

# Delta College

HLC ID 1317

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AQIP: Comprehensive Quality Review

Review Date: 5/4/2020

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## Context and Nature of Review

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### Review Date

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5/4/2020

### Overview the Comprehensive Quality Review (CQR)

A Comprehensive Quality Review (CQR) is required as part of the Year 8 comprehensive evaluation during the final year of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements.
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established continuous quality improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process-level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable.
- Evaluate distributed education (multiple campuses), if applicable.
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

### Scope of Review

- Quality Highlights Report
- On-site Visit
- Federal Compliance Review (if applicable)
- Multi-campus Visit (if applicable)
- Reaffirmation Review (Year 8 only)
  
- Federal Compliance 2019 - AQIP
- CQR Quality Highlights Report

### Institutional Context

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*There is no institutional context.*

### Interactions with Constituencies

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*There are no interactions.*

## **Additional Documents**

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*There are no additional documents reviewed.*

## 1 - Mission

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

### 1.A - Core Component 1.A

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The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

### Rating

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Met

### Rationale

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Delta College's mission was developed by stakeholders from across the campus and has been adopted by its Board of Trustees. The portfolio noted that the mission, vision and values are reviewed and updated at least every 4 years, a process that is launched by an environmental scan used to identify if revisions are necessary. However, the evidence provided shows April 2012 as the latest Board of Trustee agenda on which the mission was reviewed and approved. A June 2015 meeting agenda shows that the mission was presented as the foundation of the 2015-2019 Strategic Plan with no proposed revisions. The most recent environmental scan summaries indicates some concerns with the mission statement, namely that it is too broad. Board members indicated that they want a mission statement that is actionable. The college may wish to consider using the feedback from this environmental scan to review and possibly revise its current mission statement.

The college's academic programs and student support services are consistent with the institutional mission to educate a diverse community of learners. The college has tutoring, a library, services for veterans, a food pantry, clothes closet, and writing center, to name few of its student services. In addition, the portfolio notes that innovative funds are appropriated in the budget cycle to financial support ideas that support the mission. Each of these programs and services align with the college's mission.

The college's planning and budget processes are clear and documented in the evidence file. They align with and support the mission. The Board of Trustees chair confirmed during the virtual visit that the college has the resources to support the college's stakeholders.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

### Rating

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Met

### Rationale

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The College's mission, vision, and values are current and were last reviewed and affirmed in June of 2012 and reviewed again in 2015. The statements are published on the institution's website, in its course catalog, in budget documents, and in the College's strategic plan. The portfolio indicates that these statements are also physically posted around the institution.

The College's mission, vision, and values statements are aligned and emphasize the institution's commitment to serve a diverse community of learners in the Great Lakes Bay region. The statements also support the College's commitment to the broader community and workforce needs of the region. It is clear from these statements and other evidence that the College values respect, honesty, integrity, and diversity. The institution also sees itself as an institution that offers innovation and excellence.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

### Rating

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Met

### Rationale

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Delta College attends to a multicultural society in the ways in which the institution communicates and interacts with its external stakeholders. Delta actively seeks to better understand how to serve the needs of its:

1. dual credit/K-12 partners
2. advisory committees in the CTE programs
3. transfer institution partners
4. community members
5. internal stakeholders (faculty, staff, and students)

Evidence that the college takes this commitment to serving a diverse and multicultural society with a wide variety of needs is presented in the portfolio and was provided during the virtual visit. Examples include:

1. using an RV to take STEM activities to its K-12 partners
2. communicating curriculum changes to advisory committees of CTE programs through the curriculum review process
3. creating articulation agreements with transfer institutions
4. offering events and activities that bring community members on campus (e.g. the Planetarium, fitness center activities, printing, career fairs)
5. providing orientation, onboarding, and professional development opportunities for faculty, staff, and student employees.
6. ensuring that search committees are diverse

Additionally, internal trainings range from informing various groups regarding campus policies required for compliance, as well as on issues such as sexual harassment and domestic violence. The new employee orientation includes a module of diversity and inclusion. The college also offers programming for the diversity of interest that students have, such as an athletics program and service learning opportunities. Additionally, the FCTE offers trainings/courses that focus on diversity.

The college's "Diversity at Delta" website is robust and provides links to various resources.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 1.D - Core Component 1.D

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

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

### Rating

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Met

### Rationale

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Delta College is committed to the community it serves. This is evident in the documents/reports submitted, as well as through conversations during the virtual visit with multiple constituencies. Documents and conversations with the Board of Trustee and campus leadership confirm the following: The college

1. uses its resources to support the goals of the institution and meets the needs of the public. It is fiscal responsible in its use of funds.
2. actively seeks multiple bids to ensure competitive pricing when purchasing materials/resources from outside vendors
3. provides information to students and their families about cost of required course materials through the bookstore.
4. publishes its mission, vision, and values providing information to the public
5. engages and communicates with the public through broadcasting services
6. engages and communicates with external partners (e.g. K-12, transfer institution, advisory committees) to provide information and seek input.

Additionally, to ensure a robust budget process, internal and external constituents have opportunities to be engaged in the budgeting processes, and to provide appropriate input.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **1.S - Criterion 1 - Summary**

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

### **Rationale**

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Delta College has demonstrated in the materials submitted and through the virtual visit that the institution meets all of the core components for Criterion 1. To be specific, internal and external stakeholders have the ability to learn about the mission through many publications, both in print and online. Delta's academic programs align with the mission and serve the interests and needs of students in the community. The services the College provides to students are intended to facilitate students achieving their educational goals, whether they be focused on earning workforce credential or earning an associates degree before transferring to a four-year institution.

The college has established processes for setting its budget and is fiscally responsible with the use of its funds. Funds are appropriated in ways that support the mission of the college.

The college attends to diversity in a number of ways and actively seeks to serve the multicultural community of which it is a part. Delta is committed to serving its internal and external stakeholders as it strives to achieve its mission and adhere to its vision and values.

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

#### Rating

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Met

#### Rationale

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The institution has multiple policies that govern ethical behavioral policies. Additionally, these policies are reviewed on a regular basis and revisions and updates are made by the Board or appropriate body. Recent revisions included changes to the Board of Trustees bylaws and included aligning key components with mandates from the state and federal agencies.

The policies address faculty, staff, administration, auxiliary functions and Board of Trustees. In discussions with the auxiliary services and purchasing the directors noted a minimum of annual reviews of respective internal policies, and for some areas of the departments monthly reviews of existing policies and proposed changes and updates. An example shared with the team related to changes in necessary serving areas in light of Covid 19 when the campus reopens, The dining areas are working now to make sure these policies are created and in place before faculty, staff and students return to campus.

Purchasing guidelines are reviewed regularly for compliance with both the State of Michigan and federal requirements. The College has policies in place that govern when the campus issues RFPs for purchasing and follows and public process.

Human resources adheres to federal and state regulations and laws on hiring practices and decisions. The College uses an onboard system and training modules to ensure employees are aware of expectations of the campus, as well as appropriate laws. For supervisors, HR requires additional training each semester to keep them abreast of changes to employment practices and regulatory requirements.

#### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **2.B - Core Component 2.B**

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The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

### **Rating**

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Met

### **Rationale**

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The College uses a combination of both printed and electronic mediums to share information with students and the public. Program requirements and academic programming lists are available on the College's website and in the College catalog. Additionally, information is available in multiple offices on campus regarding both career and workforce programs, as well as transfer programs at the College. The institution has prepared information for students that provides "pathways" based on students long-term educational goals and discipline interest. The College works to ensure that all marketing and web materials are accurate and represent a complete picture of opportunities available to students.

The institution presents fair costs to students, including tuition and programming costs, on its website which it updates regularly. The information on the website is public and available to the broader community. The institution maintains its accreditation status for regional accreditation, as well as the status of 20 specialized accrediting agencies on its website on the "About Delta" tab.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.C - Core Component 2.C

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The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

### Rating

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Met

### Rationale

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The Board of Trustees of Delta College are elected to represent different parts of the service area. There are nine trustees, and 7 were able to participate in a Zoom conference with the site team.

The relationship between the Board of Trustees and College employees is defined in the Board's operating parameters. The operating parameters, along with the bylaws are reviewed regularly and updated to reflect appropriate changes based on best practice, state, federal or accreditation mandates. The Delta College Board of Trustees conducts business according to its bylaws and operating parameters in compliance with the state statutes. The bylaws and operating parameters address board responsibilities, obligations to the institution, and conflict of interest disclosures. The parameters and bylaw guide the Board and allows for integration of multiple perspectives into decision-making.

In the Zoom meeting with the Board the members indicated that they received good training, participating in both national and regional Board training. In articulating the role of the Board, members categorized their role as the following:

- Hire and review the President
- Adopt the budget of the College
- Set policy and direction of the College
- Represent the community, as well as internal constituencies

Michigan law defines the relationship between a community college and the college's Board of Trustees (Chapter 389, Section 121 of the Michigan Compiled Law Index). The Board of Trustees autonomously represents the community in the affairs of the college. In setting policy and direction for the College, the Board indicated that they rely on the Strategic Planning processes of the College.

