

San Joaquin Delta College

**5151 Pacific Avenue
Stockton, CA 95207**



FOCUSED MIDTERM REPORT

Response to 2002 Accreditation Evaluation Report

March 15, 2005

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STATEMENT OF REPORT PREPARATION

In response to the Accreditation Team Evaluation Report, the Accreditation Task Force was formed in 2003 to prepare the progress report and continued to work on the preparation of the Focused Midterm Report. The Task Force was comprised of representatives of constituent groups of the College community. Chaired by Dr. Francisco Arce through December 2004 and Dr. Della Condon from January 2005 to present, the Task Force identified the requested responses of the Commission to be researched, and persons or groups to be interviewed for the preparation of the midterm report.

The completed draft midterm report was distributed to the Task Force members and the President's Cabinet to review and make recommendations. The final report was presented to and approved by the Board of Trustees.

Accreditation Task Force

Della Condon	Assistant Superintendent/Vice President of Instruction
Francisco Arce	Interim Assistant Superintendent/Vice President of Instruction
Janice Takahashi	Academic Senate President
Kathy Hart	Dean of Planning, Research, and Regional Education
Roger Waller	Faculty, Past Academic Senate President
Lynn Welch	Faculty, First Vice President of Academic Senate
Cynthia Gatlin	Classified Appointment
Marcos Villanueva	Student Appointment

Dr. Raúl Rodríguez
Superintendent/President

Date

*Accreditation Evaluation Team
Recommendations to
San Joaquin Delta College*

**ACCREDITATION EVALUATION TEAM FOCUSED RECOMMENDATIONS CITED IN
JUNE 25, 2004 ACTION LETTER**

- 3.1 The College needs to proceed under the guidance of the mission statement and with the leadership of its new President, to focus on College-wide strategic goals supported by department, division, and administrative plans. These College-wide goals with measurable objectives and action plans need to be clearly articulated as the basis for priorities in budgeting and other decisions. The process for planning and budgeting needs explicit communication and coordination, clearer charges for the related committees, and expected timelines to meet both long-range objectives and annual implementation processes. Furthermore, the College should implement the assessment of Institutional Outcome Measures as benchmarks for progress in achieving College-wide goals. (Standards 1.3, 3A.3, 3B.2, 3B.3, 6.2, 9A.1, 9A.2, 9A.3, 9A.4, 9B.1)
- 7.1 As called for in the 1996 Accreditation Evaluation Report recommendation 4-1, the College should ensure that evaluations of staff are conducted at agreed-upon intervals and provide training on evaluation procedures to managers, faculty, and classified staff. (Standards 7.B1 and 7.B2)
- 8.1 A comprehensive strategic plan should be developed with input from all key constituencies, which integrates educational programs and facilities needs for the entire San Joaquin Delta College District including the main campus in Stockton, the Tracy Learning Center, the proposed Mountain House Center, and other centers and sites. The plan should build in contingencies for short and long-term demographic trends and shifts, anticipate and balance needs at the main campus with needs at regional centers and outlying sites, maximize the use of distance education strategies, project expansion and investment in centers and sites as needed, and consider development of collaborative agreements with neighboring college districts to help address educational needs in outlying areas. (Standards 8A.1 and 8A.5)

ADDITIONAL 2002 ACCREDITATION EVALUATION TEAM RECOMMENDATIONS

Following are additional recommendations from the 2002 evaluation team report not cited in the June 24, 2004 focused midterm report action letter.

- 2.1 The College should develop and implement plans to increase College-wide sensitivity to the needs of its diverse population, evaluate the perception of bias by some employees on the campus, and review implementation of workplace opportunities to ensure they are equitable for all employees. (Standards 2.6, 7.D1, and 7.D2)
- 4.1 Curriculum review procedures need to be revised in order to expedite the process while still maintaining quality. (Standard 4B.1)
- 4.2 The College needs to understand the importance of the learning outcomes of its students and improve its ability to document them throughout the learning process. (Standard 4B.3)
- 5.1 It is recommended that the College enact a plan to resolve the issue of the counseling department schedules to ensure that the counseling needs of students are being met. (Standard 5.3, 5.6, and 5.10)
- 10.1 In matters pertaining to policy development, planning, and resource allocation, the College needs to develop a broad consensus about the respective roles and responsibilities of the Board, the President, the Vice Presidents, and the various governance committees. (Standards 10A.3, 10B.1, 10B.2, 10B.4, 10B.5, 10B.6, 10B.8, 10B.9, and 10B.10)

*San Joaquin Delta College
Responses to Focused Recommendations*

San Joaquin Delta College

Responses to Focused Recommendations

Standard Three: Institutional Effectiveness

3.1 *The College needs to proceed under the guidance of the mission statement and with the leadership of its new President, to focus on College-wide strategic goals supported by department, division, and administrative plans. These College-wide goals with measurable objectives and action plans need to be clearly articulated as the basis for priorities in budgeting and other decisions. The process for planning and budgeting needs explicit communication and coordination, clearer charges for the related committees, and expected timelines to meet both long-range objectives and annual implementation processes. Furthermore, the College should implement the assessment of Institutional Outcome Measures as benchmarks for progress in achieving College-wide goals. (Standards 1.3, 3A.3, 3B.2, 3B.3, 6.2, 9A.1, 9A.2, 9A.3, 9A.4, 9B.1)*

I. Summary

The opportunity for College-wide introspection while preparing the accreditation focused report has been valuable. This effort allowed the Accreditation Task Force to identify advances the College made in addressing recommendation 3.1 of the accrediting team. The process also aided the Task Force in recognizing the need for continuous measurement and evaluation of student success. Significant progress in the areas of recommendations is all the more gratifying during the record state budget deficits and the series of changes in college administration.

In October 2003, President Raúl Rodríguez formed an Ad Hoc Strategic Planning Team (Delta Group) and assigned them the task of developing a vision and plan for the future. Dr. Rodríguez committed the necessary resources to support this integrated strategic planning effort and sponsored Appreciative Inquiry (AI) training for the Delta Group to provide a positive framework for strategic planning development. The Delta Group used the Accreditation Report and Standards to inform the strategic planning process.

The Delta Group is made up of members across the constituency groups. The original team of 15 prepared an interview process to uncover the core values of the College.

The original team expanded through interviewing and collecting evidence of success and best practices from more than 150 people. This process culminated in March 2004 with a day-long retreat which produced the first draft of the new vision and mission statements and formed the basis for the four strategic goals. The retreat also gave birth to approximately 20 smaller groups working on special focused pilot projects aimed at improving campus communications, student success, and professional development.

The vision and mission drafts were reviewed and affirmed by the Expanded Strategic Planning Team and the Planning and Budget Committee. They are presently out for comment from the Policies and Procedures Review Committee for ultimate inclusion in College policy.

The Expanded Strategic Planning Team, the Planning and Budget Committee, the President's Council, the Academic Senate, Management Senate, and the Classified Senate have all affirmed the four College-wide strategic goals. Each of the strategic goals relates directly to the College mission and all include sample measurable outcomes. The new vision and mission statements and strategic goals are identified as institutional objectives. They are now in turn incorporated into each course, discipline, department and program to align annual goals and objectives, propose projects, programs, and activities, and link all to budget priorities.

The Expanded Strategic Planning Group is developing measurable objectives that can be readily identified and targeted as budget priorities, and will watch for measurable objectives in the projects, programs, and activities that are being developed and approved.

Integrating Planning and Budgeting

President Rodríguez announced Friday, January 21, 2005, that the College is launching its new AI Strategic Planning and Budgeting process. More than 200 members of the College community have been an integral part of developing the foundation for this process through Appreciative Inquiry Facilitators' training, interviews, and/or the College-wide retreat held on March 19, 2004.

All members of the College community, students, faculty, management and staff have been formally invited to develop projects and/or activities in support of the vision or mission statements, or the four strategic goals, and to submit them for funding consideration for the 2005-06 academic year.

This process provides a way for all individuals and groups in the College community to participate in a fair and open planning and budgeting process. College groups have been submitting one or more projects for consideration. (Proposals for 341 projects/activities were submitted by the March 2, 2005 deadline.)

To facilitate sorting and identification of common themes in the proposals, Information Services and the Office of Planning, Research, and Regional Education developed a Filemaker template that is being used to capture and sort the projects, programs, and activities that are being proposed. The Dean of Planning, Research, and Regional Education has conducted eight training sessions to date, with a half dozen more scheduled.

The constructive feedback the College received from accreditation visitors and the discoveries gained using the Appreciative Inquiry planning techniques have helped the College embark on a strenuous and rewarding journey to an integrated planning and budgeting process that embraces input from faculty, staff, students and managers.

Implementation of Institutional Outcome Measures as benchmarks for progress in achieving College-wide goals

The College faculty and management have attended a variety of outcome and assessment trainings. The new Professional Development Center (PDC) is a key resource coordinating and providing training for the development and assessment of outcomes.

The Division Chairs and Faculty leadership met to expand the dialog as to how student learning outcomes can be facilitated through Faculty Leadership. The faculty, management and classified staff continue the institutional progress on learning outcomes development and codifying effective outcome measures institutionally.

