032
5-year trend data	AY2022 = 1,032 AY 2021 = 933 AY 2020 = 796 AY 2019 = 741 AY 2018 = 652
Change	*The percent increase over the 5 year period given is 58.3%*
Summary of Review	*The percent increase for each year given is as follows: 2019 13.7%, 2020 7.4%, 2021 17.2%, 2022 10.6%. The percent increase over the 5 year period is 58.3%. Although the data is not extremely consistent from year to year, there does appear to be a positive trend every year. When this data is compared to FTE data, the data matches almost exactly. This trend seems to indicate that the program is growing.*
Action to be taken	*Continue to look for ways to grow the program. Reach out to area high schools to inform and advise the high school counselors about our electrician program at Delta College.*

Aspect:	Total FTE produced within the program.
Definition:	The total credit hours based on the definition above divided by the number of credit hours taken by students in courses taught and then divided by 30 to generate the FTE. (IR)
Current Year Data:	AY 2022 = 34.4
5-year trend data	AY2022 = 34.4 AY 2021 = 31.1 AY 2020 = 26.5 AY 2019 = 24.7 AY 2018 = 21.7
Change	*The percent increase over the 5 year period given is 58.5%*
Summary of Review	*The percent increase for each year given is as follows: 2019 13.8%, 2020 7.3%, 2021 17.4%, 2022 10.6%. The percent increase over the 5 year period is 58.5%. Although the data is not extremely consistent from year to year, there does appear to be a positive trend every year. When this data is compared to total credit hours generated data, the data matches almost exactly. This trend seems to indicate that the program is growing.*
Action to be taken	*Continue to look for ways to grow the program. Reach out to area high schools to inform and advise the high school counselors about our electrician program at Delta College.*

Program Data

Fact	Definition	Current Year Data	5-year trend data (this will only be completed once the 5-year cycle has been completed for this program)	Change	Summary of review	Action, if any, to be taken on this outcome

Total number of students who have declared this program.	The total headcount of students taking courses attributed to the program of study by title. (IR)	AY 2022 = 119	AY2022 = 119 AY 2021 = 136 AY 2020 = 108 AY 2019 = 105 AY 2018 =	*The percent increase over the 5 year period given is 13.3%*	*The percent increase for each year given is as follows: 2019 no data, 2020 2.9%, 2021 25.9%, 2022 -12.5%. The percent increase over the 5 year period is 13.3%. The trends in this data do not match the other data at all. This data does show that we have a lot of students that are part time in this program. It is unclear whether our students may be obtaining jobs and transfering over to apprenticeships which would then place the students under the Industrial Maintenance program.*	*We also have a very low graduation rate for students in this program. Skilled Trades Manager could help us to track this data better. We need to have a better understanding as to what is happening to our students in this program.*
% of 100-level courses offered in this program of study that ran.	The # of 100-level courses offered in this program of study is the denominator and the # that actually ran is the numerator.(IR)	*DATA NOT AVAILABLE. There is currently no way to distinguish between course sections that were offered but did not run and course sections that were never offered but on the books for planning services. Without being able to distinquish between them, the sections that are never offered will be counted even though they never had a chance to run, which will artificially lower the percentage for this metric.*				
% of 200-level courses offered in this program of study that ran.	The # of 200-level courses offered in this program of study is the denominator and the # that actually ran is the numerator.(IR)	*DATA NOT AVAILABLE. There is currently no way to distinguish between course sections that were offered but did not run and course sections that were never offered but on the books for planning services. Without being able to distinquish between them, the sections that are never offered will be counted even though they never had a chance to run, which will artificially lower the percentage for this metric.*				

SECTION 2: Student Demographics and Feedback

Electrician

Fact	Definition	Current Year Data AY 2022	Previous Year Data AY 2021	Change	Summary of Review	Action, if any, to be taken on this outcome
Demographic profile of the program of study.	The headcount and percentage of students within the program of study by age, ethnicity, gender, race and veteran status. (Other special populations might be added based on Perkins V.(IR)	AY 2022 = 119 STUDENTS 17 & Under = .8% (1) 18-24 = 49.6% (59) 25-34 = 33.6% (40) 35 + = 16% (19) Amer/Alaskan Native = N/A Asian = .8% (1) African American = 7.6% (9) Hawaii/Pacific = N/A Hispanic = 8.4% (10) Non-Resident Alien = .8% (1) Two or More Races = .8% (1) Unknown = 2.5% (3) White = 79% (94) F = 5.9% (7) M = 94.1% (112)	AY 2021 = 136 STUDENTS 17 & Under = 2.2% (3) 18-24 = 50.7% (69) 25-34 = 27.9% (38) 35 + = 19.1% (26) Amer/Alaskan Native = N/A Asian = N/A African American = 1.5% (2) Hawaii/Pacific = N/A Hispanic = 9.6% (13) Non-Resident Alien = N/A Two or More Races = 1.5% (2) Unknown = 3.7% (5) White = 83.8% (114) F = 8.8% (12) M = 91.2% (124) Note: Additional three years of demographic data is available for reference in the Institutional Research Data folder.	We had 17 fewer students in 2022 than we had in 2021. We lost students in every age group except for 25-34 year olds. We increased our African-American enrollment by 350% but decreased our female enrollment by 41.7%	We need to continue to grow this program, especially within the younger age groups. The demographics for the Saginaw, Bay and Midland counties show a breakdown of ethnicities as 81.6% white, 11.7% African-American, and 6.7% Hispanic. We are above the population demographics for this area with Hispanics. Even though the African-American enrollment has increased substantially we are still under 10% for for this population in the program as a whole. Our female enrollment has decreased substantially and we are under 10% for this population in the program as a whole.	We need to outreach to high school area students better. We can work with the dual-enrollment department at Delta College to increase our number of dual-enrolled students. We can work with the Black Faculty and Staff Association to help us to understand how we could attract African-Americans to our program. We should outreach to local high schools such as Arthur Hill and Saginaw High. We need to start a womens' group at Delta College. Girls Day Out is an excellent event to help middle school girls become interested in STEM fields. The womens' group could work with various departments at Delta College to try to obtain funding for this event. The womens' group could also outreach to area high schools to talk to girls about careers in fields traditionally dominated by men. The high school girls need to understand the numerous opportunities that are available to them.

Veteran Demographic profile not available yet. Delta tracks veterans, but there are 36 different veteran types tracked over specific time frames. Working with IR to define which types and time frames to include in data. Will update veteran data when available.

SECTION 3: Measure of Success/Program Data
Electrician

Fact	Definition	Current Year Data AY 2022	Previous Year Data AY 2021	Change	Summary of Review	Action, if any, to be taken on this outcome
Course success rate (# of students that completed and earned a grade of A,B,C or P)	The number of successful completions (earned A,B,C or P) for all courses within this program of study divided by the # of registrations in the course. This # is given for the total program, and then also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	222 Registrations Total Success: 85.1% 17 & Under = 100% (3) 18-24 = 73.6% (121) 25-34 = 98.6% (71) 35 + = 100% (27) Amer/Alaskan Native = N/A Asian = 100% (2) African American = 71.4% (7) Hawaii/Pacific = N/A Hispanic = 89.5% (19) Non-Resident Alien = N/A Two or More = 100% (4) Unknown = 71.4% (7) White = 85.2% (183) F = 100% (19) M = 83.7% (203)	375 Registrations Total Success: 79.2% 17 & Under = 20% (5) 18-24 = 69.3% (189) 25-34 = 88.6% (105) 35 + = 94.7% (76) Amer/Alaskan Native = N/A Asian = N/A African American = 50% (4) Hawaii/Pacific = N/A Hispanic = 65.5% (29) Non-Resident Alien = N/A Two or More = 0% (6) Unknown = 86.7% (15) White = 81.9% (321) F = 76.9% (26) M = 79.4% (349)	*Our success rate has gone up slightly from 79.2% to 85.1%. African-Americans and Hispanics have the lowest success rate.*	*African-Americans had an average success rate of 60.7% while Hispanics had an average success rate of 77.5%. Having tutors in the library for our classes would help the success rate for all of our students, including our African-American and our Hispanic students.*	*Our BEDI project focused on success rate for SKET120. The reason that SKET120 was chosen is because we have a lower success rate for SKET100 and SKET110. A typical reason for low success rates in these classes is because students don't show up for classes and don't take their tests or quizzes. Therefore, we felt that SKET120 would provide us with more accurate data. As a result of our BEDI project, we wanted to focus on the success rate of African-Americans. We realize the best way to do this would be to have tutors available in the library for the students in this program. We have reached out to the library to inquire about having students, especially successful African-American students, be tutors for our current incoming students. Apparently there is no longer funding available for student tutors. We then reached out to see if our current tutors could take our classes so they would be better prepared to tutor our students.*
Course success rate by modality (online, hybrid, face-to-face, dual enrollment)	The number of successful completions (earned A,B,C or P) for all courses within this program and modality divided by the # of registrations in the course. This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V.(IR)	CNET Breakdown - No CNET courses	CNET Breakdown - 100% Success Rate (11) 17 & Under = N/A 18-24 = 100% (7) 25-34 = 100% (3) 35 + = 100% (1) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = 100% (1) Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 100% (10) F = N/A M = 100% (11)	*CNET courses are not typical for this program. The class shown in 2021 was due to Covid.*	*We are not going to analyze data for CNET classes because this course in 2021 was an outlier due to Covid.*	*No action.*
		F2F Breakdown - 84.7% Success Rate (183) 17 & Under = 100% (1) 18-24 = 73.3% (101) 25-34 = 98.4% (61) 35 + = 100% (20) Amer/Alaskan Native = N/A Asian = N/A African American = 66.7% (6) Hawaii/Pacific = N/A Hispanic = 100% (15) Non-Resident Alien = N/A Two or More = 100% (4) Unknown = 71.4% (7) White = 84.1% (151) F = 100% (19) M = 82.9% (164)	F2F Breakdown - 81.9% Success Rate (138) 17 & Under = 0% (1) 18-24 = 75% (76) 25-34 = 90.2% (41) 35 + = 95% (20) Amer/Alaskan Native = N/A Asian = N/A African American = 33.3% (3) Hawaii/Pacific = N/A Hispanic = 60% (10) Non-Resident Alien = N/A Two or More = N/A Unknown = 100% (3) White = 84.4% (122) F = 62.5% (8) M = 83.1% (130)	*Success rate it fairly consistent between 2021 and 2022.*	*The success rate has increased from 81.9% in 2021 to 84.7% in 2022 as more classes have transitioned back to f2f. The success rate increase along with the increased number of students tells us that many of our students do better in a f2f format.*	*Continue to offer a majority of our courses in a f2f format to accommodate students who learn better with this modality.*
		SNET Breakdown - 87.2% Success Rate (39) 17 & Under = 100% (2) 18-24 = 75% (20) 25-34 = 100% (10) 35 + = 100% (7) Amer/Alaskan Native = N/A Asian = 100% (2) African American = 100% (1) Hawaii/Pacific = N/A Hispanic = 50% (4) Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 90.6% (32) F = N/A M = 87.2% (39)	SNET Breakdown - 76.5% Success Rate (226) 17 & Under = 25% (4) 18-24 = 63.2% (106) 25-34 = 86.9% (61) 35 + = 94.5% (55) Amer/Alaskan Native = N/A Asian = N/A African American = 100% (1) Hawaii/Pacific = N/A Hispanic = 66.7% (18) Non-Resident Alien = N/A Two or More = 0% (6) Unknown = 83.3% (12) White = 79.4% (189) F = 83.3% (18) M = 76% (208)	*Success rate went from 76.5% in 2021 to 87.2% in 2022.*	*The data from 2021 includes a significant number of classes that were held online during Covid. Data for 2022 is much higher at 87.7% as a majority of classes were transitioned back to f2f. Data for 2022 is fairly high at 87.2%, especially since this data is from students who are not currently working in the field. When apprentices are in classes they tend to increase the success rates for the classes. SNET offers the students the ability to watch the lecture again if there was something they missed while attending class. The students also work with the lab equipment individually so they tend to learn more from the classes. This data appears to be low for 2022 as there were significantly more students that took SNET classes in this timeframe. There were also women that took SNET classes that are not accounted for.*	*Continue to offer courses in SNET fashion to accommodate students who learn better with this modality.*