The Board of Trustees' bylaws acknowledges that the Board employs a President and delegates authority to that individual for day-to-day management. The Board of Trustees reviews the President annually. Every other year the Board seeks 360 degree feedback from key constituencies of the College to include in the President's review.

Curriculum is developed by the faculty through a long standing process that allows for multiple disciplines and areas of the faculty to provide feedback to the proposed curriculum. The College has invested in an electronic system, that helps manage the curriculum process and also feeds the College catalog.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Met

### Rationale

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At the time of the submission of the portfolio, Delta College Senate policy 2.011 provided evidence that freedom of expression is supported by faculty and staff. Additionally, Senate policies 2.040, 3.085, and 8.055 also demonstrate support for academic freedom and students and faculty rights of expression.

Some policies are in transition as the College has recently unionized and many of the policies currently captured in the Senate Policy are in the process of being moved to other policies location at the College. This policy may be enshrined in either the Master Contract or potentially in Board policies.

With changes to the governance structure of the institution, many key policies are under review and restructuring of location and ownership of policies is shifting. Since this process has not been completed and many changes to the governance structure and still under negotiation it is important for the College to ensure these policies are addressed in the final governance structures and the disposition of policies and changes should be reported in the next assurance argument.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

### Rating

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Met

### Rationale

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When the College submitted its portfolio, the institution had several policies that addressed the academic freedom and intellectual property of individuals and the institution, including, Senate Policy 2.040 (intellectual property and freedoms), Senate Policy 3.085 (academic freedom and scholarship), and Senate Policy (8.055 Student Rights of Expression). In addition, the College has an Institutional Review Board (IRB) to ensure the ethical conduct of human subjects research.

Delta College Senate policy 4.060 addresses honesty in student work. Plagiarism software Turn-It-In has been implemented as well. Delta College Senate policy 2.012 addresses professional integrity for faculty and staff.

With changes to the governance structure of the institution, many key policies are under review and restructuring of location and ownership of policies is shifting. Since this process has not been completed and many changes to the governance structure and still under negotiation it is important for the College to ensure these policies are addressed in the final governance structures. The College should address the final disposition of policies in the new structures in their next assurance argument.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## **2.S - Criterion 2 - Summary**

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

### **Rationale**

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Delta College acts with integrity in its relationships with both internal and external constituencies. The institution strives to conduct its relationships responsibly, providing employees and students an ethical environment in which to work and learn. The College promotes this environment through onboarding and orientation, as well as ongoing training and policies to support its values and mission.

The College is currently in a state of flux as it navigates through changes in its shared governance structures. Delta should address the final governance structure and policies in their next assurance argument.

## **3 - Teaching and Learning: Quality, Resources, and Support**

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

### **3.A - Core Component 3.A**

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The institution's degree programs are appropriate to higher education.

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

### **Rating**

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Met

### **Rationale**

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Delta College has nine guided pathways which leads to 141 associate degrees and certificates appropriate for a community college. Technical and occupational degrees included Associate of Fine Arts, Associate in Applied Arts, Associate of Applied Science, Associate of General Studies, Associate of Business Studies; transfer degrees include Associate of Arts and Associates of Science. Delta College is part of the Michigan Transfer Agreement which coordinates with all Michigan community colleges and public universities to facilitate the transfer of general education requirements from one institution to another.

Programs list relevant program information including employment opportunities, accreditation and learning goals on College website along with student learning outcomes and goals for courses. Delta Colleges has adopted four instructional student learning outcomes and six general education outcomes; think civically, cultivate wellness, utilize technology, and reason quantitatively, communicate effectively and think critically. The College recently completed one full assessment cycle.

Delta College delivers courses in hybrid, dual enrollment, online and traditional modalities on the main campus and at off-site locations. Delta faculty and administration use various committees and processes in curriculum design and assessment to ensure quality and rigor regardless of modality. It was noted by the team that there is a lack of commonality on grading criteria for the same course in different sections. The faculty may wish to review and address this issue for the purposes of ensuring "required levels of performance" are the same across modalities and instructors. Delta College follows an extensive hiring process for new full time and adjunct faculty to ensure consistency and

meet faculty credential standards.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

### Rating

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Met

### Rationale

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Grounded on best practice models from the Lumina Report, American Association of Community College and University Essential Learning Outcomes and HLC statement of Assessment of Student Learning, Delta College developed six General Education Learning Outcomes (GELOs) that are included in its core general education programming for all degree programs along with four Institutional Student Learning Outcomes (ISLOs) that are meaningful to employers, academic curricula, and non-academic areas of the college. The GELOs are aligned to ISLOs that identify broad skills and attitudes that the institution regards as appropriate for all college-educated people. The Institutional Student Learning Outcomes (ISLOs) are: Think Civically, Cultivate Wellness, Utilize Technology Effectively, Reason Quantitatively, Communicate Effectively, and Think Critically.

The process and approval of the ISLOs and GELOs starts with the Student Learning Assessment Committee and General Education Curriculum Assessment Committee; then a full faculty vote and finally by the Curriculum and Executive Councils. GELOs are assessed on a three year cycle; the College has just completed one cycle.

Every degree program maintains a curriculum map which outlines course(s) and which GELOs will be assessed and measured. A common rubric to identify student proficiency was developed for each GELO and proficiency levels were derived from a model provided by the Lumina Foundation Degree Qualification Profile and reinforced through assessment resource groups comprised of Delta faculty.

Program advisory committees contribute input into the relevant student outcomes that meet core workforce needs, national licensure or certification requirements.

Delta College promotes and engages students in a culture of diversity in through curriculum and activities. One GELO, Think Civically is measured in every program. Career development courses explore diversity in a workplace, culture, and diverse viewpoints. Also, the College has offered a speaker series which engaged students in the appreciation of diversity and the thoughts/ways of others. Finally, the College maintains an Office of Multicultural Services which has clubs like Safe Space program, Men of Delta, Society of Hispanics, Sociology in Action and Unison.

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

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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

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

### Rating

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Met

### Rationale

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Delta College has a robust hiring process that begins with candidate screening, interview committees that include faculty and administration, and reference checking. There are three policies that outline the credential standards for faculty include: Faculty Selection: Policy and Procedure (3.003); Joint Appointments Criteria and Procedures (3.045) and Joint Appointments for Administrative/Professional Staff Teaching Policy (5.020). Additionally, faculty positions require academic credential standards as determined by faculty who teach in subject area and are approved by Vice President of Instruction and Learning Services.

When the small team visits Delta College this fall, there will be an audit of faculty credentials onsite.

Delta College has three policies Standards and Procedures for Promotion and Tenure (3.010), Division and faculty initiated formative evaluation of full time faculty (3.060) and Academic office initiated evaluations (3.061) which details the faculty evaluation process for programs and services. Full-time faculty are reviewed annually and an in-depth performance review is administered at least once every four years. Adjunct faculty are evaluated annually by full-time faculty in collaboration with the Academic Associate Dean. Adjunct faculty are assigned mentors from within an appropriate discipline to oversee their instructional development and ascertain that student learning in the course is set at the appropriate level.

Delta College values professional development (PD) as commented by full-time faculty in the virtual

interviews. The College's distance education department, Faculty Center for Teaching Excellence (FCTE) and Center for Organizational Success (COS) develop and implement a variety of training and development programs that include a new employee orientation, a one-year courses experience for new full-time faculty and additional training programs in health, safety, Title IX, FERPA and diversity. Full-time faculty are provided a professional development allowance for external PD opportunities, tuition reimbursement and sabbatical leaves and grants.

Delta College's full-time faculty are expected to maintain 5 hours a week of on-site office hours to meet student needs. Hours are posted on faculty hours and are reviewed by the Academic Associate Deans. All faculty including adjuncts have college emails, can post available hours in Desire2Learn, learning management system and have video conference tools to meet with students. In response to the pandemic and the need to move all instruction online, faculty are using Zoom, a video conference tool and email to be available for student inquiries.

Delta College's Human Resources department is responsible for ensuring staff and administrators working with students are hired, on-boarded, qualified and trained using outlined staff policies and procedures. These procedures include information about writing job descriptions, recruitment, training, evaluation, and discipline. All full time and part time staff are required to participate in annual internal or external PD; twelve hours for full-time, six hours for part-time. One recent internal PD training involved training student services staff on the updated advising model for students. Student staff are evaluated on knowledge application, effective communication, dependability, quality and productivity, problem solving, flexibility and adaptability, professional development, supervision and budget management. Additionally, professional development plans are reviewed as part the year-end annual performance review.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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The institution provides support for student learning and effective teaching.

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

### Rating

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Met

### Rationale

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Delta College engages the student in a guided pathway to help students achieve their educational goals and offers numerous student services along the pathway. After admission to the College, students attend an orientation, that in 2019 moved from just an enrollment management responsibility to a student success engagement activity where other students services; Advising, Counseling, Library, Tutoring Center and Career Development along faculty engage with students in the orientation. Also, during that time, the College merged the enrollment customer relationship management (CRM) system with the advising CRM to better communicate with students and in the future plans to implement a "One Stop Center" to enhance student support functions. Students can also on the College's website, schedule a tour of the campus or take a virtual campus tour.