Through the spring of 2005 the Academic Senate is sponsoring outcomes measures training presented by Dr. Norena Badway in the Professional Development Center. This will build a foundation of discipline leaders who will facilitate discipline group outcomes deliberation during the fall in-service on August 12, 2005. All faculty discipline groups will meet that day and design specific outcomes and assessments.

The Student Services division has developed a technology-based rubric tying the mission, goals, outcomes, and assessment to their efforts in all aspects of delivering services to students. It is this cycle of deliberation, outcome development, measurement and evaluation that cycles back into improving student success.

II. Evaluation

Communication

Departments and divisions are using a variety of resources such as the DocuShare server to post research, communications, agendas, and supporting documents.

Integration of Planning and Budgeting

Processes for planning and budgeting are generally improved. The Planning and Budget Committee refers plans and proposals back to appropriate committees when all parties have not reviewed them. This effort has improved communication and College staff are learning that an integrated planning and budget process is being followed.

Curriculum Development and Review

The integrated online Curriculum system, CurricUNET, is in its second year of operation at the College. There is ongoing system development for articulation and report modules. More than 200 courses have been reviewed and approved using this new system.

Expanded Web Services

Web services functionality has been enhanced to provide all students with an email address and greater, more efficient communication of College information to students (financial aid, schedule changes, etc.) This service resulted in dynamic student –teacher communication through messaging and early alert systems.

III. Plans

Shared Governance Processes

We are evaluating all aspects of the present College committee structure with plans of moving toward a governance structure with effective communication and efficient completion of tasks and responsibilities. The President's Council, under the President's leadership, is currently addressing this issue.

Institutional Outcomes and Benchmarks

The dialog for developing and implementing Institutional Outcomes and Benchmarks has begun among faculty leadership and academic managers. Training and facilitation continues this semester with a faculty-wide in-service planned to kick-off the 2005-2006 academic year.

Supporting Documentation for 2005 Focused Midterm Report 3.1

Strategic Planning Website:

<http://www.deltacollege.edu/div/planning/STRATEGICPLANNING/STRATEGICPLANMAINPAGE.html>

Vision Statement

Drafted March 19, 2004

Delta College is a dynamic community of diverse individuals committed to student success. We embrace open communication, trust, and respect in a creative and collaborative learning environment.

*Affirmed by
Appreciative Inquiry Strategic Planning Team, August 31, 2004
Planning & Budget Committee, September 23, 2004*

Mission Statement

Drafted March 19, 2004

To develop a passion for learning, San Joaquin Delta Community College District exemplifies excellence, service, innovation and leadership by offering high quality programs and services in the areas of transfer and vocational education, economic and work force development, cultural enrichment, basic skills development and educational support.

The College is a student-centered community where students learn to:

- Identify and achieve their educational, personal and career goals;
- Develop the skills and knowledge of their chosen disciplines;
- Acquire the basic skills necessary for lifelong learning;
- Engage collaboratively and effectively in understanding the cultural, social and environmental diversity of our community and the world;
- Use and apply technology appropriately;
- Develop effective and responsible leadership skills.

*Affirmed by
Appreciative Inquiry Strategic Planning Team, August 31, 2004
Planning & Budget Committee, September 23, 2004*

College-wide strategic goals were developed and supported by department, division, and administrative plans with measurable objectives and action plans as basis for budget priorities

Strategic Goal # 1: Develop and implement a communication plan that provides easy access to information to and from all internal and external groups to promote student learning outcomes and success.

Strategic Goal # 2: Develop an annual College-wide Professional Development Program to improve faculty, administrator, and classified staff skills to promote access, student success and positive student learning outcomes.

Strategic Goal # 3: Increase access, student success and positive student learning outcomes.

Strategic Goal # 4: Increase funding and funding sources to support student success and positive student learning outcomes.

San Joaquin Delta College Responses to Focused Recommendations

Standard Seven: Faculty and Staff

7.1 As called for in the 1996 Accreditation Evaluation Report recommendation 4-1, the College should ensure that evaluations of staff are conducted at agreed-upon intervals and provide training on evaluation procedures to managers, faculty, and classified staff. (Standards 7.B1 and 7.B2)

I. Summary

Evaluation Tracking/Reporting Module

As noted in the District's March 2004 response to the Accreditation Evaluation, Human Resources staff has been working with the Information Services Department to develop and implement an Evaluation Tracking/Reporting Module for System 2000. This module has been completed, is now operational, and will provide the tools needed to ensure that staff evaluations are completed and kept up to date.

In the development phase, the Bargaining Agreements for CSEA, CTA and POA as well as District Policy and Education Code were reviewed and analyzed to determine the evaluation requirements for each group. Upon completion of this analysis, business rules were written and patterns established for each employee group. (Classified, Confidential, Faculty, Adjunct Faculty, Police and Managers)

Baseline data, which consisted of the last evaluation completed for each employee, was entered into the system so that the next evaluation due date could be projected. Now when a completed evaluation is received by the Office of Human Resources, the date and evaluation type (probationary, contract or regular) is entered into System 2000. This information is used to both create an evaluation history for each employee and also to generate reports indicating the next evaluation due date.

A training manual for the Human Resources staff has been developed, and technical training sessions were held in December 2004 to describe the evaluation patterns and types, and to instruct the staff on entering data into the system.

The Evaluation Tracking/Reporting Module was introduced to managers at the December 2004 Managers' Meeting. At this meeting, managers also received their first Employee Evaluation Due Report. This report will be run monthly by Human Resources staff and distributed to supervising managers, with copies to the appropriate area Vice President. The report will flag those employees who have an evaluation due within the next 60 days. The names of these employees will be sorted in date order with the earliest due date at the top of the list. Evaluations that are overdue will be so noted on the reports. This information will be provided to the area Vice President who will ensure that operational managers complete the required evaluations.

In order to assist the supervisors in completing the required evaluations, all evaluation forms have been made available on the District's website.

Training

Additionally, the Human Resources staff have developed and delivered management training on the completion of Performance Appraisals to departmental managers during the month of February 2005. Additional sessions are scheduled for more departmental training on this and related management topics, such as discipline arising from Performance Appraisals, and Performance Improvement Plans. Additional training for all managers on the basics of conducting and completing effective performance appraisals will continue to be offered beginning in February 2005 for interested managers.

II. Evaluation

The Evaluation Tracking/Reporting Module for System 2000 has been developed to provide the tools to help ensure that staff evaluations are completed and kept up to date.

When a completed evaluation is received by the Office of Human Resources, the date and evaluation type is entered into System 2000. This information is used to both create an evaluation history for each employee and also to generate reports indicating the next evaluation due.

Reports will be run monthly by Human Resources staff and distributed to managers. These reports will indicate those employees who need to be evaluated within the next 60 days. The names will be sorted in date order with the earliest due date at the top of the list. Evaluations that are overdue will be so noted on the reports. These reports will validate completions of evaluations in a timely manner.

III. Plan

Human Resources is in the process of hiring a Systems Analyst to monitor and streamline all Human Resource procedures.

Supporting Documentation for 2005 Focused Midterm Report 7.1

Evaluation Tracking/Reporting Module

Evaluation Patterns

In order to set up the system, the rules for the different employee types were reviewed and the following patterns established based on Board Policy and Bargaining Agreements.

Classified: 8 Month Probationary Period - Evaluations: Probationary 4 month; Probationary 7 month; Regular status, every 12 months

Reference: CSEA Bargaining Agreement, Article 4.3, Board Policy 4150

<u>Example:</u>	7/1/2004	Assignment start date
	11/1/2004	First probationary evaluation due
	2/1/2005	Second probationary evaluation due
	3/1/2005	Employee attains regular status
	3/1/2006	First regular status evaluation due
	2/20/2006	First regular status evaluation completed
	2/20/2007	Next regular status evaluation due

Classified Promotion: 3 Month Probationary Period Evaluations: Probationary 2 month; Regular status, every 12 months

Reference: CSEA Bargaining Agreement, Article 17.3.2, Board Policy 4310

<u>Example:</u>	7/1/2004	Promotion: Assignment start date
	9/1/2004	Probationary evaluation due
	10/1/2004	Employee attains permanent status in new position
	10/1/2004	First regular status evaluation due

Police Officers: 12 Month Probationary Period Evaluations: Probationary 4 month; Probationary 8 month; Probationary 11 month; Regular status, every 12 months

Note: Although Dispatchers are included in the POA contract, their evaluation pattern is the same as Classified.

Reference: POA Bargaining Agreement, Article 19.2, Board Policy 4150

<u>Example:</u>	7/1/2004	Assignment start date
	11/1/2004	First probationary evaluation due
	3/1/2005	Second probationary evaluation due
	6/1/2005	Third probationary evaluation due
	7/1/2005	Employee attains regular status
	7/1/2006	First regular status evaluation due
	8/15/2006	First regular status evaluation completed
	8/15/2007	Next regular status evaluation due

Note: Employees in the above groups (Classified, Classified Promotion, and Campus Police) will attain regular status whether or not the probationary evaluations are completed. The system then projects that the first regular evaluation is due 12 months from the regular status date.

Managers: Evaluations: First year, Second year, Third year; Regular status, every 24 months thereafter.