# of students who have completed the program of study.	The # of students awarded credentials (unduplicated). This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	3 Completers 17 & Under = N/A 18-24 = 2 25-34 = N/A 35 + = 1 Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = N/A Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 3 F = N/A M = 3	11 Completers 17 & Under = N/A 18-24 = 4 25-34 = 2 35 + = 5 Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = 2 Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 9 F = 1 M = 10	*Number of completers for this program went from 11 in 2021 to 3 in 2022.*	*The number of completers for this program is significantly lower than the number of students who claim this program.*	*A serious look needs to be taken with why we have so few graduates in this program. We need to work with the Skilled Trades Manager to accurately track all of our students from start to finish. The Skilled Trades Manager currently only looks at registered apprentices. Since this person knows when students become apprentices it would be very helpful if this information was tracked.*
Program completion rate (including Clearinghouse data.) *Status 3 years after taking first course in program.*	The # of successful completions for the program of study identified by the title of the program, divided by the # of students who have declared this program of study. This # is given for the total program and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	18/FA Initial Cohort = 21 Students Completion Rate = 19% 17 & Under = N/A 18-24 = 15.4% (13) 25-34 = 40% (5) 35 + = 0% (3) Amer/Alaskan Native = N/A Asian = N/A African American = 66.7% (3) Hawaii/Pacific = N/A Hispanic = N/A Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 11.8% (17) F = 33.3% (3) M = 16.7% (18)	17/FA Initial Cohort = 23 Students Completion Rate = 8.7% 17 & Under = 0% (3) 18-24 = 13.3% (15) 25-34 = 0% (3) 35 + = 0% (2) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (1) Hawaii/Pacific = N/A Hispanic = 33.3% (3) Non-Resident Alien = N/A Two or More = 0% (1) Unknown = 0% (1) White = 5.9% (17) F = N/A M = 8.7% (23)	*Completion rate went from 8.7% for students starting in 2017 to 19% for students starting in 2018.*	*More students complete the program in 3 years than those that complete the program in 4 years.*	*No action.*
Program Transfer Rate prior to completion of the program. *Status 3 years after taking first course in program.*	The # of students who have transferred from the program prior to completion of the program, identified by the title of the program, divided by the # of students who have declared this program of study. (IR)	18/FA Initial Cohort = 21 Students Completion Rate = 4.8% 17 & Under = N/A 18-24 = 7.7% (13) 25-34 = 0% (5) 35 + = 0% (3) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (3) Hawaii/Pacific = N/A Hispanic = 100% (1) Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 0% (17) F = 33.3% (3) M = 0% (18)	17/FA Initial Cohort = 23 Students Completion Rate = 4.3% 17 & Under = 0% (3) 18-24 = 6.7% (15) 25-34 = 0% (3) 35 + = 0% (2) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (1) Hawaii/Pacific = N/A Hispanic = 0% (3) Non-Resident Alien = N/A Two or More = 0% (1) Unknown = 0% (1) White = 5.9% (17) F = N/A M = 4.3% (23)	*4.3% of students that started in 2017 transferred to another program. 4.8% of students that started in 2018 transferred to another program.*	*We think these number are relatively low for this program. This tells us that on the average 4.55% of our students stay in college but realize they are not suited for being an alectrician.*	*We would like to work with the Skilled Trades Manager to find out when and why we are specifically losing these students.*
Program Transfer Rate after completion of the program (if applicable) *Status 3 years after taking first course in program.*	The # of students who have transferred from the program after completion, identified by the title of the program, divided by the # of students who have declared this program of study. This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	18/FA Initial Cohort = 21 Students Completion Rate = 0% 17 & Under = N/A 18-24 = 0% (13) 25-34 = 0% (5) 35 + = 0% (3) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (3) Hawaii/Pacific = N/A Hispanic = 0% (1) Non-Resident Alien = N/A Two or More = N/A Unknown = N/A White = 0% (17) F = 0% (3) M = 0% (18)	17/FA Initial Cohort = 23 Students Completion Rate = 0% 17 & Under = 0% (3) 18-24 = 0% (15) 25-34 = 0% (3) 35 + = 0% (2) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (1) Hawaii/Pacific = N/A Hispanic = 0% (3) Non-Resident Alien = N/A Two or More = 0% (1) Unknown = 0% (1) White = 0% (17) F = N/A M = 0% (23)	*We have no students in this category.*	*We have no students in this category.*	*No action.*
Course success rate (# of students that completed and earned a grade of A,B,C or P) offered by full-time faculty.	The number of successful completions (earned A,B,C or P) for all courses within this program of study taught by full-time faculty divided by the # of courses. This # is given for the total program, and the also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	*DATA NOT AVAILABLE. INSTITIONAL RESEARCH DOES NOT HAVE ACCESS TO HR FILES AND UNABLE TO DISTINGUISH BETWEEN FULL-TIME AND PART-TIME FACULTY.*				

Course success rate (# of students that completed and earned a grade of A,B,C or P) offered by part-time (adjunct) faculty.	The number of successful completions (earned A,B,C or P) for all courses within this program of study taught by part-time (adjunct) faculty divided by the # of courses. This # is given for the total program, and the also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	*DATA NOT AVAILABLE. INSTITIONAL RESEARCH DOES NOT HAVE ACCESS TO HR FILES AND UNABLE TO DISTINGUISH BETWEEN FULL-TIME AND PART-TIME FACULTY.*

SECTION 4: Delta Milestones
Electrician

Fact	Definition	Current Year Data 22/FA	Previous Year Data 21/FA	Change	Summary of Review	Action, if any, to be taken on this outcome
% of students retained in the program Fall to Winter (if applicable).	New students enrolled in the fall who have declared this program of study is the denominator. Those students who enroll the following winter are the numerator. New is defined as the first time they are enrolled in this program whether full- or part-time. This # is given for the total program, and also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	40 Students 77.5% Retention 17 & Under = 0% (1) 18-24 = 75% (28) 25-34 = 87.5% (8) 35 + = 100% (3) Amer/Alaskan Native = N/A Asian = 100% (1) African American = 100% (3) Hawaii/Pacific = N/A Hispanic = 50% (2) Non-Resident Alien = N/A Two or More = 100% (1) Unknown = 50% (2) White = 77.4% (31) F = 100% (5) M = 74.3% (35)	36 Students 61.1% Retention 17 & Under = 0% (1) 18-24 = 45% (20) 25-34 = 91.7% (12) 35 + = 66.7% (3) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = 0% (2) Non-Resident Alien = N/A Two or More = 100% (1) Unknown = 100% (1) White = 62.5% (32) F = 100% (1) M = 60% (35)	*Retention rate has slightly improved from 61.1% in 2021 to 77.5% in 2022. However, the average retention rate is 69.3%.*	*We are losing a significant number of students between fall and winter semesters.*	*We do not understand why our retention rate is so low. Skilled Trades Manager could help us to sort through this data and figure out why we are losing so many students.*

SECTION 5: Program Assessment/SLAC

Electrician

In your response address how the program assessment results inform your Program Review Analysis.
Visit the Inside Delta/Emploiyee section for available SLAC Reports: https://www.delta.edu/employee/index.html
(Scroll down to "Resources" for reports currently available -- if a report is not listed for your program, it may still be in process and/or not finalized yet.