Delta College uses multiple measures to ensure appropriate placement into courses so entering students are academically prepared for learning. Measures include high school GPAs, SAT test scores, previous college course completions, and Accuplacer (reading/writing and math) results. Developmental coursework, if needed, is available on campus and online. Enrollment in college level course work requires successful completion in developmental courses.

As a result of a recent student survey, Delta College moved from an advising model where a student met with multiple advisors to just a single advisor. New students are paired with an advisor at orientation and then work with the students in setting up a guided pathway based on student interests, program preferences and placement results. Returning students see advisors for career planning, financial aid planning, registration, or other concerns. Once a student is on a pathway, advising moves to ensuring students maintain good academic standing and then as graduation nears, advising shifts to reviewing degree audits, completing graduation applications, helping students search for jobs or planning for transfer to a four-year institution. Faculty utilize an Early Alert system to notify Advising of students who needs additional support services which can include transportation needs, study skills, and tutoring.



Delta College administration, staff and faculty indicated during the virtual site visit that the College has adequate instructional facilities and student spaces to meet student needs.

When the small team visits Delta College this fall, there will be an audit of instructional and student facilities.

The Library Learning Information Center (LLIC) provides services to faculty and staff. The LLIC maintains the Delta Achieves and has access to federal documents, journals, magazines, articles and books. Students can call, text, chat or visit in person with librarians or use the computers with college software to complete assignments.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

### Rating

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Met

### Rationale

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Delta College offer co-curricular activities that focus student learning on diversity, leadership development, career experiences, athletics, service and civic learning and engagement. Defined co-curricular activities at Delta College include international travel, service learning and cooperative work experiences and internships. Faculty, staff and students work with the Dean of Students to identify new or expand activities. Those activities are directly related to curriculum and those activities change based on advisory board recommendations specifically as it related to workforce experiences.

The Student and Civic Engagement (SACE) office is currently developing a framework for incorporating ISLO's into SACE practices and procedures. SACE has identified four programs International Travel, Clubs and Organizations, Cooperative Work Experience and Internships, and the Pioneer Pyramid Leadership program that will be assessed in fall 2020 using the College's ISLOs. This model will be expanded once implemented for enrollment management activities.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **3.S - Criterion 3 - Summary**

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

### **Rationale**

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Delta College has demonstrated in the materials it submitted and through the virtual visit that it meets the core components for Criterion 3, although College faculty and administration may want to address the lack of commonality on grading criteria for the same course in different sections for the purpose of ensuring “required levels of performance” are the same across all modalities and instructors.

Delta College is an established comprehensive community college that offers occupational and transfer degree program and certificates. The College promotes diversity in the curriculum and through clubs and services. Co-curricular activities support curriculum and students have opportunities to participate in service learning, civic engagement, cooperative work experiences and internships. The College has vast student services to meet the student population it serves and is currently developing assessment strategies for the non-academic units.

Delta College has adequate faculty and staff to meet student needs and has established policies and procedures for faculty and staff hiring and evaluation. When the small team visits this fall, there will be an audit of faculty credentials.

## 4 - Teaching and Learning: Evaluation and Improvement

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

### 4.A - Core Component 4.A

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The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
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 assure 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 assures that the degree or certificate programs 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, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

### Rating

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Met With Concerns

### Rationale

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Delta states that they maintain a practice of regular program reviews and the college does participate in the Program Review of Occupational Education (PROE) assessment required through the federal Perkins Act core indicators. However, program review continues to be a challenge as identified in the Systems Appraisal and the sample of PROE reports shared indicated performance well below state levels and did not reflect data collected beyond 2017.

Delta College does not appear to have a systematic and consistent regular practice of program reviews for academic degree programs. Delta lacks an intentional process of program review particularly in academic transfer programs that are faculty led and designed to result in continuous

improvement recommendations. Through conversations and review of documentation it is not clear how the PROE and program viability processes are connected or how they inform each other. Some confusion exists among faculty and academic administrators in differentiating program review and assessment.

In addition, the Associate Deans are inexperienced in these processes and could benefit from professional development in best practices in program review. The focused session revealed that program changes and/or eliminations are discussed with advisory committees however, decisions to eliminate or inactivate programs are isolated at the administration level.

Delta has a systematic process to evaluate transcript credit and award prior learning credit through the Office of Registrar. Through conversations it was revealed that Associate Deans evaluate portfolio work and the college offers a variety of standardized tests accepted for credit that allows for advanced placement and for students to gain credit by exam.

The transfer of credits into Delta is dependent on the sending institution's standing as a regionally accredited institution, the course's credit and content equivalency, and applicability to the degree.

Delta curriculum processes subject course prerequisite requirements to review. Faculty examine and determine specific course prerequisites based on knowledge/skills necessary for student success. Faculty then propose the appropriate prerequisites for a specific course as part of a routine curriculum proposal process. The proposal is reviewed by faculty and academic advisors to assure content and the College's testing and placement criteria.

The proposal is also reviewed to assure prerequisites do not extend the time for student completion. Through conversation the review team discovered that the college lacks consistency within a course across multiple sections in grading criteria. The expectation in assumed practices is that the college assures consistency in the level and quality of instruction and in the expectations of student performance. The reviewers are recommending a process be created by which the grading criteria achieves better consistency for the expectations of student performance.

As indicated in the Systems Appraisal, the college does not have a well-articulated process for selecting to participate in specialized accreditation. Delta might find it valuable to have an overarching internally defined process to help programs reach the level necessary to seek and maintain this accreditation. For example, the College might articulate timetables prescribed to prepare self-study reports, describing the administrative review process of draft reports, and how completed accreditation reviews are received and acted upon by programs.

Delta administers assessment of GELO for students who have completed 45 credits in their programs. In addition, the college provides results of licensure/certification pass rates. Documentation from program advisory boards and employers who hire graduates does not tie back to specific program learning outcomes. The limited recommendations from Advisory board minutes for occupational programs does not directly link back to program-specific learning outcomes. Although, the Dean of Career Education and Learning Partnerships suggested employers were interested in students with more improved soft skills, that feedback did not appear in the minutes.

## **Interim Monitoring (if applicable)**

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The College meets with concerns Criterion Four, Core Component 4.A, "the institution demonstrates

responsibility for the quality of its educational programs,” 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.

## 4.B - Core Component 4.B

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The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

### Rating

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Met With Concerns

### Rationale

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The team affirmed when speaking with groups of Academic Deans and faculty that the institution has clearly stated goals for student learning outcomes and are appropriate to each course. 1) Student Learning Assessment Committee (SLAC) and 2) General Education Curriculum and Assessment Committee (GECAC) are college-wide committees of faculty and appropriate staff defined by disciplines or aligned disciplines. Faculty members are responsible for assessing student learning in academic career programs, the general education program and disciplines. The Vice President of Instruction and Learning Services charge SLAC to assess degree/certificate programs.

When speaking with Academic Deans, faculty, and tutors, Delta college uses Outcomes Assessment Tracking System (OATS), which is a database that tracks assessment information. There are four Institutional Student Learning Outcomes (ISLO) which map to six General GELO. For the six General Education Learning Outcomes (GELO) the number and percentage of students successfully completing the success indicator is reported along with changes anticipated in the assessment process based on results. In 2017, 2018, and 2019 two ISLO/GELO were assessed each year. To date, no direct measures of student learning in co-curricular programs are reported. Delta does share counts of activities and participants.

Interviews and documentation provided during the visit reveal suggested improvements include conversations with individual faculty, training provided by GECAC and resources groups, workshops during the college learning days and adjunct academy. The team applauds the effort of GELO assessment and believes the potential rates of participation will increase. Delta has little data and information from PLO and ISLO assessment to improve student learning.

Previous HLC teams were concerned that Delta had not demonstrated consistent progress with implementing a rigorous, consistent, and sustained Program Learning Outcomes (PLO) assessment process. Currently, the practice of good assessment methodology, collecting data, documenting analysis of achieving targets, and acting on results is still incomplete. Delta could greatly improve

the campus community's understanding of PLO assessment.

Going forward, Delta should demonstrate that documented assessment data are being actively utilized to inform appropriate pedagogical changes, curriculum modifications, and program changes to improve student learning. In addition to process changes, semester monitoring of assessment results at the ISLO, PLO, and GELO could benefit the college. For Delta to be successful in its assessment efforts the College should consider assigning dedicated person to oversee student learning outcome assessment.

### **Interim Monitoring (if applicable)**

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The College meets with concerns Criterion Four, Core Component 4.B, “the institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning,” because the team also concluded that significant progress remains toward establishing a consistent and sustainable processes of assessment in PLO, ISLO, and co-curricular activities.

Therefore, HLC monitoring is needed to ensure that this progress continues. Additional time is needed to solidify and establish the work of assessment as an integral practice at Delta College.

The team requests Delta College submit a monitoring report on systematic and repeatable processes for assessing student learning, and the use of data for improvement of learning in PLO, ISLO and co-curricular activities. The monitoring report is due September 1, 2023.