Reference: Administrative Procedure 2033

<u>Example:</u>	7/1/2004	Assignment start date
	7/1/2005	First evaluation due
	7/1/2006	Second evaluation due
	7/1/2007	Third evaluation due
	7/1/2007	Employee attains regular status
	7/1/2009	First regular status evaluation due
	7/15/2009	First regular status evaluation completed
	7/15/2011	Next regular status evaluation completed

Faculty: Evaluations: First year, Second year, Third year; Regular status, every 36 months

Reference: CTA Bargaining Agreement, Article 16.4, Appendix L; Board Policy 3300; Education Code §87663

<u>Example:</u>	8/15/2004	Assignment start date
	1/31/2005	First probationary evaluation due
	1/31/2006	Second probationary evaluation due
	4/30/2007	Third probationary evaluation due
	1/31/2008	Fourth probationary evaluation due
	8/15/2008	Regular status
	8/15/2011	First regular status evaluation due
	1/10/2011	First regular status evaluation completed
	1/10/2014	Next regular status evaluation due

Adjunct Faculty: Evaluations: First evaluation due in first semester of teaching, Regular evaluation, every 36 months

Reference: Education Code §87663

<u>Example:</u>	8/15/2004	Assignment start date
	12/15/2004	First evaluation due
	1/15/2005	First evaluation completed
	1/15/2008	Regular evaluation due

San Joaquin Delta College Responses to Focused Recommendations

Standard Eight: Physical Resources

- 8.1 *A comprehensive strategic plan should be developed with input from all key constituencies, which integrates educational programs and facilities needs for the entire San Joaquin Delta College District including the main campus in Stockton, the Tracy Learning Center, the proposed Mountain House Center, and other centers and sites. The plan should build in contingencies for short and long-term demographic trends and shifts, anticipate and balance needs at the main campus with needs at regional centers and outlying sites, maximize the use of distance education strategies, project expansion and investment in centers and sites as needed, and consider development of collaborative agreements with neighboring College districts to help address educational needs in outlying areas. (Standards 8A.1 and 8A.5)*

I. Summary

Master Plan 1999

As we reported in the March 23, 2004, accreditation progress report, the College community developed the August 1999 San Joaquin Delta Community College Master Plan with the assistance of Keithley Consulting Group. As we also reported then, because of unexpected leadership changes and the budget crisis, the master plans were never used in a College-wide strategic planning process.

Nevertheless, as we also explained, several other planning processes have been undertaken as has a strategic planning process which will eventually integrate human, physical, technological, and financial plans in support of the vision and mission as prescribed by the Accreditation Commission.

Bond Election Planning

Since the 1999 Integrated Master Plan (Educational Plan, Facilities Plan, and Technology Plan), the College has engaged twice in conducting a bond-support assessment. In 2003 the Board of Trustees directed staff to continue its efforts toward a 2004 General Obligation Bond Measure. Subsequently, using the 1999 Integrated Master Plan as a foundation, the District commissioned a Facilities Master Plan. The Facilities Master Plan would both outline the physical plant needs for the next 20 years as well as meet the legal requirements of a Proposition 39 bond by outlining the projects and activities to be undertaken with the proceeds of a successful bond measure. The bond plans were created as a result of College-wide and District-wide visioning sessions where participants were familiarized with District demographics, growth predictions and facilities assessments, and input was gleaned from a wide audience.

Approximately 60% of the bond spending plan is focused on the Stockton Campus and is represented by a combination of modernization and new construction needs. Examples of these projects include modernization of the Goleman Library, construction of additional science laboratories, and a student services building on the Stockton campus.

Recognizing the rapidly growing nature of the District's already large service area, the balance of the spending plan is focused in four strategic outlying areas in the District. Outreach Centers are planned on District-owned sites in Tracy/Mountain House and Manteca representing respectively the southwest and southeast regions of the District. The plan also calls for land to be acquired and Outreach Centers constructed in the Lodi/Galt area and the Foothill region, areas that represent the other major growth nodes in the District.

In March 2004, with the full support of the College-wide governance committees, the District offered and the voters passed a \$250 million General Obligation Bond Measure under the rules established by Proposition 39.

The facilities Bond Master Plan outlined nearly \$320 million in needs involving new construction, modernization, land acquisition, and equipment needs. The \$250 million secured through the local election will be used to leverage other sources of funding such as state, federal, or foundation. The Bond Management team is vigorously pursuing matching fund opportunities through the State Chancellor's Office and other local sources such as redevelopment funds.

Appreciative Inquiry Strategic Planning/Development of Integrated Planning Process

The Appreciative Inquiry Strategic Planning Process, initiated in October 2003, has produced a new mission statement, vision statement, four strategic goals, and sample objectives for meeting the goals. This process has included Appreciative Inquiry Strategic Planning Facilitator training for the Ad Hoc Strategic Planning Team and an additional 40 managers, classified employees, faculty members and students. During November and December 2003, nearly two hundred appreciative inquiry interviews were conducted and analyzed to assist in identifying those aspects of the College that faculty, staff, managers, and students value about the College.

On March 19, 2004, more than 100 managers, faculty, and classified employees gathered off campus for a strategic planning retreat which produced provocative propositions, pilot projects for realizing the provocative propositions, and direction for development of the strategic goals and sample objectives. The expanded Strategic Planning Team of over 50 individuals has affirmed the new vision and mission statements and the strategic goals and sample objectives. The mission and vision statements and the strategic goals and sample objectives have been forwarded to the Planning and Budget Committee where they have also been affirmed. The mission and vision statements are currently under consideration for adoption into policy by the Policies and Procedures Review Committee, and they are out for comment by all constituency groups. At this point, the four strategic goals have also been affirmed by the Classified Senate and the Academic Senate as well. Management Senate will consider them at their next meeting.

In January 2005, at the direction of the President, the strategic goals and the new strategic planning process are being piloted this spring in preparation for the development of the 2005-06 College budget. The goals and the strategic planning process have been formally disseminated throughout the College to all constituency groups, provocative proposition groups, College committees, divisions and department, and indeed all members of the College community. Workshops on development of 2005-06 annual goals and objectives and incorporation of program review recommendations are scheduled in the Professional Development Center throughout the month of February so that all who wish to propose projects and activities for 2005-06 funding can complete their proposals for prioritization by March 2, 2005.

Proposers in this completely inclusive process will be expected to frame their requests in terms of the College vision, mission, and/or strategic goals. Information Services has developed a database template for ease of collection and sorting of proposed projects and activities. Existing governance committees will review priorities as developed by the President's administrative team and make recommendations for change prior to the final development of the budget in June 2005.

Following the pilot of the new strategic planning and budget development process, all members of the College community will be invited to participate in the evaluation and revision of the process well in advance of beginning the planning and budget development process for 2006-07.

Bond Oversight Committee, Educational Plan Update and Bond Planning Activities

The passage of the bond represents a huge undertaking for the District. At \$250 million, it is several times the size of our annual operating budget, and designing an appropriate management structure to implement the program is of the utmost importance. While some districts have developed an internal planning and project management staffing contingent, this District had not undertaken a major capital improvement program since the main campus was constructed more than 30 years ago and thus had no imperative to develop these internal resources. The District has instead elected to outsource the management of the bond program. Following an exhaustive selection process, the District identified and engaged the firm of Douglas E. Barnhart, Inc. (Barnhart) as the Program Manager.

In return for the reduced voter approval threshold of only 55% allowed under Proposition 39 (California Education Code Section 15278-15282), Districts must comply with certain oversight requirements. Districts are required to form a Citizens' Oversight Committee with a minimum of seven members. We have seated a nine member committee who first met in October 2004. A strong effort was made to ensure that the membership of the Citizens' Oversight Committee reflects the diversity of the communities and the region served by the District. A second form of oversight is the requirement to undertake annual financial and performance audits. The District has secured an audit team to perform these tasks.

Creating a satisfactory system of checks and balances and internal controls is of the utmost importance in being able to successfully manage a program of this magnitude. In addition to the Program Management Team, the District has also secured the services of an independent financial advisory and bond counsel to assist with the process of bond issuance. Most importantly, however, is the organizational structure being developed whereby each of the consulting team members will act as an extension of staff. It is only with this tightly knit organization and clear concise procedures that the bond program will be efficiently executed.

Before the District could reasonably move toward program execution, a significant degree of planning was required to both integrate the Bond Master Plan and the existing Educational Master Plan and develop a program implementation strategy. A committee known as the Teaching Environment Task Force (TETF) was assembled in fall 2004, and completed its work in December 2004. The TETF was a representative group that included the former Interim Assistant Superintendent/Vice President for Instructional Services, the Vice President for Business Services, the Academic Senate President, the CTA President, two classified representatives, and two students. The Dean of Planning, Research, and Regional Education served as staff to TETF. TETF validated the research conducted by the Bond Planning Team and assisted in updating the educational program planning elaborated in the 1999 College Educational Master Plan. The updated education program plan is guiding the development of the Facilities Plan with an eye toward building in contingencies for short and long-term demographic trends and shifts that should affect educational program planning in regional areas and on campus.

The planning work undertaken by the TETF was primarily focused inward on the institution, and that focus continues as the internal units, divisions, departments, and programs validate its assumptions and begin planning for the future. Beginning in late February 2005, the planning process was refocused outward to the District community. Specifically, the District has begun reaching out to those regions where outreach centers are being planned in order to better ascertain the needs of the immediate community.