Aspect:	Program Assesment / SLAC
Definition:	Assessment of Program Learning Outcomes (OATS Database, SLAC)
Related Skilled Trades Apprenticeship SLAC Reports	Skilled Trades Electrician Appreticeship AS 2018-2019 (PDF) Skilled Trades Electrician Appreticeship Certificate 2018-2019 (PDF) Skilled Trades Electrician Appreticeship Certificate 2017-2018 (PDF)
Change	No comments provided.
Summary of Review	No comments provided.
Action to be taken	No comments provided.

SECTION 6: Faculty Reflection
Electrician

Question	Feedback
1	What are the goals/purpose/mission of this program?	*This program prepares a student with the academic skills required to work as an electrician. The core courses meet or exceed the minimum Related Technical Instruction requirements as established by the Electrical Administrative Board of the State of Michigan. This program is for students that are not currently working for an employer under a sponsored apprenticeship program. Students may follow numerous different paths including:* *A student may complete this program and seek employment with an electrical contractor, machine builder, company troubleshooting equipment, etc.* *A student may begin this program and become employed by a sponsoring company, at which time they would transfer to the Skilled Trades department.* *A sponsored student from the Skilled Trades department may take additional classes that are not required by their employer in order to earn an Associate degree in Applied Science.* *A student may take some additional courses (24 credits minimum) and earn both an Associate degree as an Electrician and in Mechatronics Technology.*
2	What do you believe is most essential about this program?	*This program provides the students with hands-on laboratory experiments that help them to apply what they learn in the classroom setting to actual tools required to work in the field. With both the knowledge obtained in class and the skills obtained in lab exercises, the program provides the students with the skills required to be successful in the field. We have instructors with real-world experience that willingly transfer this knowledge to our students.*
3	Please provide any information that helps to explain the social utility of this program including: career advancement potential, job satisfaction, community needs, minority participation and non-traditional participation. This information will help Delta understand the need for programs that may have small #'s, or low wage outcomes.	*A licensed electrician in the state of Michigan is required to obtain academic instruction.*
4	If there is an outside accrediting agency, industry need, community need or national standard which dictate program size, please identify.	*N/A*
5	What type of internships, clinicals, service learning, externships or practicum experiences are available to students. Do all students participate in these activities? If no, please provide a % of students that do participate.	*None of the students who have declared this program are participating in apprenticeships.*
6	Describe how this program promotes diversity and inclusion among its faculty, adjuncts and students. Please include information on recruitment and hiring, faculty/adjunct retention efforts, and student recruitment and retention.	*We are continually posting for adjunct positions in the community. HR recruits for us in various different circles within the community. We value diversity and inclusion in our program so we ask specific questions during the interviewing process to ensure we are adding faculty to our staff who share our values of diversity and inclusion. We aim to position our instructors to teach courses in the program that align with their interests and skill set. We are actively involved in the Girls' Day Out event to encourage girls to explore careers in STEM fields. We actively participate in Career Days at area schools. We want to increase our recruitment efforts that were slowed down during Covid.*
7	Based on the information that was provided in this report, is there anything that needs to be explained or highlighted with regards to your program's retention, completion and success rates?	*We need to take a hard look at our retention, completion, and success rates. We need to understand why and when we are losing students in our program. We also need to pair the retention efforts with recruitment efforts.*
8	How has the program closed the loop using the results of program student learning outcomes assessment to improve retention and completion rates?	*We review a different outcome for the program every year. We take a serious look at the data collected to figure out how we can improve on the specific outcome for the next cyle. We then continue to collect data to monitor our progress. However, we do not know how this data specifically links to retention.*
9	Does your program have any unmet space (facility) needs that should be addressed? Does your program have an excess of space?	*We currently have sufficient space to accommodate our existing needs. However, we will need more space in order to grow the program.*
10	Is there any technology that your program will need to remain current or effective for students, employers or the community?	*Technology is continually advancing in the electrical field. We strive to keep our equipment up-to-date.*
11	What continuing financial needs does your program have?	*We need to maintain our budget to keep our laboratories functioning properly. New components need to be purchased, damaged equipment needs to be repaired, and software licenses need to be maintained. An Electrical Lab technician is crucial to our operation to ensure our equipment is functioning properly and safely.*

SECTION 7: Perkins Specific Questions *(if applicable)*

Electrician

1	Has your program and its curriculum been reviewed by your advisory board with the last 5 years? If so, were any changes suggested and implemented?	*Yes the program and curriculum were presented to the Advisory Board when the program was revised. The courses were designed to comply with the State of Michigan academic requirements for electricians. Any changes that are made to the program or courses are communicated to the Advisory Board. The Board and the State of Michigan are happy with our program and they have not recommended any changes.*
2	If changes were suggested and made, list them here.	*N/A*
3	List courses that were added or eliminated with the following designation: # of course-E (for eliminated) # of course-A (for added)	*N/A*
4	Are graduates of this program continually being employed by industry/businesses within Delta's service area? If yes, please provide documentation such as EMSI information, employer survey data, salary range, and other labor insight information.	*Yes.*
5	Does this program regularly survey industry/employers in Delta's service area for wage information, # of job openings, etc? If yes, please provide an overview of the last 5 years and trends.	*No*
6	How does the cost of your program compare with other like programs in the state of Michigan? Please list the other programs you utilized for benchmarking. If other programs do not exist in the state, please indicate this.	*Unknown*

Delta College
Instructional Program Review

Program review serves many functions at Delta College. At the program level it is an opportunity to clarify goals, improve outcomes, and give guidance to coordinators, faculty and Associate Deans about how to efficiently manage their program, and to ensure the program is aligned to the institution's strategic plan.

On the college-level, program review is a tool to help make informed decisions about resource allocation in planning and budgeting, both immediate and long-term. These decisions are based on the needs of the students and the community we serve, in alignment with our strategic plan. Program review informs the college about any changes that should be made to a program to ensure it remains current, effective in its mission and relevant to employers.

All programs will complete this review on a five (5) year cycle. Perkins eligible programs will also need to provide information for the required, limited annual review. This process should be completed by the coordinator, in concert with the program faculty and Associate Dean. Results of program review are available to all members of Delta College, the Board of Trustees and other relevant constituents.

PROGRAM OF STUDY:

Physical Therapist Assistant - AAS *(Perkins-related program)*
Physical Therapist Assistant + Management AAS/ABS *(Perkins-related program)*
Physical Therapist Assistant + Health Fitness AAS/AAS

See individual Workbooks tabs for:
1-Program Design
2-Student Demographics
3-Measures of Success
4-Milestones
5-Assessment/SLAC
6-Faculty Reflection
7-Perkins Information

SECTION 1: Program Design
Physical Therapist Assistant

Aspect:	Total credit hours generated within the program
Definition:	Credit hours offered in courses attributed to the program of study (IR)
Current Year Data:	AY 2020 = 734
5-year trend data	AY 2020 = 734 AY 2019 = 809 AY 2018 = 669 AY 2017 = 871 AY 2016 = 797
Change	*A decrease in calendar year 2018, otherwise steady.*
Summary of Review	*The 5 year trend shows an average of about 775 credit hours generated for the program annually. For the years that fell below this average, there is a reasonable explanation. For calendar year 2018 we had a quarter of one cohort (5 students) drop out for various personal reasons. In 2020, we were fighting the pandemic so had a higher than usual attrition of students.*
Action to be taken	*No action needed, average amount of credit hours has remained consistent.*

Aspect:	Total FTE produced within the program.
Definition:	The total credit hours based on the definition above divided by the number of credit hours taken by students in courses taught and then divided by 30 to generate the FTE. (IR)
Current Year Data:	AY 2020 = 24.5
5-year trend data	AY 2020 = 24.5 AY 2019 = 27.0 AY 2018 = 22.3 AY 2017 = 29.0 AY 2016 = 26.6
Change	*Same as above -- A decrease in calendar year 2018, otherwise steady.*
Summary of Review	*Sames as above -- The 5 year trend shows an average of about 775 credit hours generated for the program annually. For the years that fell below this average, there is a reasonable explanation. For calendar year 2018 we had a quarter of one cohort (5 students) drop out for various personal reasons. In 2020, we were fighting the pandemic so had a higher than usual attrition of students.*
Action to be taken	*Same as above -- No action needed, average amount of credit hours has remained consistent.*

Program Data

Fact	Definition	Current Year Data	5-year trend data (this will only be completed once the 5-year cycle has been completed for this program)	Change	Summary of review	Action, if any, to be taken on this outcome

Total number of students who have declared this program.	The total headcount of students taking courses attributed to the program of study by title. (IR)	AY 2020 = 34	AY 2020 = 34 AY 2019 = 38 AY 2018 = 33 AY 2017 = 40 AY 2016 = 37	*Dip in numbers in 2018 and 2020 compared to other years.*	*Considering 40 is the max that can be in our program at a given time, these numbers are good and consistently above 75% of the max number of students. 2018 was a fluke year with 5 students dropping out for various reasons and 2020 enrollment dipped because of the pandemic*	*Continue to offer supports to students. Utilize Delta services such as EarlyAlert and the TLC when students are struggling academically. Refer to Delta counseling if a student is struggling with social/emotional/mental health needs. Many students are not prepared to juggle the full-time load/rigor of our program and work and take care of their families. Continue to educate students on the time commitment needed to succeed.*
% of 100-level courses offered in this program of study that ran.	The # of 100-level courses offered in this program of study is the denominator and the # that actually ran is the numerator.(IR)	*Data Not Available*	*Data Not Available*	N/A	N/A	N/A
% of 200-level courses offered in this program of study that ran.	The # of 200-level courses offered in this program of study is the denominator and the # that actually ran is the numerator.(IR)	*Data Not Available*	*Data Not Available*	N/A	N/A	N/A