## 4.C - Core Component 4.C

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The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

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

### Rating

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Met

### Rationale

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Delta has clearly stated goals of 2% for retention, persistence and completion for a well-defined student group called the primary retention cohort (PRC). Delta's 2017 cohort Fall to Fall FTIAC retention rate is 62%, persistence was 59.3%, and completion 23%. Thus, Delta's goals appear clear since the College is slightly higher in retention and expecting a higher graduation rate than the average of its peers. The PRC was adapted from the Voluntary Framework of Accountability (VFA) and is intended to parallel the Student Right-to-Know graduation rate cohort as defined for the Integrated Post-secondary Education Data System (IPEDS).

The AtD Guided pathways model is the main initiative for collecting and analyzing retention, persistence, and completion data. The college tracks and collects data of Academic and career goals data includes career plans, academic program choice, and transfer destination for transfer students .

Data and information shared by Delta highlights 300 students with a declared Associate of Arts (AA) degree tracked and analyzed for persistence in Satisfactory Academic Progress (SAP), retention reports Fall-to-Fall, First Time in Any College Students (FTIACS), developmental and internet courses to make improvements. Peer comparison data in retention, persistence, and completion is limited in longitudinal and scope in explanation of how often the data is collected and how the results are shared broadly throughout the college.

Delta has outlined additional goals for PRC in the 2019-2023 Strategic Plan. Through this plan, Delta is moving towards using multiple strategies that are measurable, have meaningful outcomes, and relevant to broaden retention, persistence, and completion efforts.

The College could benefit from expanded goals beyond the increase of 2% for PRC. For example, data collection of direct employment certificate metrics would help in determining which interventions were or were not successful that are suitable to their student population other than degree seekers in AA.

### **Interim Monitoring (if applicable)**

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N/A

## 4.S - Criterion 4 - Summary

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

### Rationale

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Delta College provides limited evidence, data, results, and examples of improvement in Teaching, Learning, Evaluation, and Improvement. The College lacks the infrastructure of comprehensive systems, processes, and standard operational procedures that are prevalent in the AQIP Pathway.

The College does not appear to have a fully developed faculty informed program review or student learning outcomes assessment processes. Some confusion exists among faculty and academic administrators regarding the difference and alignment of program review and assessment.

Delta has adequate goals for persistence, retention, and completion. The institution uses the AtD Guided Pathway Initiative for improving persistence, retention and completion and tracking success of their efforts.

Delta lack critical data for key processes and initiatives which makes it difficult to determine how well the institution assesses and functions as an AQIP institution. In this regard, the lack of results and related changes/improvements may be impacting the College's ability to best serve its students, workforce, and community. Although the College says it administers the CCSSE it appears to miss an opportunity to benchmark its programming, its student satisfaction, its student engagement, and its overall performance to peer institutions.

## 5 - Resources, Planning, and Institutional Effectiveness

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

### 5.A - Core Component 5.A

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

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

### Rating

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Met

### Rationale

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Delta College's resources support current and future educational programs. The College ensures that technology for faculty and students is up to date. Technology support is outsourced to Ellucian with 19 staff located on campus. Technology is updated every three or four years. Much of the physical infrastructure has been updated through dollars from the state as well as transfers from the physical plant fund. Each year the College transfers surplus dollars to the physical plant allowing the College to save for repairs and renovations. The College has no long term debt.

A Budget Cabinet is appointed by the President each year. This Cabinet consists of 22 employees from all employee groups. The Budget Cabinet makes recommendations for tuition and fees, as well as prioritize budget requests which are tied back to the strategic plan. If the request is not tied to the strategic plan, divisional leaders have the ability to reallocate their budgeted dollars to fund the one time request.

Training is provided to employees on how they can monitor their budget. On a quarterly basis budget updates can be downloaded and compared to actual budgeted categories. This is sent to the manager

and their supervisor. They review detail and determine how to cover any overages. At the end of the year any cost center budgets over or under spent by \$1,000 or more is reported to President's Cabinet. If this continues for two years in a row, cost center managers are asked to cut or reduce.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

### Rating

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Met With Concerns

### Rationale

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Delta College is undergoing a redefining of shared governance. The Board defines shared governance as the opportunity for everyone to have a voice. Having an open dialogue is important, but there was a concern that the culture of shared governance that had emerged on the campus removed the authority of the President and the Board of Trustees for making decisions.

In discussions with the Board of Trustees, board members view the role of the board is to hire and evaluate the President, to set policy, and adopt a budget and direction for the institution. The board are publicly elected and represent the counties served by Delta College. The board has delegated to the President the ultimate responsibility to hire and terminate employees as well to carry out the day to day operation of the College.

With changes to the governance structure of the institution, many key policies are under review and restructuring of location and ownership of policies is shifting. Since this process has not been completed and many changes to the governance structure and still under negotiation it is important for the College to ensure these policies are addressed in the final governance structures.

### Interim Monitoring (if applicable)

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Given the current time of change at the College, with policies shifting to different sites and policy ownership within the College, it is important for the institution to provide the Higher Learning Commission a monitoring report mapping the location, ownership of institutional policies, and final language of institutional policies including its revised governance policy.

This interim report will be due to the Higher Learning Commission September 1, 2022.

## 5.C - Core Component 5.C

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The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

### Rating

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Met

### Rationale

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Delta College has a strong budgeting and allocation process that is tied directly to its mission, vision, values, and strategic plan of the institution. A Budget Cabinet is appointed by the President each year with some of the membership based upon role at the College. This Cabinet consists of 22 employees from all employee groups. The Budget Cabinet makes recommendations for tuition and fees, as well as prioritizes budget requests which are required to be tied directly to the goals of the strategic plan.

Delta College links many assessment and evaluation processes to the planning and budgeting process. The College is still working to improve the assessment of student learning and linking this to evaluation of operations, planning, and budgeting. It was noted that some operations do not tie directly to the strategic plan, these include the Planetarium and public broadcasting, however these programs do address the community and educational mission of the College. Employee professional development is also tied to the strategic plan as employees must relate their development plans to one or more of the four pillars.

Delta College anticipates change in the planning process. An example of this is seen in the use of current environmental scanning and a review of the SWOT analysis. Given the pandemic, the College recognizes some strengths are now weaknesses and they must pivot with the plan to adapt.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*



## 5.D - Core Component 5.D

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The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

### Rating

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Met

### Rationale

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Delta College provided examples of using data to drive change. The past culture of encouraging departments and divisions to set hard targets has produced a new culture of data driven decision making. A recent example of this is the Math department analyzing its developmental course outcomes in order to improve instruction and student success.

Data is also used to to evaluate operations. Models are built to drill down in under performing targets such as contact hours, retention and recruitment. The Associate Dean of Retention is tracking retention at Delta compared with other institutions. Delta has provided the tools and training for staff to engage in process based management. Challenging teams to improve processes and outcomes is important to Delta College.

While this is growth for the College, the consistent use of data across the campus is not apparent. During the midst of a culture shift, Delta should continue to build and emphasize the expectation for the use of data in decision making across the institution.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## **5.S - Criterion 5 - Summary**

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

### **Rationale**

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Delta College was a founding institution of the League of Innovation and continues that tradition to this day. Additionally, the institution is an Achieving the Dream institution and remains active, sending a team to attend the conference each year. These memberships allow the College to continue planning for the future, while responding to the faculty, staff, students and community today.

The College has made strides in better incorporating data into its decision-making structure, but needs to continue to set expectations of the campus through the use of data, setting targets, benchmarking and establishing KPIs. There is an opportunity for the College to mature in its use of data across the campus.

Delta College will need to ensure in its transition to a new governance model that policies are incorporated into appropriate policy structures that address all of its constituent groups.

## **6 - Commitment to Continuous Quality Improvement (CQI)**

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### **6.A - Question 6.A**

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#### **Levels of Organizational Maturity in Relation to the AQIP Pathway Categories**

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its agenda.

#### **Rationale**

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Delta College has been faithfully serving its student and community in the region for many years. The institution is a founding member of the League of Innovation, and also participates in Achieving the Dream.

The College has struggled to meet the changing landscape of higher education, and some of the changes that have been made have not been popular with internal constituencies, although the level of commitment to students and the College remains high.

As the College finalizes changes to its governance system and changes in the higher education community, it needs to remain focused on the processes of continuous quality improvement and innovation that have made it a great school. The College needs to strengthen its program review processes for particularly transfer programs and determine a comprehensive timeline and data elements for this process. Doing so will provide many benefits including greater clarity in budgeting, assessment, and vitality of programs.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **6.B - Question 6.B**

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### **Evidence of Principles of High-Performance Organizations**

Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through aspirational values found in the Principles of High-Performance Organizations.

### **Rationale**

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Delta College values learning and provides for its students, faculty and staff a learning--centered environment. The College uses resources that support development of talents by centering attention on learning. Additionally, Delta in this time of change values integrity. Across the campus Integrity and responsible institutional citizenship was modeled in conversations with the site team. The administration, faculty and staff work with integrity to serve the students and community of region.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7 - Commitment to the AQIP Pathway

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### 7.A - Question 7.A

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#### **Actions That Capitalize on Systems Appraisal Feedback**

Provide brief bullet points that demonstrate success or progress.