Apart from the Bond Program, the Educational Master Plan is scheduled to be updated in a comprehensive effort during fiscal year 2005-2006, and is expected to be completed by June 2006.

An official governance committee, the Facilities Planning Committee which has until recently served in an ad hoc capacity, has taken on a major role in development of the Measure L Program Management Plan. This group will also continue its activities as the Bond Program moves from the planning and development phase toward implementation. The Facilities Planning Committee is comprised of the Assistant Superintendent/Vice President for Instructional Services; the Vice President of Business Services; the Vice President of Student Services; the Dean of Planning, Research, and Regional Education; the Division Chair of Fine Arts, the Director of Disabled Student Programs and Services, two faculty members, two classified staff members, and two students. The Facilities Planning Committee seeks to anticipate and balance needs at the main campus with needs at regional centers and sites. Since the passing of the Bond measure, the Committee has been meeting weekly to hear presentations and participate in Facilities Planning Processes related to the Bond such as

"quick start projects," plans for new construction, and renovation projects. In addition, input is being sought on each project within divisions and/or departments first, and then among the wider and more inclusive audiences including community outreach.

The Bond Program is presently in the planning and development phase. The program is scheduled to move into the implementation phase early in calendar year 2005. At this point, however, the planning processes for several major projects within the program involving a variety of constituent groups have been initiated. The acceleration of these projects, including the Gateway Student Services building, the Tracy/Mountain House Center, the Cunningham science lab project, and the Goleman Library, is being driven primarily by matching fund deadlines. Additional planning activities are scheduled for spring 2005.

Distance Education and Collaboration with Other Districts

The College has a very robust distance education program that provides fully online, hybrid, and web-enhanced classes to local students as well as those who live in the outlying areas. Faculty have developed 119 separate courses, and most are offered in multiple sections each semester. In 2003-04, approximately 10% of our course enrollments were in internet classes, and of the 11,559 enrollments 1,031 (9 %) came from individuals with Tracy area addresses; 1,485 (13 %) from Manteca/Lathrop; 1,892 from Lodi/Galt (16 %); 545 from the Foothills (5%); and 778 (7 %) from other areas outside of Stockton which had 5,827 (50 %) enrollments. Nearly 80% of our online enrollments are women. Currently, it is possible to attain an AA degree in Business and several certificates in business-related areas through the online program.

The College has also collaborated with UC, Merced, CSU, Stanislaus, Merced College and the Yosemite Community College District through the Higher Education Consortium of Central California (HECCC) to provide a number of programs to strengthen teaching and learning, build collaboration, and enhance articulation efforts. Projects and programs include the development of a reciprocal agreement whereby the four community colleges within HECCC accept each other's graduation requirements in lieu of their local requirements for the AA/AS degree; a business collaboration and articulation project, annual articulation agreement updating, and a dual admission agreement to name a few.

II. Evaluation

As described above, the College has made considerable progress on Standard 8.1 since our report of March 23, 2004.

III. Plans

1. Using the research provided by the Bond Planning Team and supplementing through the institutional research function, begin the process of fully revising and updating the 1999 Educational Master Plan.
2. Using the Appreciative Inquiry process, guided by the 2002 AACJC standards, and informed by our pilot strategic planning and budgeting process for budget development for 2005-06, develop the policies and procedures to produce an annual financial plan that integrates Human Resource, Facilities, and Technology planning.
3. Continue to involve the College community and citizens of the District in the facilities planning process through a variety of methods of communication and planning activities.
4. Continue to provide opportunities for distance education for students in outlying areas of the District as well as our current on-campus students.

Supporting Documentation for Focused Midterm Report 8.1

Planning, Research, and Regional Education Website:

<http://www.deltacollege.edu/div/planning/index.html>

Bond Website:

<http://www.bond.deltacollege.edu/default.asp>

Online Registration Website:

<http://register.deltacollege.edu/student/login/index.cfm>

Data Warehouse Website:

<http://perseus.deltacollege.edu/rele/user/output/>

HECCC Website:

<http://www.deltacollege.edu/org/heccc/index.html>

***San Joaquin Delta College
Responses to Additional Recommendations of
2002 Accreditation Evaluation Report***

Responses to Additional Recommendations of 2002 Accreditation Evaluation Report

Standard Two: Institutional Integrity

2.1 *The College should develop and implement plans to increase College-wide sensitivity to the needs of its diverse population, evaluate the perception of bias by some employees on the campus, and review implementation of workplace opportunities to ensure they are equitable for all employees. (Standards 2.6, 7.D1, and 7.D2)*

Progress as reported in March 2004 Progress Report:

In response to the Accrediting Commission's recommendations, the District created the Vice President of Human Resources and Employee Relations position in fall 2002 as the first step in the reorganization of the Human Resources Department. Regrettably, the finalist selected for this position was unable to accept the position, and a new recruitment was started in the 2003-2004 academic year.

The District also recognized the need for change in a variety of human resources policies, procedures and practices. In summer 2002, Interim President Schauerman appointed a Recruitment and Hiring Process Work Team to study current hiring processes and make recommendations for streamlining. President Rodríguez affirmed the work team's charge. The Recruitment and Hiring Process Work Team has reported its findings to the President's Cabinet and made recommendations for changes in policies and procedures. The next step will be to present the new policies to the Policies and Procedures Committee which will seek approval from the various governance groups.

The Accreditation Evaluation Report Standard Two acknowledges the great strides the College has made in hiring a more diverse workforce. However, it also indicates that some employees, particularly classified staff and African American faculty and staff, perceive a bias against them and do not perceive workplace opportunities as equitable. Numerical analysis of the Delta College workforce representation would suggest that hiring is relatively balanced in terms of ethnic make-up. As expected the most underrepresented group based on the ethnic composition of the county is Hispanics. Thirty percent of the county population is Hispanic compared to 14 percent of the Delta College workforce.

Ethnic Composition of Full Time Employees at Delta College Compared to County Population

Ethnic Group	2001	2002	2003	County 2003
Native American	1.9	1.2	1.9	1.1
African American	6.7	5.9	6.2	6.7
Asian/Pacific Islander	9.3	10.1	9.7	11.7
Hispanic	10.6	14.0	14.6	30.5
White	54.5	54.4	55.1	47.4

Source: Chancellor's Office, Census Bureau

Shown as a percentage

In response to the perception of bias and inequity, the Assistant Superintendent/Vice President of Instruction and First Vice President of the Academic Senate met with the African American Employees Association to discuss their perceptions of the College and management. Overall, the group, numbering about 12 employees from classified and faculty, was candid about its perceptions. This group of African Americans believes that the District does not hire African Americans in commensurate numbers with their proportion of the population in the District. However, based on a review of District hiring policies and practices, there is no evidence to support the perceptions of institutional barriers against African Americans.

The Human Resources Department collects and tracks demographic information throughout each recruitment. Unfortunately, a reliable applicant tracking system has not been developed that would enable the department to maintain applicant history once the recruitment has been completed. The most recent analysis of the District workforce composition can be found on the Chancellor's Office Data Mart Website for fall 2003. The state report demonstrates that African Americans are well represented in the classified employee ranks. All of the traditionally underrepresented groups except Native Americans are underrepresented in the full-time and adjunct faculty ranks.

Though institutional barriers may not be evident, the perception remains strong among classified staff and African-American staff and faculty that an air of insensitivity and a lack of understanding for their concerns continue to exist.

In spring, 2004 the Assistant Superintendent/Vice President of Instruction conducted an informal survey among educational managers asking for information about Delta College programs designed to improve cultural diversity and student success. The complete list of responses was available for the Commission's site visit. The responses were impressive both from the managers and faculty members. The College supports many programs designed to serve underrepresented groups such as the EOPS Basic Skills Academy, Puente, GED-HEP Program, MESA, DSPS Disability Awareness Annual Event and a non credit matriculation program that targets Hispanics. The College Cultural Awareness Committee (CAP) became a standing committee in spring 2003 and is a model of shared governance. Students, managers, faculty, and classified staff work together to produce quality programs to improve cultural awareness and to enhance the image of the College. CAP is a good example of the involvement and commitment of the faculty, staff and students to increase College-wide cultural competency and sensitivity to the needs of Delta's diverse population. There are also employee groups such as the African American Employees Association, the Asian Pacific Islander American Staff Association and the La Raza Employees Association that are active on campus.

Concerning the ongoing need to improve support for diversity, the College implemented the new Financial Aid program to offset the effect of higher fees on underserved students. The Financial Aid Office, in coordination with other student services programs and the Office of Instruction, is targeting ESL and Hispanic students in high school and elsewhere by offering more financial assistance and application workshops.

Another program to improve information about student performance and demographics is the District's Data Warehouse. The Data Warehouse website (<http://perseus.deltacollege.edu/rele/user/output/>) is regularly updated with information about student progress by ethnicity, age, class status, and gender. The web-based Data Warehouse allows the user to drill down to the course and individual section to obtain information that is very detailed regarding student retention and success. Division Chairs and other end users responsible for program review have received and continue to receive training on the Data Warehouse. It is a current database that will assist programs to track their outcomes. Much training and access will be needed for additional managers, classified, and faculty to use the data base on a regular basis.