SECTION 2: Student Demographics and Feedback

Physical Therapist Assistant

Fact	Definition	Current Year Data	Previous Year Data	Change	Summary of Review	Action, if any, to be taken on this outcome
Demographic profile of the program of study.	The headcount and percentage of students within the program of study by age, ethnicity, gender, race and veteran status. (Other special populations might be added based on Perkins V.(IR)	AY 2020 = 34 STUDENTS 17 & Under = N/A 18-24 = 52.9% (18) 25-34 = 38.2% (13) 35 + = 8.8% (3) Amer/Alaskan Native = N/A Asian = N/A African American = 11.8% (4) Hawaii/Pacific = 2.9% (1) Hispanic = 8.8% (3) Two or More = N/A Unknown = 2.9% (1) White = 73.5% (25) F = 70.6% (24) M = 29.4% (10) *Veteran data not available*	AY 2019 = 38 STUDENTS 17 & Under = N/A 18-24 = 42.1% (16) 25-34 = 42.1% (16) 35 + = 15.8% (6) Amer/Alaskan Native = N/A Asian = 2.6% (1) African American = 7.9% (3) Hawaii/Pacific = N/A Hispanic = 13.2% (5) Two or More = N/A Unknown = 2.6% (1) White = 73.7% (28) F = 76.3% (29) M = 23.7% (9) *Veteran data not available*	*2 additional students in the 18-24 age range, 3 less students in the >35 age range. Male students increased by 10% of white students stayed the same. Non-white students were 26% both years.*	*Our website features pictures and a video of AA student(s). Our brochure from career services also features two AA students. Pictures on the dual degree websites feature male, AA, and older/non-traditional students. I anticipate an increase in students 25 and older in the program due to the Michigan Reconnect program. I am hopeful that our AA student population will remain consistent or increase with our recent partnership with Saginaw Career Complex and their physical therapy program.*	*No action necessary at this time unless non-white students start to decline. Our average age of students in the program has been in the mid to late 20s for many years in a row.*

SECTION 3: Measure of Success/Program Data

Physical Therapist Assistant

Fact	Definition	Current Year Data AY 2020	Previous Year Data AY2019	Change	Summary of Review	Action, if any, to be taken on this outcome
Course success rate (# of students that completed and earned a grade of A,B,C or P)	The number of successful completions (earned A,B,C or P) for all courses within this program of study divided by the # of registrations in the course. This # is given for the total program, and then also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	485 Registrations Total Success: 93% 100 Level = Not Currently Available 200 Level = Not Currently Available 17 & Under = N/A 18-24 = 95.9% (266) 25-34 = 92.5% (186) 35 + = 72.7% (33) Amer/Alaskan Native = Asian = African American = 77.4% (62) Hawaii/Pacific = 100% (17) Hispanic = 100% (32) Two or More = Unknown = 100% (17) White = 94.4% (357) F = 94.7% (374) M = 87.4% (111)	532 Registrations Total Success: 93.4% 100 Level = Not Currently Available 200 Level = Not Currently Available 17 & Under = N/A 18-24 = 98.6% (218) 25-34 = 93% (229) 35 + = 81.2% (85) Amer/Alaskan Native = N/A Asian = 100% (7) African American = 84.6% (39) Hawaii/Pacific = N/A Hispanic = 88.6% (70) Two or More = N/A Unknown = N/A White = 94.9% (409) F = 95.3% (401) M = 87.8% (131)	*Percent of all student completions remained consistent within a few percentage points over 5 years. AA students had the lowest success when broken down by race/ethnicity. Students over 35 had the lowest success when broken down by age.*	*The percent of successful completions has remained consistent within a few percentage points over the past 5 years. This shows that students are motivated to complete and have the support(s) they need to be successful. AA students have the lowest percentage of success when broken down by race/ethnicity. The same goes for older/non-traditional students when broken down by age. Although anecdotal, the AA and older students often report having more outside responsibilities than the younger white students. The program faculty are aware of this and will often encourage all students to seek/ask for outside help with their household/job responsibilities in order to allow more time to succeed in the PTA program.*	*Pay closer attention to non-white and older/non-traditional students who may be struggling early on. Utilize the early-alert system sooner rather than later for any/all students who may be struggling. Investigate different modes of delivery such as INET or CNET courses to accommodate AA and older students who may have additional outside commitments.*
Course success rate by modality (online, hybrid, face-to-face, dual enrollment)	The number of successful completions (earned A,B,C or P) for all courses within this program and modality divided by the # of registrations in the course. This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V.(IR)	CNET Breakdown - 93.7% Success Rate (158) 17 & Under = N/A 18-24 = 92.7% (82) 25-34 = 93.9% (66) 35 + = 100% (10) Amer/Alaskan Native = Asian = African American = 100% (20) Hawaii/Pacific = 100% (4) Hispanic = 100% (12) Two or More = Unknown = 100% (4) White = 91.5% (118) F = 98.3% (118) M = 80% (40) F2F Breakdown - 93.8% Success Rate (225) 17 & Under = N/A 18-24 = 96.8% (124) 25-34 = 93% (86) 35 + = 73.3% (15) Amer/Alaskan Native = N/A Asian = N/A African American = 78.6% (28) Hawaii/Pacific = 100% (8) Hispanic =100% (15) Two or More = N/A Unknown = 100% (8) White = 95.2% (166) F = 95.4% (174) M = 88.2% (51) INET Breakdown - 90.2% Success Rate (102) 17 & Under = N/A 18-24 = 98.3% (60) 25-34 = 88.2% (34) 35 + = 37.5% (8) Amer/Alaskan Native = N/A Asian = N/A African American = 42.9% (14) Hawaii/Pacific = 100% (5) Hispanic = 100% (5) Two or More = N/A Unknown = 100% (5) White = 97.3% (73) F = 87.8% (82) M = 100% (20)	CNET Breakdown - 100% Success Rate (17) 17 & Under = N/A 18-24 = 100% (6) 25-34 = 100% (9) 35 + = 100% (2) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = 100% (1) Two or More = N/A Unknown = N/A White = 100% (16) F = 100% (13) M = 100% (4) F2F Breakdown - 93% Success Rate (498) 17 & Under = N/A 18-24 = 98.5% (206) 25-34 = 92.4% (211) 35 + = 80.2% (81) Amer/Alaskan Native = N/A Asian = 100% (7) African American = 84.6% (39) Hawaii/Pacific = N/A Hispanic = 88.2% (68) Two or More = N/A Unknown = 100% (7) White = 94.4% (377) F = 94.9% (375) M = 87% (123) INET Breakdown - 100% Success Rate (17) 17 & Under = N/A 18-24 = 100% (6) 25-34 = 100% (9) 35 + = 100% (2) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = 100% (1) Two or More = N/A Unknown = N/A White = 100% (16) F = 100% (13) M = 100% (4)	*Slightly lower percent of successful completion in F2f versus CNET or INET. CNET and INET successful completion in 2020 compared to previous years.*	*The percent of successful completions in CNET and INET courses declined in 2020 compared to previous years. This can be explained because of the pandemic and the majority of our courses being CNET or INET this calendar year versus the other years in which only 1-2 courses in the entire program were CNET or INET delivery. F2F successful completion is in the low 90s which is quite good; this is lower than the CNET and INET successful completions because of how many courses are typically delivered F2F (the majority in our program). It is affirming to see that the percent of successful completions of INET/CNET in 2020 was consistent with F2F success in previous years.*	*No action is necessary. However, this data supports the program faculty exploring and potentially offering more CNET and INET options in the future since PTA students appear to be equally as successful in these courses compared to F2F.*