#### **Rationale**

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This has been a time of great change for the College in the approach to governance at the institution. The focus since the feedback on the systems appraisal has been predominantly in addressing these changes on campus. Additionally, the pandemic has taken much energy and time. The College community has shown the strengthens of its resolve to serve students during this transition to an online format. These have included:

- Developing faculty mentors with experience in online teaching to help new online instructors adapt to the new modality.
- Online and instruction designers worked diligently to help move f2f instruction to online and continues to support faculty during this change.
- The College purchase software necessary for students in the Healthcare field to complete their programs when options for f2f training is unavailable.

#### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7.B - Question 7.B

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### **Actions That Capitalize on Strategy Forum Participation**

Provide brief bullet points that demonstrate success or progress.

### **Rationale**

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As noted in comments about the Systems Portfolio, the College has been active in addressing changes in its governance system, as well as addressing the move to online learning during the pandemic. There was no overt evidence for how the strategy forum affected College operations.

The greatest initiative taken on the campus revolved around moving their student advising model from many advisors available to individuals students, to a single advisor assigned to each student. This also manifested in changes to the orientation processes of the College which are now more inclusive of other departments serving students at the College.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7.C - Question 7.C

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### **Actions That Capitalize on Action Projects**

Provide brief bullet points that demonstrate success or progress.

### **Rationale**

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There have been several projects that the College has benefited from including the following:

- The College's Institutional Research Office has developed an institutional dashboard and the Data Cookbook to facilitate and encourage data-based decision making.
- The College has defined an institutional scorecard.
- College goals are directed to the strategic plan, action projects, and other key initiatives to support achieving the College's mission and vision.
- The College implemented a Guided Pathway geared to Student Success.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 7.D - Question 7.D

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### **Commitment to Active Engagement in the AQIP Pathway**

Provide brief bullet points that demonstrate success or progress.

### **Rationale**

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The AQIP Pathway has closed as an option for continued accreditation with HLC. The College has benefited for its long engagement with AQIP and moving forward will take the lessons learned in the continuous quality model to drive ongoing improvement.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## Review Dashboard

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Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met With Concerns
4.B	Core Component 4.B	Met With Concerns
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met With Concerns
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
6	Commitment to Continuous Quality Improvement (CQI)	
6.A	Question 6.A	
6.B	Question 6.B	

7	Commitment to the AQIP Pathway	
7.A	Question 7.A	
7.B	Question 7.B	
7.C	Question 7.C	
7.D	Question 7.D	

## Review Summary

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### Interim Report(s) Required

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#### Due Date

9/1/2022

#### Report Focus

The team is requesting an interim report that is due on September 1, 2022. The report covers Criterion 5.B.. Currently policies are in the process of being shifted to different sites and ownership within the College, it is important for the institution to provide the Higher Learning Commission a monitoring report mapping the location, ownership, and final language of institutional policies.

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#### Due Date

9/1/2023

#### Report Focus

The team is requesting an interim report that is due on September 1, 2023. The is for Criterion 4.A. Evidence of the practice of regular program reviews in both workforce and transfer programs was unavailable to the team, and is a challenge the institution. Delta needs to submit a monitoring report specifically on the processes of Program Review that includes timelines for all academic programs, faculty participation, data definitions for use in program review, and documentation of processes.

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#### Due Date

9/1/2023

#### Report Focus

The team is requesting an interim report that is due on September 1, 2023. The is for Criterion 4.B. Significant progress remains toward establishing a consistent and sustainable processes of assessment in PLO and ISLO and co-curricular activities. Delta College needs to submit a monitoring report on systematic and repeatable processes for assessing student learning, and the use of data for improvement of learning in PLO, ISLO and co-curricular activities.

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## Conclusion

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In the midst of the COVID-19 crisis, the present review, necessarily, was conducted as a virtual visit, resulting in certain limitations for the site team. For example, the team could not observe the physical campus facilities, nor could there be any interviews of students. In accordance with a decision by the Higher Learning Commission, this review will be followed up in the Fall of 2020 by a "Verification Visit" to Delta College campus, and is schedule for

September 10-11, 2020. The visit will be conducted by two members of the current team. The purpose of this on-campus visit will be for those team members to confirm the report's conclusions regarding those determinations in the virtual review.

To guide both that follow-up team and the institution in that Verification Visit, it is appropriate here to explicitly identify some issues or areas for particular follow-up. Specifically, the team will engage in face-to-face interviews with students, faculty and key administrators, as well as conduct a facilities tour and complete an audit of faculty credentials. Additionally, the team will complete a follow-up with assessment and program review initiatives on the campus, and receive an update on the current progress on the new shared governance model.

Delta College has a long record of service to the community and still maintains a strong student success focus. Consistent to the finding of the reader's report, while the College participates with multiple national data collections, and is seeking to establish initiatives that support student learning, the institution does not regularly and systematically utilize information from prior performance to improve effectiveness, capability and sustainability of processes promoting continuous quality improvement. The institution has the opportunity to move beyond collecting data to more effectively use the data for setting goals and improving performance.

In reviewing campus submissions and through virtual meetings, the team members noted in several key areas a lack of comprehensive and sustainable practices, notable among these are assessment of student learning and program review. Additionally, the College is currently in a transition in its governance model and the implications to policies and practices of the institution are still in obvious flux.

The College has several measures in place, CCSSE, NHEBI, and State-wide data, to gauge effectiveness but currently does not effectively use this data to evaluate its performance. The institution has begun to make strides in this area with dashboards and other data report distribution, but needs to continue to build the culture of data informed decision making.

## **Overall Recommendations**

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### **Criteria For Accreditation**

Met With Concerns

### **Sanctions Recommendation**

No Sanction

### **Pathways Recommendation**

Limited to Standard



## Federal Compliance Worksheet for Evaluation Teams

*For AQIP Pathway Comprehensive Evaluations*

### *Evaluation of Federal Compliance Components*

This worksheet is to be completed preliminarily by a Federal Compliance reviewer and then, subsequent to the on-site evaluation, finalized by the peer review team that conducts the visit. When a Federal Compliance reviewer is not assigned, the worksheet is completed by the team. The team that conducts the visit is ultimately responsible for the contents of this worksheet in its entirety. When a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials submitted in advance of the visit and refer any issues to the team no later than one week prior to the visit for further exploration and confirmation on-site. The team chair ensures that the team has reviewed the Federal Compliance reviewer's preliminary findings, makes any necessary adjustments to the preliminary evidentiary statements and findings in the worksheet subsequent to the on-site visit, and submits the finalized worksheet as an integral part of the team's final report.

The Federal Compliance reviewer and/or the team should separately review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the [Federal Compliance Overview](#) for information about applicable HLC policies and explanations of each requirement, as well as expectations for communication between the Federal Compliance Reviewer and the team.

Generally, if the team finds in the course of the review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised within the appropriate parts of the comprehensive evaluation team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below, added to the appropriate section(s) of the team report, as well as in the Summary Section of the Team Report indicating any expectations for improvement.

### *Submission Instructions*

**Federal Compliance reviewer:** Email this worksheet in an editable format to the team chair. The team chair's email address is provided in the Assurance System.

**Team chair:** Send the draft of this worksheet to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheet at [hlcommission.org/upload](https://hlcommission.org/upload). Select "Final

Reports” from the list of submission options to ensure the worksheet is sent to the correct HLC staff member.

Institution under review: Delta College

Name of Federal Compliance reviewer: Benjamin F. Young  
*Leave blank if a Federal Compliance reviewer was not assigned.*

**TEAM CHAIR ONLY:**

Name: Sheri H. Barrett

I confirm that the evaluation team reviewed the institution’s compliance with the federal requirements in this worksheet and that the worksheet reflects the team’s ultimate findings and related rationales.

**1. Assignment of Credits, Program Length and Tuition**

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- A. After gaining access to the institution’s Federal Compliance materials in the Assurance System, contact the institution’s Accreditation Liaison Officer to request a sample of course and program materials. Review the sample and other documentation submitted by the institution and make a reasonable determination as to whether the institution’s assignment of credit hours conforms to commonly accepted practice in higher education:
- The institution’s policy (or set of policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality
  - The institution’s course or program credit assignment **procedures** and its representative sample approval documentation
  - The process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling
- B. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.*

Rationale:

Delta College (the College), based on materials provided in the Filing and on its website, demonstrates that it has a policy of credit hours established for any course. This policy relies on the knowledge of the discipline faculty and accrediting bodies and falls within the range of best practice in higher education. The College uses a modified Carnegie Unit (55 minutes per week for 15 weeks versus 50 minutes per week for 16 weeks) for assigning credit values to courses. The value of a credit equates three hours of work per week (1 hour of lecture plus 2 hours of out of classroom work) for 15 weeks. In certain circumstances (including, but not limited to, labs, clinicals and internships), it is possible to have more hours, but not less. A table displaying the model for listing the minutes per class semester that a class meets for a given credit is provided on the College's website in the Consumer Information tab.

The College's adopted credit hour policy applies to all courses regardless of modality offered (face-to-face, online, and blended/hybrid), level (lower—100, upper—200, dual enrollment—high school, and remedial—000W), type (transfer or occupational), and location (main campus, off-campus center, blended/hybrid, and online). Courses that run on compressed formats are scheduled in such a way as to assure the total time needed for the appropriate credits is maintained. The College is approved to offer up to 20% of its programs in a completely on-line format by the HLC. Again, courses delivered in online or web-enhanced format are identical in outcomes and objectives to those offered in traditional face-to-face format.