The College student demographic make-up is sixty percent traditionally underrepresented groups and thirty-eight percent persons that self identified as White. Such being the case, the College student population is more culturally and ethnically diverse than the county with forty-seven percent of the population classified as White.

Ethnic Composition of Students at Delta College Compared to County Population

Ethnic Group	2001	2002	2003	County 2003
Native American	1	1	1	1.1
African American	8	9	9	6.7
Asian/Pacific Islander	17	18	19	11.7
Hispanic	25	26	26	30.5
White	40	39	38	47.4

Source: Chancellor's Office, Census Bureau

Shown as a percentage

Notwithstanding the accomplishments and efforts to diversify and support a welcoming environment for all students and staff, the Office of Human Resources is not operating at maximum efficiency. In recent months, the Office has undergone a reorganization focused on improving the efficiency and the effectiveness of services provided, and a renewed orientation of providing service to employees, management, and the public.

Plan as reported in March 2004 Progress Report

The District is proceeding with the recruitment of a Vice President for Human Resources and Employee Relations, a Human Resources Analyst, and a Human Resources Administrative Secretary.

The District is in the process of evaluating for purchase an applicant tracking software that will allow for ongoing analysis of the hiring process.

The President's Recruitment and Hiring Process Work Team will present recommendations for the District to revise or improve the personnel selection process during spring 2004. The Work Team, an inclusive group, under the direction of the Dean of Planning, Research and Regional Education, has met for over two years to identify opportunities for streamlining and strengthening recruitment and hiring processes.

2005 Midterm Report Progress for Recommendation 2.1

I. Summary

The District recruited a new Vice President of Human Resources and Employee Relations in June 2004. Most recently, two new positions of Employment and Employee Relations Manager, and Employee Services Manager have been created and filled. Human Resources has also recruited a new Human Resources Analyst, Receptionist, promoted a Senior Office Assistant to a Human Resources Specialist, and hired a new Human Resources Specialist. The reorganization has also assigned a specialist to faculty, classified, and other (short-term, temporary, student, and substitute) employment areas.

Since the arrival of the new Vice President, two of the three unsettled collective bargaining agreements have been resolved, ratified, and approved, and the remaining outstanding contract is nearing agreement. The former Risk Management department has been reorganized into the new Employee Services area, with the payroll function incorporated into Employee Services. Promotions in this area have resulted in new positions of Environmental Health and Safety Specialist and Benefits Specialist. It has been proposed to elevate the former Payroll Technician to Payroll Officer, a management position, effective March 16, 2005.

With this new infrastructure in place, the Office of Human Resources is poised to review current policies and recommend changes in existing policy and procedure in the areas of recruitment and selection, equal employment opportunity compliance, classification and reclassification, and position control. Another major objective continues to be the identification, assessment, implementation and evaluation of an integrated Human Resource Management Information System (HRMIS). To this end, the Office of Human Resources has recruited for a HRMIS Analyst position. Although initially unsuccessful in identifying a potential candidate, this recruitment will be re-opened with the hope of identifying a candidate as a leader for this project in early 2005-06.

In addition to the results of our employee and faculty demographics which demonstrated labor force parity for our District, the District has continued to conduct an active outreach to attract qualified women, minorities, disabled and veterans for campus opportunities. Faculty, staff and management have received training and counseling in Sexual Harassment Prevention and Diversity Appreciation. Additional training sessions to increase the pool of trained and certified Equal Employment Opportunity Representatives for College hiring and selection committees is scheduled for early 2005. In 2004, two new Vice Presidents were hired and a manager was promoted internally to a Vice President position. Of these three positions, one hire was a woman and one was a male minority member. This commitment to both diverse voice representation and a visible commitment to diversity is reflected in the composition of the senior management team of the College, as well as in all shared governance representative groups.

II. Evaluation

To better address the specific needs of African American and other minority groups on campus and in our campus workforce, a planned Survey-Feedback-Action program is currently in design and development. In this project, all employees, including those groups identified above, will be provided the opportunity to participate in an anonymous and confidential survey, linked to the current management team and workgroup of the survey completer. The data, once collected, will be shared with the workgroup by the manager or supervisor, and collectively, the workgroup and the manager will develop an action plan to address the shortcomings and leverage the strengths. The survey will be conducted annually, and progress will be monitored each year by the workgroup and manager or supervisor. Results will also be reported in an organizational hierarchy, with results rolling up from the workgroup to the manager, director, Vice President, and organization-wide level.

Since the initial accreditation report, Delta has continued to improve its efforts to be more sensitive to the needs of our diverse population, and to increase the sensitivity and diversity appreciation on the part of our employees.

III. Plan

The District will continue the progress made in this area and build upon its success. A new initiative is planned to bring interns into teaching further enhancing our diverse population.

Responses to Additional Recommendations of 2002 Accreditation Evaluation Report

Standard Four: Educational Programs

- 4.1 Curriculum review procedures need to be revised in order to expedite the process while still maintaining quality. (Standard 4B.1)*
- 4.2 The College needs to understand the importance of the learning outcomes of its students and improve its ability to document them throughout the learning process. (Standard 4B.3)*

Recommendation 4.1 and 4.2 were not cited in the June 14, 2002 Action Letter or addressed in the March 23, 2004 Progress Report.

I. Summary

Curriculum development and review processes have changed considerably since the last accreditation team visit. The College began implementation of an online curriculum development and approval system, CurricUNET, in January 2003. The system, pioneered in the San Diego Community College District, is used at a growing number of community colleges.

This integrated online system allows curriculum procedures to be open and visible to all faculty and managers. The curriculum review and approval process have been streamlined. The process is more effective with content and outcomes as the focus of curriculum review and development. Curriculum documents are accessible online for students as well as the community.

The Academic Senate and the Curriculum Committee have taken a lead and the responsibility of training faculty about Student Learning Outcomes. Seventy members of faculty leadership have been identified as facilitators in their disciplines. Extensive training of faculty and administrators has taken place over the last two years. Some members of the faculty have already begun writing student learning outcomes for their courses. A series of training for writing and integrating student learning outcomes and the outcomes assessment cycle are being held in April, May and August 2005.

II. Evaluation

As described above, the College is making considerable progress on Standard 4 since our progress report of March 23, 2004.

III. Plan

By fall 2006 we will have made significant progress towards student learning outcomes for Delta courses.

Responses to Additional Recommendations of 2002 Accreditation Evaluation Report

Standard Five: Student Support and Development

5.1 It is recommended that the College enact a plan to resolve the issue of the counseling department schedules to ensure that the counseling needs of students are being met. (Standard 5.3, 5.6, and 5.10)

Recommendation 5.1 was not addressed in the March 23, 2004 Progress Report as it is a contractual issue.

I. Summary

The San Joaquin Delta Community College District is committed to ensure that the unique educational needs of its diverse student population are being met. These unique educational needs also include counseling as referenced in the aforementioned accreditation recommendation. Notwithstanding, counselor schedules are a contractual matter; therefore, they must be addressed through the collective bargaining process. Nonetheless, during District negotiations through the 2001-2004 academic years, the District proposed a Counselor Self-Selection Scheduling Model designed to better meet the needs of students and provide greater counselor flexibility. The Model offered 9.5 permanent extended contracts utilizing any combination of the 10.5 or 11 month options. Due to negotiation delays and California's state-wide budgetary problems, funding was lost, thus the item was removed from consideration.

II. Evaluation

The commitment to ensuring that the unique educational needs of our students are met is strong. The flexibility of counselor scheduling will continue to be addressed.

III. Plan

Student counseling is effective. The College will remain watchful and continue to address this issue.

Responses to Additional Recommendations of 2002 Accreditation Evaluation Report

Standard Ten: Governance and Administration

10.1 *In matters pertaining to policy development, planning, and resource allocation, the College needs to develop a broad consensus about the respective roles and responsibilities of the Board, the President, the vice presidents, and the various governance committees. (Standards 10A.3, 10B.1, 10B.2, 10B.4, 10B.5, 10B.6, 10B.8, 10B.9, and 10B.10)*

Progress as reported in 2004 Progress Report

Since the Accreditation Site Visit, the College has revised the committee handbook to include specific committee charges and membership. There remains a need to reorganize and restructure some committees because there are many committees that may have outlived their usefulness. Some committees do not meet on a regular basis.

The major College governance committees for policy development, planning, and resource allocation are the Planning and Budget Committee and Policies and Procedures Review Committee. The first major test of the Planning and Budget Committee's effectiveness was last year during the mid-year budget crisis. Each vice president was asked to reduce his budgets by 8.3 percent and present his recommendations to the Planning and Budget Committee. Though initially the reductions included significant employee layoffs, these were revised resulting in only 10 layoffs of mostly part-time staff. Overall, the College reduced some services and cut some failing programs like the Interactive Television (ITV) distance education program. The Social Science Center was closed. Some positions were frozen or eliminated. The mid-year budget reduction was stressful for the entire College, but the College emerged without major disruptions and with overall agreement.

The Policies and Procedures Review Committee meets twice per month for discussion, action, and referral to the President's Council. The President's Council advises the Superintendent/ President.