# of students who have completed the program of study.	The # of students awarded credentials (unduplicated). This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	14 Completers 17 & Under = N/A 18-24 = 3 25-34 = 10 35 + = 1 Amer/Alaskan Native = N/A Asian = N/A African American = 2 Hawaii/Pacific = N/A Hispanic = 2 Two or More = N/A Unknown = N/A White = 10 F = 12 M = 2	17 Completers 17 & Under = N/A 18-24 = 4 25-34 = 11 35 + = 2 Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = 1 Two or More = N/A Unknown = N/A White = 16 F = 13 M = 4	*Accurate date is as follows:* *2020 = 17* *2019 = 10* *2018 = 20* *2017 = 16* *2016 = 16* *There is a dip in 2019 compared to previous years. More females, white students, and 25-34 year olds completed the program compared to other groups.*	*The dip in students who completed the program in 2019 can be attributed to this cohort having 5 students (of the 20 admitted) deciding to quit the program for various reasons (this is quite unusual). The number of students who completed by gender, age, and race/ethnicity is fairly consistent with the number/percent who started the program.*	*No action necessary.*
Program completion rate (including Clearinghouse data.) *Status 3 years after taking first course in program.*	The # of successful completions for the program of study identified by the title of the program, divided by the # of students who have declared this program of study. This # is given for the total program and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	16/FA Initial Cohort = 19 Students Completion Rate = 94.7% 17 & Under = N/A 18-24 = 66.7% (3) 25-34 = 100% (8) 35 + = 100% (8) Amer/Alaskan Native = N/A Asian = N/A African American = 100% (2) Hawaii/Pacific = N/A Hispanic = 100% (1) Two or More = N/A Unknown = N/A White = 93.8% (16) F = 100% (13) M = 83.3% (6)	15/FA Initial Cohort = 19 Students Completion Rate = 94.7% 17 & Under = N/A 18-24 = 100% (10) 25-34 = 100% (3) 35 + = 93/3% (6) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = N/A Two or More = N/A Unknown = N/A White = 94.7% (19) F = 100% (13) M = 83.3% (6)	*The average completion over five years is approximately 75%. There was a dip in the Fall 2017 cohort compared to other years. White students had a higher program completion rate compared to the all student completion average. In the years the program had AA students, the average completion for these students was lower than the all student completion rate.*	*The program's external accreditation (CAPTE) requires a completion rate of 60% average over two years. Our program at Delta College is well above this. The percentages alone of the students who completed based on race/ethnicity and age are somewhat misleading due to the denominator. In some cases there were only 1 or 2 students total so if 1 of 2 didn't complete the percentage goes down to 50%.*	*The program and/or College could offer additional support to non-white students (AA specifically). Investigate different modes of delivery such as INET or CNET courses to accommodate AA and older students who may have additional outside commitments. The program has a good completion rate when compared to accreditation standards, so no further action is needed to improve overall completion.*
Program Transfer Rate prior to completion of the program. *Status 3 years after taking first course in program.*	The # of students who have transferred from the program prior to completion of the program, identified by the title of the program, divided by the # of students who have declared this program of study. (IR)	16/FA Initial Cohort = 19 Students Transfer Rate = 0% (prior to completion) 17 & Under = N/A 18-24 = 0% (3) 25-34 = 0% (8) 35 + = 0% (8) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (2) Hawaii/Pacific = N/A Hispanic = 0% (1) Two or More = N/A Unknown = N/A White = 0% (16) F = 0% (13) M = 0% (6)	15/FA Initial Cohort = 19 Students Transfer Rate = 0% (prior to completion) 17 & Under = N/A 18-24 = 0% (10) 25-34 = 0% (3) 35 + = 0% (6) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = N/A Two or More = N/A Unknown = N/A White = 0% (19) F = 0% (13) M = 0% (6)		
Program Transfer Rate after completion of the program (if applicable) *Status 3 years after taking first course in program.*	The # of students who have transferred from the program after completion, identified by the title of the program, divided by the # of students who have declared this program of study. This # is given for the total program, and then also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	16/FA Initial Cohort = 19 Students Transfer Rate = 0% (after completion) 17 & Under = N/A 18-24 = 0% (3) 25-34 = 0% (8) 35 + = 0% (8) Amer/Alaskan Native = N/A Asian = N/A African American = 0% (2) Hawaii/Pacific = N/A Hispanic = 0% (1) Two or More = N/A Unknown = N/A White = 0% (16) F = 0% (13) M = 0% (6)	15/FA Initial Cohort = 19 Students Transfer Rate = 5.3% (after completion) 17 & Under = N/A 18-24 = 10% (10) 25-34 = 0% (3) 35 + = 0% (6) Amer/Alaskan Native = N/A Asian = N/A African American = N/A Hawaii/Pacific = N/A Hispanic = N/A Two or More = N/A Unknown = N/A White = 5.3% (19) F = 0% (F) M = 16.7% (6)		
Course success rate (# of students that completed and earned a grade of A,B,C or P) offered by full-time faculty.	The number of successful completions (earned A,B,C or P) for all courses within this program of study taught by full-time faculty divided by the # of courses. This # is given for the total program, and the also broken down by ethnicity, race and any other special populations required by Perkins V. (IR)	*Data Not Available*	*Data Not Available*	N/A	N/A	N/A

| Course success rate (# of students that completed and earned a grade of A,B,C or P) offered by part-time (adjunct) faculty. | The number of successful completions (earned A,B,C or P) for all courses within this program of study taught by part-time (adjunct) faculty divided by the # of courses. This # is given for the total program, and the also broken down by ethnicity, race and any other special populations required by Perkins V. (IR) | *Data Not Available* | *Data Not Available* | N/A | N/A | N/A |

SECTION 4: Delta Milestones
Physical Therapist Assistant

Fact	Definition	Current Year Data 20/FA	Previous Year Data 19/FA	Change	Summary of Review	Action, if any, to be taken on this outcome
% of students retained in the program Fall to Winter (if applicable).	New students enrolled in the fall who have declared this program of study is the denominator. Those students who enroll the following winter are the numerator. New is defined as the first time they are enrolled in this program whether full- or part-time. This # is given for the total program, and also broken down by ethnicity, race and other special populations required by Perkins V. (IR)	19 Students 73.7% Retention 17 & Under = N/A 18-24 = 76.9% (13) 25-34 = 66.7% (6) 35 + = N/A Amer/Alaskan Native = Asian = African American = 100% (1) Hawaii/Pacific = 100% (1) Hispanic = Two or More = Unknown = 100% (1) White = 68.8% (16) F = 91.7% (12) M = 42.9% (7)	18 Students 72.2% Retention 17 & Under = N/A 18-24 = 77.8% (9) 25-34 = 66.7% (6) 35 + = 66.7% (3) Amer/Alaskan Native = N/A Asian = 0% (1) African American = 50% (2) Hawaii/Pacific = N/A Hispanic = 66.7% (3) Two or More = N/A Unknown = 0% (1) White = 90.9% (11) F = 71.4% (14) M = 75% (4)	No statistically significant change when comparing Fall 2019 to Fall 2020	The PTA program is intense and rigorous. Like many of the healthcare programs at Delta, the required minimum to pass a class is 77%. Students who are not retained from Fall to Winter most likely didn't get the required minimum grade to move forward or they had to withdraw for personal or medical reasons.	No action needed, these numbers are on par or better than other PTA programs nationally.

SECTION 5: Program Assessment/SLAC

Physical Therapist Assistant

In your response, please address how the program assessment results inform your Program Review Analysis.
Visit the Inside Delta/Employee section for available SLAC Reports: https://www.delta.edu/employees/index.html
(Scroll down to "Resources" for reports currently available -- if a report is not listes for your program, it may
be in process and/or not finalized yet.

Aspect:	Program Assesment / SLAC
Definition:	Assessment of Program Learning Outcomes (OATS Database, SLAC)
2020-2021 Report	PTA Assessment Report Available on Employee Resources Site
2019-2020 Report	PTA Assessment Report Availavle on Employee Resources Site
2018-2019 Report	PTA Assessment Report Available on Employee Resources Site
2017-2018 Report	PTA Assessment Report Available on Employee Resources Site
Change	
Summary of Review	
Action to be taken	

SECTION 6: Faculty Reflection

Physical Therapist Assistant

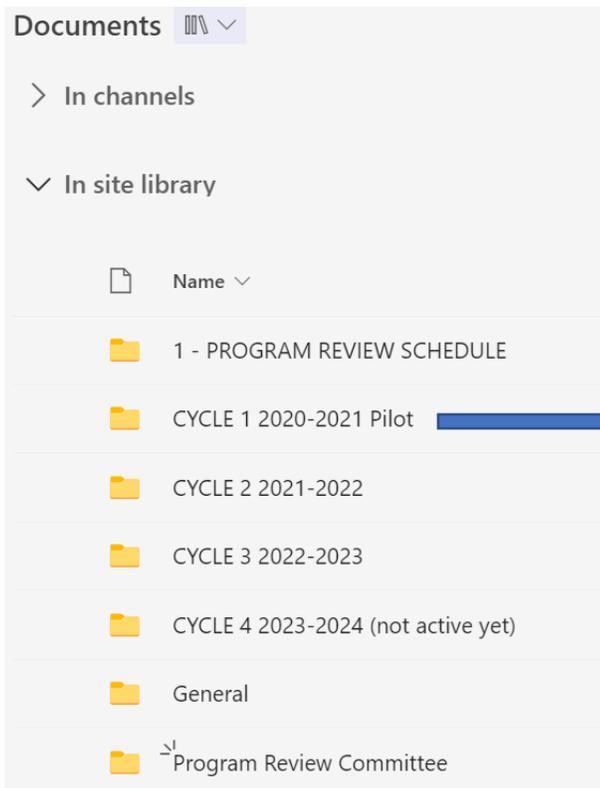|	Question	Feedback
1	What are the goals/purpose/mission of this program?	*It is the mission of the Physical Therapist Assistant Program at Delta College to create learning opportunities that meet the diverse needs of our students and promote the development of critical thinking and problem-solving skills. We want to graduate students with the knowledge, skills and professionalism necessary to successfully treat patients under the supervision of a physical therapist. We strive to inspire our students to become involved professionally and teach them how to contribute to the physical therapy profession.*
2	What do you believe is most essential about this program?	*The job market for physical therapist assistants has continued projected growth over the next 5-10 years. Delta College's program is the only program in our tri-county area and has an excellent reputation in the community and with employers. Employers have been quoted on numerous occasions saying "if I have the choice between a Delta grad and a grad from another program, I will choose the Delta grad."*
3	Please provide any information that helps to explain the social utility of this program including: career advancement potential, job satisfaction, community needs, minority participation and non-traditional participation. This information will help Delta understand the need for programs that may have small #'s, or low wage outcomes.	*One of the largest employers of PTAs in the tri-city area is Covenant Healthcare. They are growing/expanding, and have formed a partnership with the Saginaw Career Complex (high school students) and Delta College to ensure a continued pipeline of PTAs in this area to fulfill their employment needs. Traditionally, Saginaw county has more minority students than Bay or Midland counties so hopefully this partnership will help increase the number of minority students in Delta's PTA program.*
4	If there is an outside accrediting agency, industry need, community need or national standard which dictate program size, please identify.	*The Commission on Accreditation in Physical Therapy Education (CAPTE) is the accrediting body. Delta consistently meets and exceeds the accrediting body's standards. CAPTE does not directly dictate program size, but expects that the employment rates of the program graduates are reflective of the cohort size (if employment is down, the amount of students being admitted should also decrease to avoid flooding the market). CAPTE does require programs to submit a request and be granted approval if admitting greater than 10% of a program's historic class size. Since Delta has historically admitted 20 students, we would need CAPTE approval to to admit more than 22 students in a year.*
5	What type of internships, clinicals, service learning, externships or practicum experiences are available to students. Do all students participate in these activities? If no, please provide a % of students that do participate.	*All students are required to complete/pass four clinical education experiences within the PTA program. These occur in a variety of settings including acute care, subacute rehabilitation, and outpatient settings among others. The first experience is an integrated experience (completed at the same time as their didactic coursework) while the others are completed after most of the didactic coursework is finished. The total amount of clinical hours in the program is 720 hours, which is the maximum allowed by CAPTE. Graduates consistently report their clinical education hours/experiences as a strength of our program.*
6	Describe how this program promotes diversity and inclusion among its faculty, adjuncts and students. Please include information on recruitment and hiring, faculty/adjunct retention efforts, and student recruitment and retention.	*The program looks to Delta's HR office to help with advertising full and part-time faculty positions. We strive to have the most diverse pool of applicants possible, but often the pool of qualified candidates for an open position is five people or less. Of this pool, the candidates are predominantly white females and white males. In the physical therapy profession, males are considered the minority so the program views it as a strength that we have two FT faculty who are males. Of our adjunct faculty, we have 3 females and one male.* *Our student body is more diverse than our faculty body with a good mix of males and females, white and non-white students. We continue to utilize the help of Delta's marketing department to help recruit a diverse student pool and also use our partnership with Bay-Arenac and Saginaw Career Centers to help recruit a diverse student body.*
7	Based on the information that was provided in this report, is there anything that needs to be explained or highlighted with regards to your program's retention, completion and success rates?	*Delta's program has consistently exceed accreditation minimums when it comes to retention, completion, and licensure pass/success rates.*
8	How has the program closed the loop using the results of program student learning outcomes assessment to improve retention and completion rates?	*In 2017, the program amended their curriculum by adding a 4-credit exercise physiology course (LWT 251) into the first semester of the program. This change was based on advisory board and stakeholder/employer feedback. After 3 years of looking at success, retention, and completion rates between Fall and Winter semesters, the program elected to move LWT 251 earlier in the curricular sequence. Students were reporting difficulty in this course and others that semester due to the high volume of content and face pace of the courses. The cohort that started Fall 2021 is the first group that will have taken LWT 251 prior to starting the PTA coursework.*
9	Does your program have any unmet space (facility) needs that should be addressed? Does your program have an excess of space?	*There are no unmet space (facility) needs that should be addressed. There is not any excess space. The program is very happy with the 2013 Health Professions Building (F-wing) renovations and the brand new lab classrooms that came with it.*
10	Is there any technology that your program will need to remain current or effective for students, employers or the community?	*Since the pandemic, telehealth has become much more common. I don't think we need any technology for this besides a student's cell phone or laptop/webcam but we will continue to monitor this. We may have some equipment needs in the future. To date, we have been successful with getting updated/current equipment needs met using the IMET process but if this ever changes there may come a time we need some new equipment to remain current.*
11	What continuing financial needs does your program have?	*We consistently use all of our supplies and services budget, much of which is used just to pay annual subscription and maintenance fees (i.e. the tool that we use to evaluate our students in clinical education, annual equipment inspection, patient video library, etc). Additionally, we have to pay our external accreditor (CAPTE) an annual fee. For 2021, this fee is $4,500.*