Delta College, operating under the state of Michigan authority, awards undergraduate pre- and post-associate degree certificates, the Associate in Arts, Associate in Science, Associate in General Studies, Associate in Fine Arts, and Associate in Applied Science degrees. The College has established program length through Delta College Board of Trustee approval. It offers 76 associate degrees and 65 certificates.

The College provided in the Federal Compliance Filing evidence of how it verifies that the length of academic sessions complies with the credit hour requirements when it comes to scheduling actual courses. That process is outlined below:

The Curriculum Council reviews program and course change, creation, and elimination proposals. This Council is multi-layered, has college-wide representation and meets every other week during the Fall and Winter semesters as needed. Review of these curriculum actions as a part of the process assures correct credit hours for certificates and degrees. The Registrar and Financial Aid Offices then assure that the courses and programs meet federal standards. In addition, as part of scheduling development the Associate Deans have access to a schedule development tool to check compliance. Annually, a data file is prepared of the entire annual schedule and sent to the State of Michigan through the Center for Educational Performance and Information (CEPI). Each record must meet the minimum 800-hour threshold per credit hour, before it can be counted for funding from the State. It includes credits, meeting times and days met in order to do the proper calculations. If there are any discrepancies, CEPI works with the institution to verify or correct the data. If the data does not meet standards, it cannot be used for State funding. Additionally, as a part of the annual audit, a random sample of

the schedule file is selected and used to verify credit hour compliance by the external auditors.

The Federal Compliance reviewer requested, and received from the College, a sample of courses and program materials to determine whether the institution adheres to its published credit hour policy. It is the judgment of the reviewer that Delta College fully adheres to its credit hour definition policy and has in place a process for that ensuring credit hour requirements are met when scheduling courses. This judgment is based on the examination of 49 College course syllabi which listed course and program learning outcomes, basic contact and course information (including textbook requirements and co-and pre-requisites), grading scales, general information (attendance policy, learning management platform, and disability resources), and student responsibilities.

Additional monitoring, if any:

## 2. Institutional Records of Student Complaints

---

- A. Verify that the institution has a policy and procedure(s) for addressing student complaints.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.*

Rationale:

The College has a policy and process for addressing student complaints. The College states that it welcomes feedback from students on policies, programs, procedures, and services. The Filing provided web addresses for the complaint policy and complaint procedure. While informal reporting is encouraged, the institution has an online reporting process using a Maxient incident reporting form. Further, and demonstrating best practice, the College provides potential respondents a series of well-defined categories to use in lodging complaints. These categories, in addition to carrying a definition and examples of the types of misconduct and/or violation, identifies an office or official to contact if questions or concerns



arise. The Dean of Students is listed as the general contact person, but others are listed as well. The five categories are as follows: **General Concern/Complaint** pertaining to rules and regulations of conduct or academic integrity (referred to Dean of Student); **Academic Integrity Violation** citing academic violations such as cheating, plagiarism, and falsifying official records (referred to Dean of Teaching and Learning for academic misconduct); **Conduct/Behavior Violation** not related to allegations of cheating and plagiarism such as disruptive student and disorderly conduct (directed to the Dean of Students); **Concerning, Worrisome or Threatening Behavior** alludes to students in or near crisis and requiring immediate attention to maintain a safe environment (asks for additional contact of Public Safety Office as well as submission of incident form); and **Equity/Sexual Misconduct Violation** addressing acts that create hostile learning or working environment involving discrimination, harassment, or stalking for both students and employees (referred to Equity Office). Again, Delta College's student complaint policy and procedures reflect best practice in higher education.

Additional monitoring, if any:

### 3. Publication of Transfer Policies

---

- A. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public.
- Review the institution's transfer policies.
  - Review the list of articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.
  - The information the institution provides should explain any program-specific articulation agreements in place. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution:
    - Accepts credits for courses offered by the other institution(s) in the articulation agreement.
    - Offers courses for which credits are accepted by the other institution(s) in the articulation agreements.
    - Both offers courses and accepts credits with the other institution(s) in the articulation agreement.
    - What specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.

- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.*

Rationale:

Delta College publishes its transfer policies and procedures on its website, which can be easily reached by clicking on the Consumer Information tab and going to Transfer Agreements. In addition, the transfer and articulation information is located in the Delta College 2019-2020 Catalog. Thus, the reviewer determined that the general public can easily access the College's articulation agreements. The College identified several 3+1 partnerships that permit Delta College students to additional course work at the College before transferring up to 90 credits towards a bachelor's degree granting partner. To its credit, and the benefit of enrolled students, the College operates with a University Transfer Center on its main campus housing four-year university representatives from area institutions (Central Michigan University, Ferris State University, Michigan State University, Northwood University, Davenport University, and Saginaw Valley State University). Students using the University Transfer Center receive updated transfer and reverse transfer information and can interact directly with visiting university representatives onsite at the main campus. Delta College holds membership in the Michigan Community College Association, a partnership with other community colleges that provide effective short-term transfer programs. The Michigan Transfer Network was cited in the Filing as another helpful device students can use to identify course equivalencies between Michigan colleges and universities. The College has an orderly process for evaluating college credits from other colleges and universities and recording those credits. Notably, students have access to a course transfer tool (Transfer Wizard) that spells out how their courses will transfer into Delta College. The reviewer adjudges Delta College's transfer policies and agreements are transparent and represent best practice.

Additional monitoring, if any:

#### 4. Practices for Verification of Student Identity

---

- A. If the institution **does not** have students enrolled in distance or correspondence courses, indicate this in the responses below.
- B. If the institution **does** have students enrolled in distance or correspondence courses, confirm that the institution verifies the identity of students. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.
  - o Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.

- Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.
- C. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
- The institution does not have students enrolled in distance or correspondence courses.
  - The institution meets HLC’s requirements.
  - The institution meets HLC’s requirements, but additional monitoring is recommended.
  - The institution does not meet HLC’s requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. *Related HLC Requirement: Core Component 2.A.*

Rationale:

Delta College has students enrolled in distance education courses which adds an additional cost. On Delta’s webpage, when a student clicks on the cost button for any program it takes them to the cost page which shows the \$33.00 per contact hour fee charged for courses offered online. Students log into their online courses in Desire2Learn (D2L) course management system for all their courses, including online. Each course offered at the College has a D2L site set up for that course each semester. Student privacy is protected using the student’s secured log-in and password. In addition, Delta College students are required to update their password every 122 days; notifications of the password expiration sent to the student’s email account. Further, students updating their account must know their student ID, date of birth, and social security number. The College stressed in the Filing that only students have access to their individual password as an added level of security. This means students will need to create a new password if they forget their password (previous passwords cannot be used ensuring student information is not compromised). The College has a Testing Center that “administers placement, face-to-face, online class and business skill tests.” Students coming to the Center to take any form of test must present a valid picture ID and appear on the class roster before the test is administered. The reviewer believes the College operates with best practice and should be commended for taking additional security measures.

Additional monitoring, if any:

## 5. Title IV Program Responsibilities

- A. This requirement has several components the institution must address. The team should verify that the following requirements are met:

- **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities. (See Appendices A and B.)
- **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. *Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.* (See Appendix C.)
- **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, the institution's compliance with these regulations.
- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated the compliance with these regulations. *Related HLC Requirement: Assumed Practice A.6.*
- **Satisfactory Academic Progress Policy.** The institution has provided HLC with information about its compliance with this regulation. *Related HLC Requirements: Criterion 3.A; Assumed Practice A.5.*

B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. (See related HLC Requirements with each section of the Title IV Responsibilities above.)

Rationale:

Delta College's most recent Title IV program review was January 15, 2015 and has an approval expiration date of December 31, 2020. The College, under the General Program Responsibilities (h) segment of the Filing, presented evidence of the lack of findings (no material weaknesses) from the three most recent OMB Circular A-133 portions of the audited financial statements (2017, 2018, and 2019). The College participates in the following Title IV federal financial aid programs: Pell Grant, Federal Direct Stafford Loan, Direct PLUS Loan, Federal Supplemental Educational Opportunity Grant, and Federal Work Study. The Filing indicates that there have been no action letters issued by the United States Department of Education (see Appendix B). The three most recent financial composite ratios were in line with normal standards. The College submitted in the Filing required information regarding campus crime, athletic participation, Student Right to Know/Equity in Athletics, and student academic progress disclosures. The above referenced information is available to students,

prospective students, and the general public via links on the College website. Of note, the College's reporting of Equity in Athletics data is exemplary and presented on its separate webpage from 2012-2013 through 2018-2019.