The District is in the process of converting the Board Policies and Procedures into the CCLC templates that divide policies, which are Board approved, from administrative procedures. The process is slow, but it is an effective way to update Board Policies and Administrative Procedures. The process is overseen by former Interim Dean of Planning, Research, and Grants Development, Matt Wetstein, who has returned to faculty status. All policies and the revised policies and administrative procedures are available on the College website for review and comment.

President's Council meets twice per month in preparation for the Board of Trustees bi-monthly meetings. The Board Agenda and President's communications are discussed. All College committees include representation from the classified, faculty, and management constituencies.

The Board of Trustees reformatted their meetings to have the first meeting of the month focus on consent items and information/reports. The second meeting of the month includes consent and actions items and reports. The format gives the Board more time to allow for more in-depth reporting and better quality of information from staff.

In spring 2003 the College was reorganized to improve the communication in the instructional services program. It was felt that the Assistant Superintendent/Vice President of Instruction position was too isolated from the division chairs and the faculty. The eight division chairs now report directly to the Assistant Superintendent/Vice President of Instruction. In general the feedback has been positive since the reorganization.

The Superintendent/President meets before and after the Academic Senate meetings with the Senate officers to discuss the agendas, issues, communication from the faculty and other issues that may arise. These meetings take place every two weeks and serve as a good way for the administration and the faculty to resolve outstanding concerns the faculty may have. It is an opportunity for the President to hear from the faculty leadership about faculty governance issues and other ongoing problems that need his attention. This year the Assistant Superintendent/Vice President of Instruction attends these meetings, and the Vice President of Student Services will soon attend on a regular basis.

Shared governance appears to be working relatively well since the last accreditation visit. The one area that has presented difficulties in terms of climate issues has been the area of collective bargaining. The District and the faculty and classified unions had not been able to come to agreement on new contracts. The negotiations have progressed slowly over the last year and a half. The negotiations with the faculty are now at impasse.

In August of 2002, the new President and the Board of Trustees attended an off-campus retreat for an entire day. The retreat was facilitated by Dr. Narcisa Polonio of the Association of Community College Trustees. There was a clear discussion of roles and responsibilities between the President and the Board. A major outcome of this event was a prioritized list of goals for the President to focus on for the upcoming year.

Six months later, a follow-up retreat, also facilitated by Dr. Polonio, was held at the University of the Pacific. Each of the College Vice Presidents made presentations to the Board about key issues in their area of the College. The Board indicated at this meeting their interest in pursuing a general obligation bond measure in spring of 2004. The Board and the President also reviewed the previous discussion about roles and responsibilities to determine if the ideas previously discussed were being followed.

In July 2003, the Board and the president scheduled a half-day retreat. David Viar, the Executive Director of CCLC served as the facilitator. Once again, the status of relations between the Board and the President was a major topic of discussion. The Board also identified a number of priority goals for the 2003-2004 academic year.

Plan as reported in 2004 Progress Report

Overall, the governance process at San Joaquin Delta College appears to be functioning fairly well. There is an ongoing effort to improve communication, but there do not appear to be any major areas of conflict or ongoing problems. As previously noted, the President and the Assistant Superintendent/Vice President of Instruction meet with the executive leadership of the Academic Senate at least twice each month to discuss current issues and concerns. These meetings provide a forum to share information, to speak directly about problems, and to develop follow-up tasks. These meetings are planned to continue.

The Board of Trustees made a commitment to examine the roles and responsibilities of both the CEO and the Board. They have followed through on this commitment by participating in several special retreats and by undertaking their own self-evaluation in July 2003. The next Board retreat is scheduled for July 2004.

2005 Midterm Report Progress for Recommendation 10.1

I. Summary

In early 2005 the President's Council adopted the goal of defining and redefining the roles of the respective governance committees, combining committees where possible, and eliminating unnecessary duplication.

Since the 2004 progress report, agreements have been reached with both the faculty and classified unions and new contracts have been ratified.

In addition, the District was successful in getting a general obligation bond measure on the ballot in spring 2004. Measure L was passed by the voters and planning efforts are well underway as stated in the response to recommendation 8.1.

The Board and the President have continued to meet and work toward their prioritized goals and another retreat is planned for July 2005.

II. Evaluation

On further inspection and analysis, and in light of the new strategic planning and budget process, the President's Council determined the need to review and evaluate the committee structure and composition.

Progress has been made in all areas of the Board's prioritized goals. These include completion of the acquisition of land for the Tracy Mountain House Center. Steady progress has been made in responding to the accreditation recommendations, including a strategic planning process and clarification of roles of the CEO and the Board. A review of the maintenance and facility needs has been completed with the adoption of a Facilities Master Plan. Expanded public relations endeavors are ongoing to publicize key accomplishments.

III. Plan

The President's Council will review current committees and combine them where possible. The Council will also review committee membership and add/delete members according to need.

Present activities will continue in all areas of the Board's prioritized goals.

***SAN JOAQUIN DELTA COLLEGE
RESPONSES
TO SELF-IDENTIFIED ISSUES***

San Joaquin Delta College
Mid-term Progress Report
Responses to Self-identified Issues