SECTION 7: Perkins Specific Questions *(if applicable)*
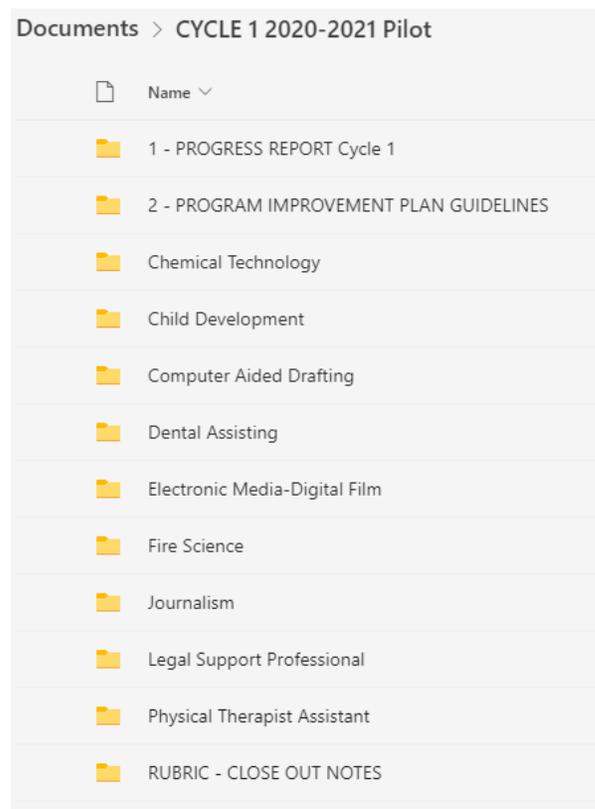
Physical Therapist Assistant

1	Has your program and its curriculum been reviewed by your advisory board with the last 5 years? If so, were any changes suggested and implemented?	*Yes, our program and its curriculum is reviewed by our advisory board regularly. In 2017, we implemented a curriculum change that included adding exercise physiology (LWT 251) into the curriculum which was added with the input/recommendation of the advisory board.*
2	If changes were suggested and made, list them here.	*Added LWT 251 into the curriculum. Also added topics such as pain neuroscience education and the use of podcasts into the curriculum in the evidence based practice class.*
3	List courses that were added or eliminated with the following designation: # of course-E (for eliminated) # of course-A (for added)	*LWT 251 - A* *LW 206 - E* *LW 220 - A* *LWA elective - A*
4	Are graduates of this program continually being employed by industry/businesses within Delta's service area? If yes, please provide documentation such as EMSI information, employer survey data, salary range, and other labor insight information.	*Yes, students are consistently reporting 100% (or near 100%) employment rates. Our last graduate and employer surveys are attached. 2021 surveys to employers and graduates are currently being collected.*
5	Does this program regularly survey industry/employers in Delta's service area for wage information, # of job openings, etc? If yes, please provide an overview of the last 5 years and trends.	*See employer survey results referenced above.*
6	How does the cost of your program compare with other like programs in the state of Michigan? Please list the other programs you utilized for benchmarking. If other programs do not exist in the state, please indicate this.	*Delta's PTA program is less expensive than the average PTA program in the state and also less expensive than the average PTA program nationally. National statistics:* *https://www.capteonline.org/globalassets/capte-docs/aggregate-data/2019-2020-aggregate-pta-program-data.pdf* *Baker College has 3 programs in the state of Michigan and Delta is much less expensive than Baker. I do not have specific cost from the other community college PTA programs in the state.*

Database/Document Storage – Cycle 1

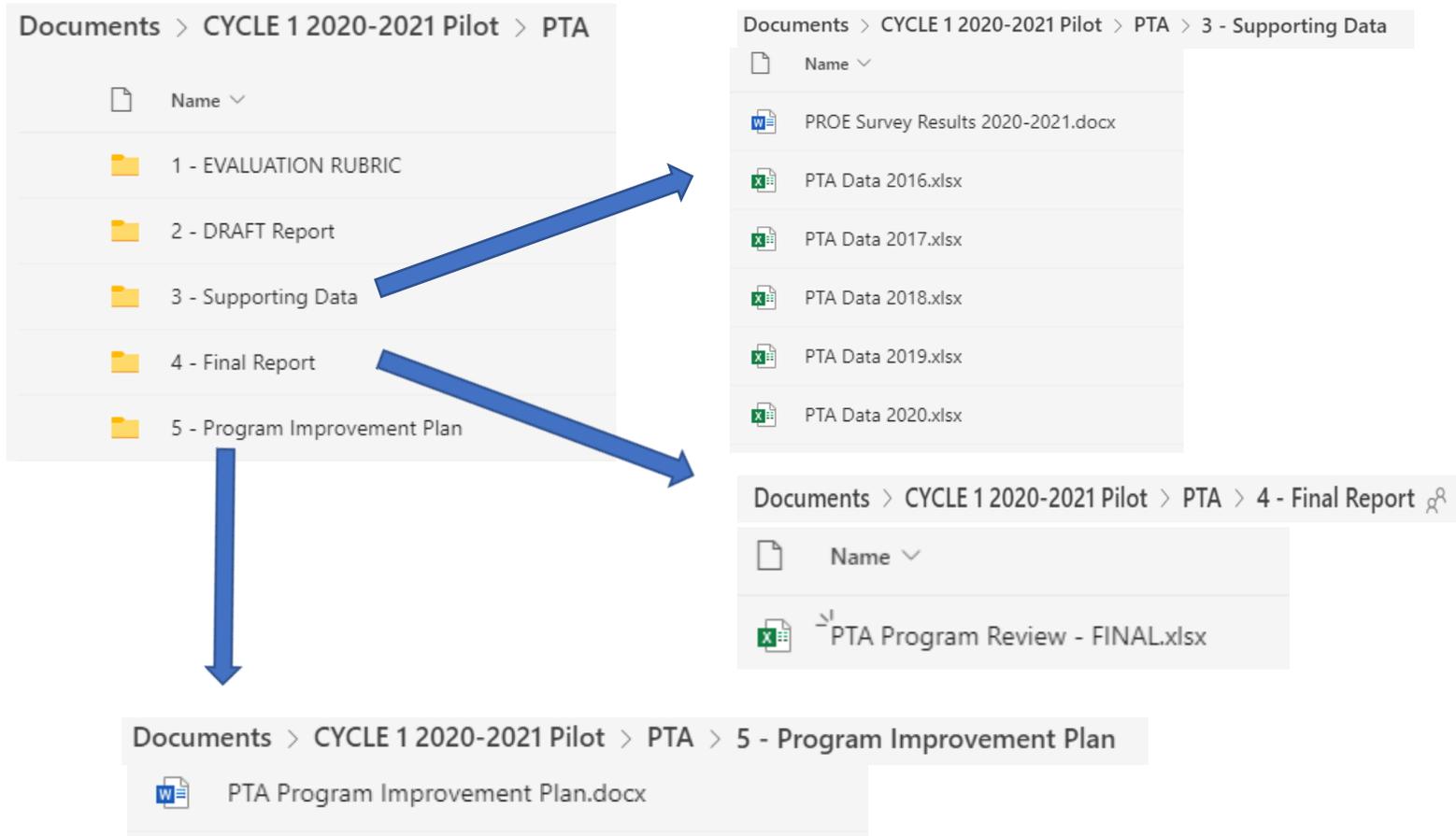**Program Review Files are stored in our Program Review Teams site by Cycle.**