Additional monitoring, if any:

## 6. Publication of Student Outcome Data

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- A. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.
- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:
- The institution meets HLC's requirements.
  - The institution meets HLC's requirements, but additional monitoring is recommended.
  - The institution does not meet HLC's requirements and additional monitoring is recommended.
  - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Assumed Practice A.6.*

Rationale:

The College provided a link to the webpages that contains robust student outcome data. Individuals are directed to the Transparency website, then the Student Right-to-Know information. Student Right-to-Know (SRTK), a federally mandated public disclosure of a College's completion rate and transfer rate makes information available to public, current and prospective students, current and prospective student loan borrowers, and current employees. In other words, the consumer has an array of comparable statistics to use to make informed decisions. Delta College provides targeted information in the following areas: Retention Rate; Completion and Transfer Rate; Cost of Attendance and Net Price Calculator; Pass Ratios for Career Programs; Student Athlete Participation and Financial Aid; Student Diversity; Concerns, Complaints and Feedback; Crime Statistics; Equity Information; and College Resources (College Navigator). These reports meet HLC standards for publication of relevant student outcome data.

Additional monitoring, if any:

## 7. Standing With State and Other Accrediting Agencies

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- A. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

**Note:** If the team is recommending initial or continued accreditation status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status despite this action.

- B. Check the response that reflects the team's conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC's requirements.
- The institution meets HLC's requirements, but additional monitoring is recommended.
- The institution does not meet HLC's requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.*

Rationale:

Evidence was presented in the Filing with a link to the list of programs with specialized accreditation. None of the programs are on any type of warning or sanction.

Additional monitoring, if any:

## Institutional Materials Related to Federal Compliance Reviewed by the Team

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Provide a list of materials reviewed here:

Course Syllabi

ART 111	Drawing I
ART 289	Art Design Portfolio
ASL 111	American Sign Language I
AUTO 101	Engine Repair Level I
AUTO 202W	Automatic Transmission Level 3

BIO 111	Principles of Biology
BIO 152W	Human Anatomy and Physiology I
BIO 153W	Human Anatomy and Physiology II
CAD 226	Parametric Modeling
CD 113W	Guidance Strategies
CD 116W	Diversity and Families in Early Childhood Education
CHM 105	Technical Chemistry I
CHM 111	General Chemistry I
CJ 110W	Introduction to Criminal Justice
CNA 100LW/ CNA100W	Certified Nursing Assistant
CNC 162	Computer Numerical Control Theory
COM 114W	Interpersonal Communication
CSI 220W	Digital Forensics II
CST 133	Computer Competencies
DA 110	Clinical Dental Assisting I Lecture
DA 133W	Dental Assisting Seminar
ECN 221W	Principles of Macroeconomics
EMB 140	Electronic Media History
EMB 211W	Writing for Broadcast and New Media
ENG 111	College Composition I
ENG 112	College Composition II
ENG 112	College Composition II
ENV 100W	Environmental Regulations
LW 220W	Lifelong Wellness
MGT 153W	Introduction to Business
MGT 243	Principles of Marketing
MTH 092	Basic Mathematics
MTH 099	Mathematical Reasoning
MTH 264	Introduction to Ordinary Differential Equations
NUR 101AW	Nursing Fundamentals
NUR 250LW/NUR250W	Nursing Care and Management throughout the Health Continuum
PHL 211	Introduction to Philosophy
PHL 215W	Health Care Ethics
POL 105W	American Politics w/ Project
PSY 211	Introduction to Psychology
RDG 093W	Effective Reading and Vocabulary Development
RDG 093W	Effective Reading and Vocabulary Development
RDG 097W	Academic Reading
WELD 224	Advanced Shielded Metal Arc Welding
WRT 090	Introduction to Academic Writing
WRT 098	Preparation for College Writing

Delta College Comprehensive Quality Review Highlights Report February 2020

Delta College Federal Compliance Filing, including Appendices A, B, and C  
Delta College Website ([www.delta.edu](http://www.delta.edu))





## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	Delta College, MI
<b>TYPE OF REVIEW:</b>	AQIP Comprehensive Evaluation
<b>DESCRIPTION OF REVIEW:</b>	Visit to include a Federal Compliance Reviewer: Dr. Ben Young  This visit is being conducted as a virtual visit followed by a verification visit. The verification visit will take place on September 10-22, 2020 by Sheri Barrett (Chair) and John Cowles.
<b>DATES OF REVIEW:</b>	5/4/2020 - 1/1/2020
<input type="checkbox"/> No Change in Institutional Status and Requirements	

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: no change**

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Degrees Awarded: Associates

**Recommended Change: no change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2019 - 2020

**Recommended Change: 2029-2030**

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### Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

**Recommended Change: no change**

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## Institutional Status and Requirements Worksheet

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### Additional Location:

Prior HLC approval required.

**Recommended Change: no change**

---

### Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. Approved for correspondence education courses and programs.

**Recommended Change: no change**

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### Accreditation Events

Accreditation Pathway

AQIP Pathway

**Recommended Change: Limited to Standard**

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### Upcoming Events

#### Monitoring

##### Upcoming Events

None

##### Recommended Change:

Due September 1, 2022: a report mapping the location, ownership, and final language of institutional policies.

Due September 1, 2023: a report on the processes of Program Review that includes timelines for all academic programs, faculty participation, data definitions for use in program review, and documentation of processes.

Due September 1, 2023: a report on systematic and repeatable processes for assessing student learning, and the use of data for improvement of learning in PLO, ISLO and co-curricular activities.

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### Institutional Data

#### Educational Programs

##### Undergraduate

Certificate	79	_____
Associate Degrees	86	_____
Baccalaureate Degrees	0	_____

##### Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____

**Recommended  
Change: no  
change**



## Institutional Status and Requirements Worksheet

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Doctoral Degrees

0

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### Extended Operations

#### Branch Campuses

None

**Recommended Change: no change**

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#### Additional Locations

Delta College Midland Center, 1025 E. Wheeler St., Midland, MI, 48642 - Active

Delta College Planetarium and Learning Center, 100 Center Avenue, Bay City, MI, 48708 - Active

Downtown Saginaw Learning Center, 319 E. Genesee Avenue, Saginaw, MI, 48607 - Active

Saginaw Correctional Facility, 9625 Pierce Road, Freeland, MI, 48623 - Active

**Recommended Change: no change**

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#### Correspondence Education

25.0101 - Library and Information Science, Associate, Associate of Arts in General Studies with emphasis in business entrepreneurship, writing and general education.

**Recommended Change: no change**

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#### Distance Delivery

11.0199 - Computer and Information Sciences, Other, Associate, ABS in Computer Science and Information Technology

11.0899 - Computer Software and Media Applications, Other, Associate, ABS in Computer Science and Information Technology

12.0402 - Barbering/Barber, Associate, Management - Cosmetology Management Associate

15.0507 - Environmental Engineering Technology/Environmental Technology, Associate, Environmental Technology

19.0709 - Child Care Provider/Assistant, Associate, AAA Child Development

19.0709 - Child Care Provider/Assistant, Certificate, Advanced Certificate in Child Development

19.0709 - Child Care Provider/Assistant, Certificate, Certificate in Child Development Paraprofessional

23.1303 - Professional, Technical, Business, and Scientific Writing, Certificate, Writing Certificate - Technical

23.1399 - Rhetoric and Composition/Writing Studies, Other, Certificate, Communication - Interpersonal

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Arts

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Science

## Institutional Status and Requirements Worksheet

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24.0101 - Liberal Arts and Sciences/Liberal Studies, Certificate, Liberal Arts  
24.0102 - General Studies, Associate, AGS - Delta Degree with Michigan CC Virtual Learning Collaborative  
43.0107 - Criminal Justice/Police Science, Associate, AAA Criminal Justice  
43.0109 - Security and Loss Prevention Services, Associate, AAA Criminal Justice  
43.0109 - Security and Loss Prevention Services, Certificate, Certificate in Criminal Justice  
43.0201 - Fire Prevention and Safety Technology/Technician, Associate, AAS Fire Science Technology  
43.0203 - Fire Science/Fire-fighting, Associate, Fire Science Technology - EMS  
43.0203 - Fire Science/Fire-fighting, Associate, Fire Science Technology - Fire Fighter  
52.0201 - Business Administration and Management, General, Associate, AAS in General Management  
52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting  
52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting  
52.0703 - Small Business Administration/Management, Associate, Management - Entrepreneurship - Sm Business Managemet  
52.9999 - Business, Management, Marketing, and Related Support Services, Other, Certificate, Academic Career Experience

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### **Contractual Arrangements**

None

**Recommended Change: no change**

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### **Consortial Arrangements**

None

**Recommended Change: no change**

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## Verification Visit Team Report

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Institution: Delta College

**Type of Evaluation:** [relates back to the virtual review] Comprehensive Evaluation Year 10

*As a result of the COVID-19 ("Coronavirus") pandemic, many institutions that were scheduled to conduct visits between March 16 through May 15, 2020, were transitioned to Virtual Evaluations, as allowed by the U.S. Department of Education (USDE). Further guidance issued by the USDE required that any visit that was conducted virtually during this timeframe be accompanied by an on-site Verification Visit within a reasonable period of time following the Virtual Evaluation. This Verification Visit fulfills this requirement as outlined by the USDE.*

**Staff:** Linnea Stenson

**Verification Visit Team Members:**

**Chair:** Sheri Barrett, Director, Johnson County Community College, Overland Park, KS

**Member:** John Cowles, Vice Chancellor of Student Success, Ivy Tech, Indianapolis, Indiana

**Institutional Representatives Who Met with Team Members:**

Vice President for Student Educational Services

Executive Director of Institutional Advancement

President

Dean of Teaching and Learning

Director of Human Resources

Assistant Director of Human Resources

Vice President of Instruction and Learning Services

Dean of Career Education and Learning Partnerships

Professor of Physics and Chair, Student Learning Assessment Committee

Associate Professor of Psychology and Chair, General Education Curriculum and Assessment Committee

Director Institutional Research

## 1. Visit Team Verification

Complete the following chart and indicate the Visiting Team’s conclusion (Met, Met with Concerns, Not Met) for the Criteria and Core Components. In the “Visiting Team Verification” Column, please identify with an asterisk each instance where the conclusion, rationale, or outcome (for example, as to monitoring) of the Visiting Team differs from that of the Virtual Team.