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RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
Standard One - Institutional Mission	
1.1 The institution has a statement of mission, adopted by the governing board, which identifies the broad-based educational purposes it seeks to achieve.	
1. Incorporate the Mission Statement on the Delta College Web site. Instruction – Hart	Accomplished
1.2 The Mission Statement defines the students the institution intends to serve as well as the parameters under which programs can be offered and resources allocated.	
1. Continue to ensure that regional education opportunities offered by the College are in line with the values expressed in the College's Mission Statement. Instruction – Arce, Hart, Garza-Roderick	In Progress
1.3 The institution evaluates and revises its Mission Statement on a regular basis.	
1. Members of the Planning and Budget Committee will initiate a review of the Mission Statement. President – Hart	Accomplished
Standard Two - Institutional Integrity	
2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its College Catalogs, publications, and statements including those presented in electronic formats. Precise, accurate, and current information is provided in the College Catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees including the academic calendar and information regarding program length; and (e) the names of administrators, faculty and governing board.	
1. Continue to improve the printed <i>Schedule of Classes</i> and the <i>College Catalog</i> so that they are easier to use. Instruction – Arce, Cox	In Progress
2. Complete redesign of the College Web site so it is more user friendly, informational, and appealing. Information Services and Instruction – Belarmino, Fellows	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES		STATUS
3.	Continue to examine the feasibility of Web-based versions of the <i>Schedule of Classes and College Catalog</i> Student Services, Instruction, Information Services – Mooney, Fellows, Cox, Belarmino	In Progress
2.2	The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility that states the institutional commitment to the free pursuit and dissemination of knowledge and fosters integrity of the teaching-learning process.	
1.	Continue to encourage free expression by faculty and students both within the classroom and in other settings of the campus. Instruction – Arce, Takahashi	In Progress
2.3	Faculty and other College staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.	
1.	The Academic Senate should regularly review the principles of academic freedom outlined in district policies to ensure the College is abiding by the policies. Academic Senate and Curriculum Committee – Takahashi, Welch	In Progress
2.4	Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students given clear prior notice of such policies. Not Applicable	
2.5	The institution provides faculty and students with clear expectations concerning the principles of academic honesty and sanctions for violation.	
1.	The Vice President of Student Services should provide a report to the Academic Senate on the number and disposition of academic misconduct cases after the new policy has been in place for a year. Student Services - Williams	In Progress
2.6	The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.	
1.	Examine recruitment efforts to ensure that the student body is reflective of the ethnic diversity of the population of the region. Student Services, Human Resources, Instruction – CAPs and Diversity Committees, Kerns, Hart	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>2.7 The institution demonstrates honesty and integrity in its athletic program. No action is planned.</p>	
<p>2.8 The institution demonstrates honesty and integrity in its relationship with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.</p>	
<p>1. The College should continue its practice of sending teams of representatives to the annual California Assessment Institute. President, Instruction, Student Services – Arce, Williams</p>	In Progress
<p>2.9 Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies</p>	
<p>1. Revise committee policies to more fully incorporate the role of the President’s Council in the shared governance system. Instruction, Student Services – Arce, Williams, Mooney</p>	In Progress
Standard Three - Institutional Effectiveness	
A. Institutional Research and Evaluation	
<p>3A.1 Institutional research is integrated with and supportive of institutional planning and evaluation.</p>	
<p>1. Review the committee responsibility of the Institutional and Academic Research Committee to determine if merging the two committees’ functions was a realistic approach to meeting the need for institutional and faculty research. President, Instruction – Rodríguez, Hart</p>	In Progress
<p>2. Consider changing the advisory relationship of the Institutional and Academic Research Committee so that the committee reports to the Planning and Budget Committee. President, Instruction – Rodríguez, Hart</p>	In Progress
<p>3. Develop a feasibility analysis process to accompany academic and research requests to assist in prioritizing. Instruction – Hart</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
3A.2 The institution provides the necessary resources for effective research and evaluation.	
1. Compile a list of all outstanding research requests for review by the Planning and Budget Committee or the Institutional and Academic Research Committee, and determine the amount of time needed to complete each individual project. <p style="text-align: right;">Instruction, Business Services – Hart</p>	In Progress
2. Develop a prioritization process for all research requests. The prioritization should be focused on meeting institutional goals or planning objectives. <p style="text-align: right;">Instruction – Hart</p>	In Progress
3. Consider whether additional resources are needed on a one-time or ongoing basis to complete the backlog and fulfill new requests in a timely manner. <p style="text-align: right;">Information Services, Instruction – Belarmino, Hart</p>	Accomplished
4. Give institutional priority to completing the development of the Data Warehouse project. <p style="text-align: right;">Information Services, Instruction – Belarmino, Hart</p>	In Progress
3A.3 The institution has developed and implemented the means for evaluating how well, and in what ways, it accomplishes its mission and purposes.	
1. Review the entitlement process to ensure that program review recommendations are integrated into the development of new entitlements and adjustment of vacated positions. <p style="text-align: right;">Instruction, Student Services – Arce, Williams</p>	In Progress
2. Review the process for distribution of funds for instructional and student services improvement to ensure that program review recommendations are integrated into the funding distribution. <p style="text-align: right;">Instruction, Student Services – Arce, Williams</p>	In Progress
3. Consider including in the charge of the Program Review Committees a process to ensure that recommendations resulting from program review are acted upon. <p style="text-align: right;">Instruction, Student Services, Business Services, Human Resources Arce, Williams, Dunn, Myers</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>4. Consider compiling a document including all non-monetary program review recommendations for review by the Planning and Budget Committee to ensure that recommendations are implemented in a timely manner.</p> <p>Instruction, Student Services, Business Services, Human Resources – Arce, Williams, Dunn, Myers</p>	In Progress
<p>5. Consider compiling a document including all funding-related program review recommendations for review by the Planning and Budget Committee to ensure that recommendations are integrated into the budget development process.</p> <p>Instruction, Student Services, Business Services, Human Resources Arce, Williams, Dunn, Myers</p>	In Progress
<p>3A.4 The institution provides evidence that its program evaluations lead to improvement of programs and services.</p>	
<p>1. Consider surveying program review participants to assess the usefulness of the program review process.</p> <p>President, Instruction, Student Services, Business Services, Human Resources – Hart</p>	<p>Abandoned</p> <p>Arce – Program Review process is currently under review for possible revision to improve how recommendations are assessed and moved forward to appropriate body.</p>
<p>2. Review the planning and budgeting process to ensure that program review recommendations are successfully integrated to allow opportunities for program improvement supported by funding or entitlement adjustments.</p> <p>President, Instruction, Student Services, Business Services, Human Resources – Arce</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
B. Institutional Planning	
3B.1 The institution defines and publishes its planning processes and involves appropriate segments of the College community in the development of institutional plans.	
1. Consider increasing awareness of the information available on the College web site through publications such as the <i>Staff Notes</i> and <i>Orientation Guides</i> . President – PIO	In Progress
2. Encourage constituent groups to provide planning and budgeting information to their membership in a more consistent and informed manner. President – Takahashi, Elayyan, Bromme, Putman, Gonzales	In Progress
3B.2 The institution defines and integrates its evaluation and planning processes to identify priorities for improvement.	Accomplished
1. Provide strategic planning information to constituent groups so that the process is clear and widely disseminated. President – Hart	In Progress
2. Provide strategic planning information via the web site to allow access by the entire campus community. President – Hart	Accomplished
3. Ensure that the planning and budgeting process is driven and highest priority given to issues identified through the strategic planning process. President, Business Services – Rodríguez, Dunn	In Progress
4. Develop a reasonable timetable for development of the first strategic plan so that future budget development is driven by the plan. President – Rodríguez, Hart	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
3B.3 The institution engages in systematic and integrated educational, financial, physical, and human resources planning and implements changes to improve programs and services.	
1. Ensure that the program review process incorporates an analysis of whether the program is meeting goals and objectives established in the <i>Master Plan</i> . <p style="text-align: right;">President, Instruction, Student Services, Business Services, Human Resources Rodríguez, Arce, Williams, Dunn, Myers</p>	In Progress
2. Develop a tool for assessment, which will measure the institution’s effectiveness in implementing changes to improve programs and services identified in the strategic plan. <p style="text-align: right;">President – Rodríguez, Hart</p>	In Progress
C. Institutional Outcomes Assessment	
3C.1 The institution specifies intended institutional outcomes and has clear documentation of their achievement.	
1. Implement assessment of institutional outcome measures. <p style="text-align: right;">President, Instruction, Student Services, Business Services, Human Resources Rodríguez, Arce, Williams, Dunn, Myers</p>	In Progress
3C.2 The institution uses information from its evaluation and planning activities to communicate matters of quality assurance to the public.	
1. Consider adding program and services informational brochures to the information currently available on the website. <p style="text-align: right;">President – PIO</p>	In Progress
2. Consider revising the marketing plan to include weekly features of Delta College programs in local advertising media. <p style="text-align: right;">President – PIO</p>	In Progress
3. Consider revising the marketing plan to focus on information distribution to specific groups, i.e., legislators, employers, and articulating institutions. <p style="text-align: right;">President – PIO</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
3C.3 The institution systematically reviews and modifies, as appropriate, its institutional research efforts, evaluation processes, institutional plans and planning processes to determine their ongoing utility for assessing institutional effectiveness.	In Progress
1. Design and implement a process to ensure that planning and institutional research processes are effective. <p style="text-align: right;">President - Hart</p>	In Progress
Standard Four - Educational Programs	
A. General Provisions	
4A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.	
1. Continue to review, revise, delete, and create new courses and programs to effectively meet the College's mission in responding to student needs. This should be achieved by continuing to refine the College's Program Review process. <p style="text-align: right;">Instruction – Arce, Curriculum Committee</p>	In Progress
2. Continue to implement and develop additional transfer articulation agreements through ongoing support/funding of the Articulation Instructor position. <p style="text-align: right;">Instruction – Arce, Saunders</p>	In Progress
3. Continue to articulate courses with the feeder high schools through ongoing support for the program where Delta College instructors meet and work with local high school instructors in verifying and developing strong articulation programs. <p style="text-align: right;">Instruction – Arce, Saunders</p>	In Progress
4. Implement a newly developed system to coordinate the distribution of certificates through the Admissions & Records Office. <p style="text-align: right;">Student Services – Mooney</p>	Accomplished
5. Continue to expand regional education and continue to develop the offering of distance education alternatives. <p style="text-align: right;">Instruction – Hart, Garza-Roderick</p>	In Progress
6. Beginning with the spring 2002 semester, implement the early enrollment process and evaluate the results achieved to determine if this program should be modified and/or continued. <p style="text-align: right;">Instruction</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
7. Continue to obtain input via advisory committees, surveys, and community involvement from business, industry, and the public to ensure that programs and courses are producing the needed skills for successful employment and advancement. <p style="text-align: right;">Instruction, Student Services – Arce, Williams</p>	In Progress
4A.2 Programs and courses leading to degrees are offered in a manner which provides students the opportunity to complete the program as announced, within a reasonable time.	
1. Continue to offer and evaluate alternative times and modes of instruction, including programs such as distance education and regional education. <p style="text-align: right;">Instruction – Arce</p>	In Progress
2. The Academic Senate should continue to explore alternative academic calendars and other new methods of instruction, such as hybrid courses, and the expanded use of interactive television systems. <p style="text-align: right;">Instruction – Arce, Takashashi</p>	Abandoned ITV program was terminated in spring 2003 due to poor enrollment. Alternate scheduling patterns are integrated into the 17.5 week schedule such, e.g., 1/9, 2nd/9 week courses, 1/6, 2/6, 3/6 week courses.
3. Continue to offer and evaluate alternative course times, length, and days, including weekend classes. <p style="text-align: right;">Instruction – Arce</p>	In Progress
4. Continue to expand and evaluate offering alternative times for childcare and student support services. <p style="text-align: right;">Instruction, Student Services – Arce, Williams</p>	Accomplished
4A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.	
1. Consider options to ensure students enroll in appropriate levels of English early in their academic career to foster overall student success. <p style="text-align: right;">Instruction, Student Services – Arce, Williams</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
2. Re-examine policies for both course and program elimination. <p style="text-align: right;">Instruction, Student Services – Arce, Williams</p>	In Progress
4A.4 The institution provides sufficient human, financial, physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.	
1. Continue to evaluate the best possible use of staff, services, facilities, and technology. <p style="text-align: right;">Instruction, Student Services – Arce, Williams</p>	In Progress
2. Evaluate the allocation of space on a continual basis. This process is coordinated through the College’s Facilities Planning Committee. <p style="text-align: right;">Business Services – Dunn</p>	Accomplished
3. Review the funding of various staff positions to insure that PFE funds are being properly used. <p style="text-align: right;">Business Services – Dunn</p>	Abandoned PFE dissolved.
4A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.	
1. Explore ways additional counseling services can be provided to students. <p style="text-align: right;">Student Services – Williams, Mekjavich</p>	In Progress
2. Explore ways to effectively train adjunct counselors. <p style="text-align: right;">Student Services – Williams, Mekjavich</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
B. Degree and Certificate Programs	
4B.1 The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.	
<p>1. Review the membership on the Curriculum Committee with the possibility of including three academic deans and additional faculty members to keep the current balance within the membership of the Committee.</p> <p style="text-align: right;">Instruction – Arce, Takahashi, Welch</p>	<p>Abandoned</p> <p>Arce – The Curriculum Committee membership includes one dean, the VP of Instruction, one representative from each division, the articulation officer, a counselor, and a library representative. The Committee functions effectively as it is currently organized.</p>
4B.2 The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills including, where appropriate, career preparation and competencies.	
<p>1. Establish a curriculum database system to allow for the tracking of curriculum submissions as well as integrating the <i>College Catalog</i> and <i>Schedule of Classes</i>.</p> <p style="text-align: right;">Instruction – Arce, Cox, Welch</p>	In Progress
4B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated learning outcomes.	
<p>1. Continue to publish documents that define degree and certificate expectations for students.</p> <p style="text-align: right;">Instruction – Arce, Cox</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>4B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.</p>	
<p>1. Continue to develop and maintain degree programs that include a broadly based general education curriculum.</p> <p style="text-align: right;">Instruction – Arce, Takahashi</p>	Accomplished
<p>4B.5 Students completing degree programs demonstrate competence in the use of language and computation.</p>	
<p>1. Continue to assess entering students for placement in appropriate courses. In addition, study of the assessment/placement in mathematics needs to continue.</p> <p style="text-align: right;">Instruction – Arce, Caffrey</p>	In Progress
<p>2. The Academic Senate and Curriculum Committee should analyze minimum competencies in language and computation as established in approved courses.</p> <p style="text-align: right;">Instruction – Takahashi, Welch</p>	Accomplished
<p>4B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.</p>	
<p>1. Expand the number of vocational programs receiving professional certification. All professional organization accreditations require student follow-up in obtaining additional information regarding the competencies of students completing vocational programs.</p> <p style="text-align: right;">Instruction – Arce, Hill</p>	In Progress
<p>2. Ensure that data on course TOPS codes are accurate and match with the Chancellor’s Office data elements in order to improve documentation of student competency in vocational courses.</p> <p style="text-align: right;">Instruction – Arce, Hill, Cox</p>	Accomplished
<p>3. Consider coordinating oversight of the Vocational Advisory Committee membership and agenda functions in one office on campus.</p> <p style="text-align: right;">Instruction – Arce, Hill</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
C. General Education	
4C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.	
<p>1. Develop and publish a statement outlining the rationale for the three-unit discrepancy in the general education pattern for the RN.</p> <p style="text-align: right;">Instruction – Arce, Chair FCHS, Lewis</p>	Accomplished
<p>2. Develop and publish a statement for engineering transfer students emphasizing the need to take additional general education coursework. The difference between the Engineering A.S. Degree and Engineering Certificate needs modification and clarification.</p> <p style="text-align: right;">Instruction – Arce, Ciochina</p>	<p>Abandoned</p> <p>This was reviewed by the division chair of Applied Science & Technology with the engineering faculty. The origins of this plan could not be ascertained; therefore, it was abandoned.</p>
4C.2 The general education component is based on a philosophy and rationale that is clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.	
<p>1. The Curriculum Committee should continue to establish and enforce timelines to ensure review of all course outlines for currency.</p> <p style="text-align: right;">Instruction – Arce, Welch</p>	Accomplished
4C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.	
<p>1. The Academic Senate should continue to investigate the possible addition of new general education requirements including information literacy, diversity topics as well as information technology requirements.</p> <p style="text-align: right;">Instruction – Arce, Welch</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
4C.4 Students completing the institution’s general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, critical analysis and logical thinking.	
<p>1. The Curriculum Committee will continue to review all course outlines for the competencies cited in this standard. The committee will continue to update the general education pattern with new course offerings that meet these standards.</p> <p style="text-align: right;">Instruction – Arce, Welch, Curriculum Committee</p>	In Progress
<p>2. Implement a curriculum database system.</p> <p style="text-align: right;">Instruction – Arce, Welch, Curriculum Committee</p>	In Progress
D. Curriculum and Instruction	
4D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional and planning and are conducted on a regular basis.	
<p>1. The Instructional Program Review Committee should continue to improve resources for program reviews.</p> <p style="text-align: right;">Instruction – Arce, Hart</p>	Accomplished
<p>2. Improve the student satisfaction inventory and related process. Presently a revised version of the student satisfaction survey is being piloted. The goal is an instrument which provides necessary information while being easy to administer and generate reports.</p> <p style="text-align: right;">Instruction – Arce, Hart</p>	Abandoned Arce - Union Issues
<p>3. Update fiscal report data. No fiscal report data summaries are available.</p> <p style="text-align: right;">Instruction, Business Services – Arce, Hart, Dunn, Tyson</p>	In Progress
<p>4. Review outcomes of the budget process related to program review outcomes. In 2001-2002 budget requests, applicants must now indicate whether the item requested was approved through the program review process.</p> <p style="text-align: right;">Instruction, Student Services, Business Services, Human Resources – Arce, Williams, Dunn, Myers</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>4D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all of its courses and programs regardless of service location or instructional delivery method.</p>	
<p>1. Within the 2001-02 school year, establish an online student evaluation process of faculty in accordance with College evaluation procedures.</p> <p style="text-align: right;">Instruction – Arce, Hart, Gonzales</p>	Accomplished
<p>4D.3 The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.</p>	
No action is planned.	
<p>4D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between institutions are established, efforts are undertaken to formulate articulation agreements.</p>	
<p>1. The Articulation Instructor will complete informational brochures and Web sites for students, faculty, and high schools.</p> <p style="text-align: right;">Instruction – Saunders</p>	In Progress
<p>2. The Curriculum Committee will review and update, as needed, the <i>College Catalog</i>, <i>Student Handbook</i>, and <i>Schedule of Classes</i> regarding transfer policies.</p> <p style="text-align: right;">Instruction – Welch, Cox</p>	<p>Abandoned</p> <p>These publications are not reviewed by the Curriculum Committee. They are reviewed by the Dean of General Education, the Articulation Officer, and the Vice President Student Services with regard to student policies.</p>