Documents ▯\ ⌄

> In channels

⌄ In site library

      📄   Name ⌄

      📁   1 - PROGRAM REVIEW SCHEDULE

      📁   CYCLE 1 2020-2021 Pilot

      📁   CYCLE 2 2021-2022

      📁   CYCLE 3 2022-2023

      📁   CYCLE 4 2023-2024 (not active yet)

      📁   General

      📁   Program Review Committee

Documents for each program are archived in their own folder

Documents > CYCLE 1 2020-2021 Pilot

      📄   Name ⌄

      📁   1 - PROGRESS REPORT Cycle 1

      📁   2 - PROGRAM IMPROVEMENT PLAN GUIDELINES

      📁   Chemical Technology

      📁   Child Development

      📁   Computer Aided Drafting

      📁   Dental Assisting

      📁   Electronic Media-Digital Film

      📁   Fire Science

      📁   Journalism

      📁   Legal Support Professional

      📁   Physical Therapist Assistant
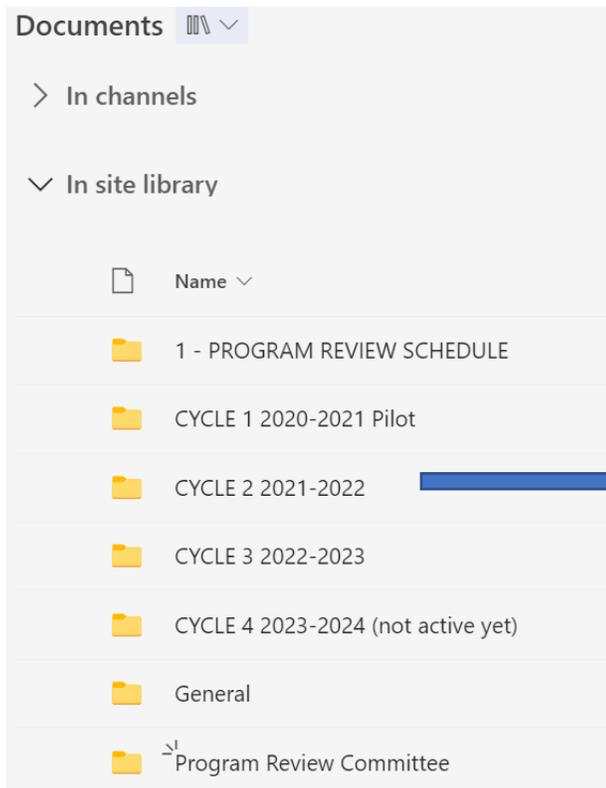
      📁   RUBRIC - CLOSE OUT NOTES

Documents within each program folder include all supporting documentation, final report and program improvement plan:

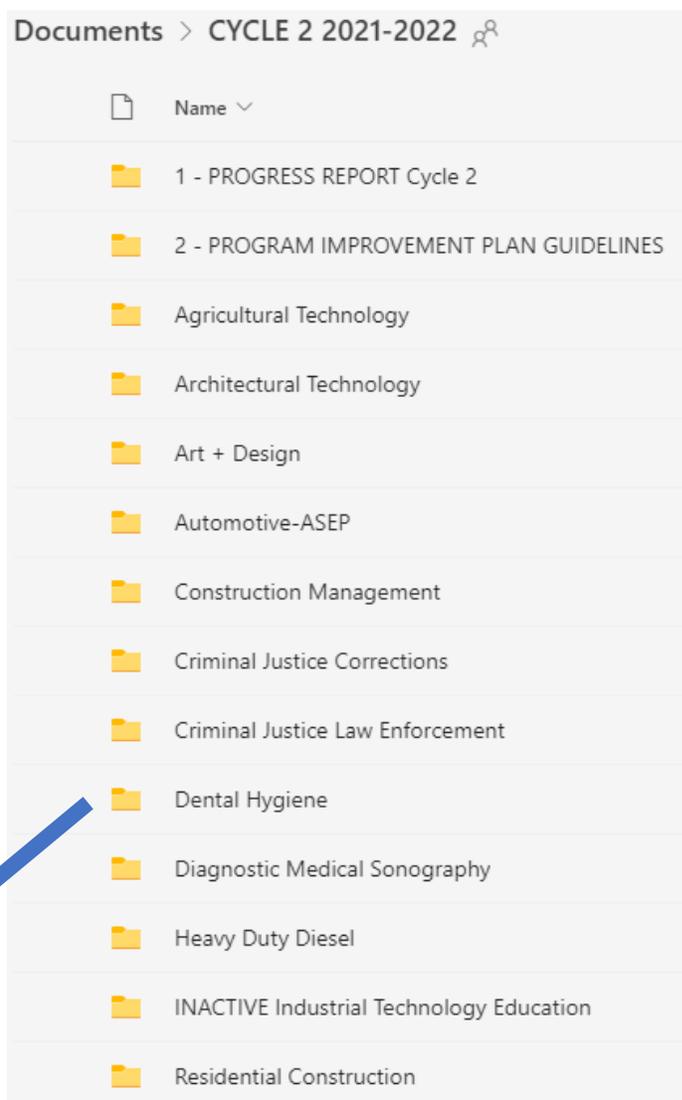_File Structure Sample from Cycle 1 (PTA program)_

Database/Document Storage – Cycle 2 (2021/2022)

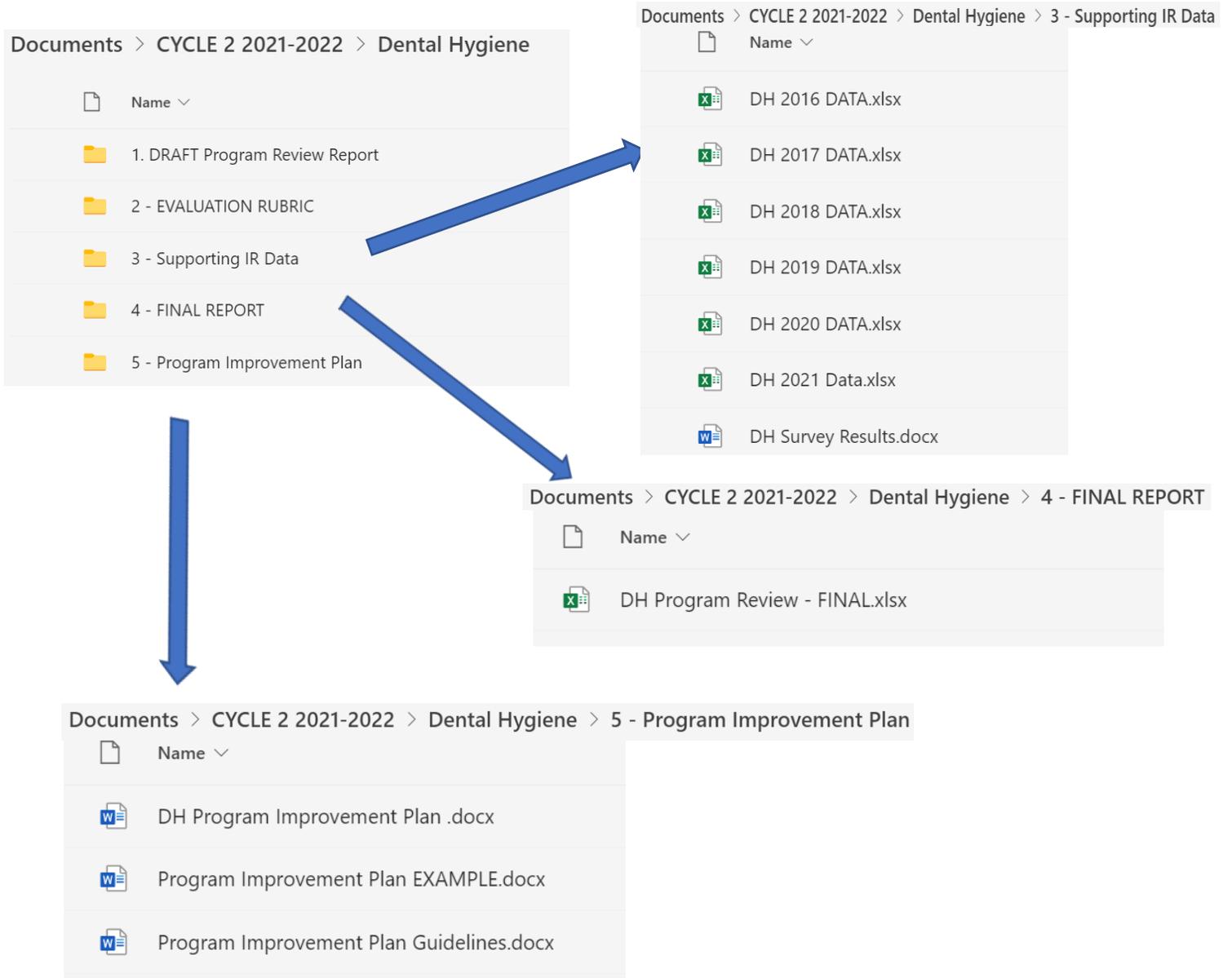**Program Review Files are stored in our Program Review Teams site by Cycle.**

Documents ▥ ⌄

> In channels

⌄ In site library

    📄   Name ⌄

    📁 1 - PROGRAM REVIEW SCHEDULE

    📁 CYCLE 1 2020-2021 Pilot

    📁 CYCLE 2 2021-2022

    📁 CYCLE 3 2022-2023

    📁 CYCLE 4 2023-2024 (not active yet)