No additional commentary is required for any Criterion or Core Component where the Visiting Team agrees with the Virtual Team’s determinations, rationale, and outcome. If the Visiting Team’s conclusion, rationale, or outcome differs from that of the Virtual Team, please provide a detailed rationale in Section II.

If the evaluation leading to the team’s recommendation was a focused visit, by design, not all Core Components with the Criteria for Accreditation were examined. Please note the Core Components that were not examined as part of a Verification Visit for a Virtual Focused Visit with N/A (not applicable).

Number	Title	Virtual Team Determination	Visiting Team Verification
<b>1</b>	<b>Mission</b>		
1.A	Core Component 1.A	Met	Met
1.B	Core Component 1.B	Met	Met
1.C	Core Component 1.C	Met	Met
1.D	Core Component 1.D	Met	Met
<b>2</b>	<b>Integrity: Ethical and Responsible Conduct</b>		
2.A	Core Component 2.A	Met	Met
2.B	Core Component 2.B	Met	Met
2.C	Core Component 2.C	Met	Met
2.D	Core Component 2.D	Met	Met
2.E	Core Component 2.E	Met	Met

Number	Title	Virtual Team Determination	Visiting Team Verification
<b>3</b>	<b>Teaching and Learning: Quality, Resources, and Support</b>		
3.A	Core Component 3.A	Met	Met
3.B	Core Component 3.B	Met	Met
3.C	Core Component 3.C	Met	Met
3.D	Core Component 3.D	Met	Met
3.E	Core Component 3.E	Met	Met
<b>4</b>	<b>Teaching and Learning: Evaluation and Improvement</b>		
4.A	Core Component 4.A	Met with Concern	Met with Concern
4.B	Core Component 4.B	Met with Concern	Met with Concern
4.C	Core Component 4.C	Met	Met
<b>5</b>	<b>Resources, Planning, and Institutional Effectiveness</b>		
5.A	Core Component 5.A	Met	Met
5.B	Core Component 5.B	Met with Concern	Met with Concern
5.C	Core Component 5.C	Met	Met
5.D	Core Component 5.D	Met	Met

## 2. Visiting Team Supporting Evidence and Rationale for Recommendation

For any Core Components in which the Visiting Team's conclusion (Met, Met With Concerns, Not Met), rationale, or outcome (for example, as to monitoring) of the Visiting Team differs from that of the Virtual Team, provide a detailed rationale for the Visiting Team's determinations. This section should be organized by Core Components.

### 3. Visiting Team Recommendation

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State the Visiting Team's recommendation for the institution's status. Where relevant, indicate the nature, timing, and scope of any interim monitoring and/or next on-site evaluation.

Verify the Virtual Team's Recommendation

Differ from the Virtual Team's Recommendation

Adjust Recommendation: \_\_\_\_\_

Adjust Pathway Determination, if applicable: \_\_\_\_\_

Adjust Monitoring, if applicable:

Interim Report(s). Insert description and due date(s): \_\_\_\_\_

Embedded Report within an upcoming Review. Insert description and identify date of the applicable review: \_\_\_\_\_

Focused Visit. Insert description and due date: \_\_\_\_\_





## Institutional Status and Requirements Worksheet

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<b>INSTITUTION and STATE:</b>	Delta College, MI
<b>TYPE OF REVIEW:</b>	AQIP Comprehensive Evaluation
<b>DESCRIPTION OF REVIEW:</b>	<p>Visit to include a Federal Compliance Reviewer: Dr. Ben Young</p> <p>This visit is being conducted as a virtual visit followed by a verification visit. The verification visit will take place on September 21-22, 2020 by Sheri Barrett (On-Campus) and John Cowles (virtual).</p>
<b>DATES OF REVIEW:</b>	5/4/2020 - 5/5/2020
<input type="checkbox"/> No Change in Institutional Status and Requirements	

### Accreditation Status

Nature of Institution

Control: Public

**Recommended Change: no change**

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Degrees Awarded: Associates

**Recommended Change: no change**

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Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2019 - 2020

**Recommended Change: 2029-2030**

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### Accreditation Stipulations

General:

The institution is approved at the following program level(s): Associate's

The institution is not approved at the following program level(s): Bachelor's, Master's, Specialist, Doctoral

**Recommended Change: no change**

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## Institutional Status and Requirements Worksheet

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### Additional Location:

Prior HLC approval required.

**Recommended Change: no change**

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### Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. Approved for correspondence education courses and programs.

**Recommended Change: no change**

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### Accreditation Events

Accreditation Pathway

AQIP Pathway

**Recommended Change: Limited to Standard**

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### Upcoming Events

#### Monitoring

##### Upcoming Events

None

##### Recommended Change:

**Due September 1, 2022: a report mapping the location, ownership, and final language of institutional policies.**

**Due September 1, 2023: a report on the processes of Program Review that includes timelines for all academic programs, faculty participation, data definitions for use in program review, and documentation of processes.**

**Due September 1, 2023: a report on systematic and repeatable processes for assessing student learning, and the use of data for improvement of learning in PLO, ISLO and cocurricular activities.**

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### Institutional Data

#### Educational Programs

##### Undergraduate

Certificate	79	_____
Associate Degrees	86	_____
Baccalaureate Degrees	0	_____

##### Graduate

Master's Degrees	0	_____
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## Institutional Status and Requirements Worksheet

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Specialist Degrees	0	_____
Doctoral Degrees	0	_____

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### Extended Operations

#### Branch Campuses

None

**Recommended Change: no change**

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#### Additional Locations

Delta College Midland Center, 1025 E. Wheeler St., Midland, MI, 48642 - Active

Delta College Planetarium and Learning Center, 100 Center Avenue , Bay City, MI, 48708 - Active

Downtown Saginaw Learning Center, 319 E. Genesee Avenue, Saginaw, MI, 48607 - Active

Saginaw Correctional Facility, 9625 Pierce Road, Freeland, MI, 48623 - Active

**Recommended Change: no change**

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#### Correspondence Education

25.0101 - Library and Information Science, Associate, Associate of Arts in General Studies with emphasis in business entrepreneurship, writing and general education.

**Recommended Change: no change**

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#### Distance Delivery

11.0199 - Computer and Information Sciences, Other, Associate, ABS in Computer Science and Information Technology

11.0899 - Computer Software and Media Applications, Other, Associate, ABS in Computer Science and Information Technology

12.0402 - Barbering/Barber, Associate, Management - Cosmetology Management Associate

15.0507 - Environmental Engineering Technology/Environmental Technology, Associate, Environmental Technology

19.0709 - Child Care Provider/Assistant, Associate, AAA Child Development

19.0709 - Child Care Provider/Assistant, Certificate, Advanced Certificate in Child Development

19.0709 - Child Care Provider/Assistant, Certificate, Certificate in Child Development Paraprofessional

23.1303 - Professional, Technical, Business, and Scientific Writing, Certificate, Writing Certificate - Technical

23.1399 - Rhetoric and Composition/Writing Studies, Other, Certificate, Communication - Interpersonal

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Arts

## Institutional Status and Requirements Worksheet

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24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate in Science  
24.0101 - Liberal Arts and Sciences/Liberal Studies, Certificate, Liberal Arts  
24.0102 - General Studies, Associate, AGS - Delta Degree with Michigan CC Virtual Learning Collaborative  
43.0107 - Criminal Justice/Police Science, Associate, AAA Criminal Justice  
43.0109 - Security and Loss Prevention Services, Associate, AAA Criminal Justice  
43.0109 - Security and Loss Prevention Services, Certificate, Certificate in Criminal Justice  
43.0201 - Fire Prevention and Safety Technology/Technician, Associate, AAS Fire Science Technology  
43.0203 - Fire Science/Fire-fighting, Associate, Fire Science Technology - EMS  
43.0203 - Fire Science/Fire-fighting, Associate, Fire Science Technology - Fire Fighter  
52.0201 - Business Administration and Management, General, Associate, AAS in General Management  
52.0302 - Accounting Technology/Technician and Bookkeeping, Associate, Accounting  
52.0302 - Accounting Technology/Technician and Bookkeeping, Certificate, Accounting  
52.0703 - Small Business Administration/Management, Associate, Management - Entrepreneurship - Sm Business Managemet  
52.9999 - Business, Management, Marketing, and Related Support Services, Other, Certificate, Academic Career Experience

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### **Contractual Arrangements**

None

**Recommended Change: no change**

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### **Consortial Arrangements**

None

**Recommended Change: no change**

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