    📁 General

    📁 Program Review Committee

Documents for each program are archived in their own folder

Documents > CYCLE 2 2021-2022

    📄   Name ⌄

    📁 1 - PROGRESS REPORT Cycle 2

    📁 2 - PROGRAM IMPROVEMENT PLAN GUIDELINES

    📁 Agricultural Technology

    📁 Architectural Technology

    📁 Art + Design

    📁 Automotive-ASEP

    📁 Construction Management

    📁 Criminal Justice Corrections

    📁 Criminal Justice Law Enforcement

    📁 Dental Hygiene

    📁 Diagnostic Medical Sonography

    📁 Heavy Duty Diesel

    📁 INACTIVE Industrial Technology Education

    📁 Residential Construction

Documents within each program folder include all supporting documentation, final report and program improvement plan:

File Structure Sample from Cycle 2 (Dental Hygiene program)

Documents > CYCLE 2 2021-2022 > Dental Hygiene

📄 Name ∨

📁 1. DRAFT Program Review Report

📁 2 - EVALUATION RUBRIC

📁 3 - Supporting IR Data

📁 4 - FINAL REPORT

📁 5 - Program Improvement Plan

Documents > CYCLE 2 2021-2022 > Dental Hygiene > 3 - Supporting IR Data

📄 Name ∨

📊 DH 2016 DATA.xlsx

📊 DH 2017 DATA.xlsx

📊 DH 2018 DATA.xlsx

📊 DH 2019 DATA.xlsx

📊 DH 2020 DATA.xlsx

📊 DH 2021 Data.xlsx

📄 DH Survey Results.docx

Documents > CYCLE 2 2021-2022 > Dental Hygiene > 4 - FINAL REPORT

📄 Name ∨

📊 DH Program Review - FINAL.xlsx

Documents > CYCLE 2 2021-2022 > Dental Hygiene > 5 - Program Improvement Plan

📄 Name ∨

📄 DH Program Improvement Plan .docx

📄 Program Improvement Plan EXAMPLE.docx

📄 Program Improvement Plan Guidelines.docx

Documents for each program are archived in their own folder

Documents within each program folder include all supporting documentation, final report and program improvement plan:

File Structure Sample from Cycle 3 (Associate in Arts program)

Documents > CYCLE 3 2022-2023 > Associate in Arts

	Name ∨
📁	1 -DRAFT Program Review Report
📁	2 - Evaluation RUBRIC
📁	3 - Supporting IR Data
📁	4 - FINAL REPORT
📁	5 - Program Improvement Plan

Documents > CYCLE 3 2022-2023 > Associate in Arts > 3 - Supporting IR Data

	Name ∨
📊	AA IR Data 2018.xlsx
📊	AA IR Data 2019.xlsx
📊	AA IR Data 2020.xlsx
📊	AA IR Data 2021.xlsx
📊	AA IR Data 2022.xlsx
📄	AA Survey Results - Advisory NOT APPLICABLE.docx
📄	AA Survey Results - Staff NOT APPLICABLE.docx
📄	AA Survey Results - Students.pdf

Documents > CYCLE 3 2022-2023 > Associate in Arts > 4 - FINAL REPORT

	Name ∨
📊	AA Program Review - FINAL.xlsx

Documents > CYCLE 3 2022-2023 > Associate in Arts > 5 - Program Improvement Plan

	Name ∨
📄	1 - Program Improvement Plan SUBMITTED.docx
📄	Program Improvement Plan EXAMPLE.docx
📄	Program Improvement Plan Guidelines.docx

Delta College Program Review 2020-2021

Program Improvement Plan

The Program Improvement Plan is one of the primary deliverables of your program review. The plan should include essential actionable items (1-2, or more as desired) that address opportunities for improvement identified through your review. Your action plans should tie directly to items and tasks noted in your program review report.

To help facilitate the execution of the program improvement plan, please prepare a plan to help the program faculty ensure the successful implementation of the change. An improvement plan should be an annual activity occurring during the academic year. Review of improvement plans should include faculty and the program's Associate Dean. Annual updates should occur each fall semester to determine progress and if additional resources are needed. The plan details should span one to four years, and not beyond the next program review cycle. An improvement plan must be completed for each program reviewed. The plan should indicate:

- specific activities and their goals;
- the names of persons responsible for overseeing an activity;
- the details of the specified deliverables;
- the necessary resources (money, staff, technology, and the like); and
- the timelines for completion of the activities.

i. General Information

1. Name of Program:
2. Prepared by:
3. Date:

ii. Instructions for Forms

The program improvement plan document is distributed with the program review documents. A program review report should be completed before the program improvement plan can be completed. Improvement plans should be submitted as part of the program review report. It is recommended that faculty review the program review report with the Perkins administrator prior to completing the program improvement plan to ensure the completeness of the report. For additional information, please contact Ed Suniga, Dean of Career Education and Learning Partnerships at eduardosuniga@delta.edu.

There are two sections for the improvement plan. The first will ask that you outline your action plan:

- **Improvement Plan Name** – A short title for the action item.
- **Strategic Component Plan Number(s)** – This is asking what component of the Delta College Strategic Plan your action item will support.
- **Brief Description and Justification of the Improvement Plan** – What led you to this action item? This should tie directly back to an issue or an opportunity noted in your program review report. For example, a disparate impact in student performance or a skills gap identified by the data, or your stakeholders.
- **Anticipated Measurable Outcome and Key Performance Indicators** – How will you know that this action item has successfully addressed the issue or opportunity noted in the previous bullet? How will your success be measured? Please be specific.

- **Timeline and Targeted Completion Date** – Provide a timeline for project milestones and anticipated completion.
- **Person(s) Responsible** – Who will be the primary point of contact and/or the project lead? This should ideally be one or two people in the program, and should not be a response stating "all faculty".
- **Comments/Notes** – Provide any additional information that may be helpful to understand the context of the action item.

The second section for information to identify the resources needed to successfully implement the action plans noted above. Please be specific:

- **Improvement Plan Name** – A short title for the action item.
- **Technology** – Will there be any technological needs to support this action item? If yes, be specific. If no, indicate N/A.
- **Staffing** - Will there be any staffing needs to support this action item? If yes, be specific. If no, indicate N/A.
- **Facilities** - Will there be any facility needs to support this action item? If yes, be specific. If no, indicate N/A.
- **Supplies** - Will there be any supplies needed to support this action item? If yes, be specific. If no, indicate N/A.
- **Training and Professional Development** - Will professional development be needed to adequately implement this action item? If yes, be specific. If no, indicate N/A.
- **Other** – What other resources may be needed to support the success of this action item?
- **Projected Cost Per Improvement Plan** - <u>Please do not leave this blank</u>. Work with your academic leadership to determine the cost of any of the resources needed. Even faculty time comes with a cost.

Note:
Keep in mind that annual improvement plans can be used to support resource allocation recommendations. Additionally, the improvement plans could be used for grant funding requests, such as the Perkins grant.

iii.   Improvement Activities Form

Each improvement plan must be linked to one or more of the college's strategic plan components ([2019-2023-strategic-plan-year-2.pdf (delta.edu)](delta.edu)). Insert into the proper column the strategic plan component. The following are the College's Strategic Plan:

1. Student Success
2. Community Focus
3. Sustainability
4. People Focus

Improvement Plan Name	Strategic Plan Component	Brief Description of Actions to be Taken to Implement the Improvement	Desired Outcome. Describe in measurable terms.	Timeline and Targeted Completion Date	Responsible Person(s) *(List the person or persons*	Comments/Notes

		Plan	(Example: I know the actions taken will be a success when this outcome happens.)	(Can occur in year one up to year four)	responsible for ensuring completion of the plan. This should ideally be one or two people in the program, and should not be a response stating all faculty)	

iv.　Resource Request Form

Improvement Plan Name	Technology	Staffing	Facilities	Supplies	Training and Professional Development	Other	Projected Total Cost Per Improvement Plan
					PROJECTED GRAND TOTAL		$

v.　Template/Rubric Information

Rubric

Does Not Meet (1)	Meets With Concerns (2)	Meets (3)	Exceeds (4)

Improvement Plan is missing, or forms are missing or incomplete Follow-up required.	Improvement Plan does not link to Strategic Plan or does not include persons responsible, timeline, or costs. May require follow-up.	Improvement Plan links to Strategic Plan and includes all required information: persons responsible, timeline, costs, and total cost.	In addition to meeting all of the criteria for a score of 3, the Improvement Plan aligns with the Program Review questionnaire, with no gaps or discrepancies between the two documents.

Delta College
Instructional Program Review

Program review serves many functions at Delta College. At the program level it is an opportunity to clarify goals, improve outcomes, and give guidance to coordinators, faculty and Associate Deans about how to efficiently manage their program, and to ensure the program is aligned to the institution's strategic plan.

On the college-level, program review is a tool to help make informed decisions about resource allocation in planning and budgeting, both immediate and long-term. These decisions are based on the needs of the students and the community we serve, in alignment with our strategic plan. Program review informs the college about any changes that should be made to a program to ensure it remains current, effective in its mission and relevant to employers.

All programs will complete this review on a five (5) year cycle. Perkins eligible programs will also need to provide information for the required, limited annual review. This process should be completed by the coordinator, in concert with the program faculty and Associate Dean. Results of program review are available to all members of Delta College, the Board of Trustees and other relevant constituents.

PROGRAM OF STUDY: *Name of Occupational Program (Perkins-related program)*

Included in this workbook:

1-Program Design
2-Student Demographics
3-Measures of Success
4-Milestones
5-Assessment/SLAC
6-Faculty Reflection
7-Perkins Information

Delta College Program Review Cycle