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>4D.5 The institution utilizes a range of delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of its students.</p>	
<p>1. The College should complete the development of a Faculty Training Center to insure that faculty have the opportunity to improve their instructional skills in a variety of ways.</p> <p style="text-align: center;">Instruction – Arce, Hart, Gonzales, Takahashi, Townsend</p>	Accomplished
<p>4D.6 The institution provides evidence that all courses and programs - both credit and non-credit - whether conducted on or off campus by traditional or non-traditional delivery systems are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.</p> <p style="text-align: right;">No action planned.</p>	
<p>4D.7 Institutions offering curricula through electronic delivery systems operated in conformity with applicable Commission policies and statements on “Principles of Good Practice in Distance Education.”</p>	
<p>1. Develop online tutoring, assessment, and counseling programs.</p> <p style="text-align: center;">Instruction, Student Services – Arce, Williams, Gonzales, Caffrey, Mekjavich</p>	In Progress
<p>2. Continue research related to issues of quality in online course and programs.</p> <p style="text-align: center;">Instruction – Arce, Hart</p>	In Progress
<p>3. Develop and disseminate self-assessment instrument for faculty who wish to teach online.</p> <p style="text-align: center;">Instruction – Arce, Hart</p>	In Progress
<p>4. Expand faculty support in terms of resources and professional development.</p> <p style="text-align: center;">Instruction – Arce</p>	Accomplished
<p>5. Pilot introductory course for students who plan to take online courses.</p> <p style="text-align: center;">Instruction – Hart, Azzaro</p>	Accomplished
<p>6. Continue to follow Best Practices for Electronically Offered Degree & Certificate Program.</p> <p style="text-align: center;">Instruction - Hart</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
Standard Five - Student Support and Development	
5.1 The institution publishes admissions policies consistent with its mission and appropriate to its programs and follows practices that are consistent with those policies.	
1. Based on an assessment of community need, provide web-based admissions information in multiple languages. Student Services – Williams, Mooney	In Progress
2. Evaluate the feasibility of a kiosk system to be deployed throughout the College District for alternate delivery of information to potential and existing students. Instruction, Student Services – Arce, Williams	In Progress
3. Consider utilization of emerging technology to provide admissions information in a different format, for example compact discs (CDs). Student Services – Williams, Mooney, Hull, Kerns	Accomplished
4. Evaluate the distribution of the <i>Student Handbook</i> and <i>Orientation Guide</i> and consider distribution to the entire College community. Student Services – Williams	Accomplished
5.2 The institution provides to all prospective and currently enrolled students current and accurate information about its programs, admission policies and graduation requirements, social and academic policies, refund policies, student conduct standards, and complaint and grievance procedures.	
1. Complete and adopt a short-range and long-range plan for dissemination of information. Student Services - Williams	Accomplished
2. Provide adequate funding for utilization of new technologies to enhance and improve the delivery of information to currently enrolled and potential students. Instruction, Student Services – Arce, Williams	Accomplished
3. Continue the redesign of the College Website to improve access to information. Instruction – Belarmino, PIO, Arce, Fellows	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
4. Develop alternate delivery methods for advising and counseling students during the evening, on weekends and at off-site locations. <p style="text-align: right;">Student Services – Williams, Mekjavich</p>	In Progress
5.3 The institution identifies the educational support needs of its student population and provides appropriate services and programs to address those needs.	
1. Continue to expand online resources in student support service areas where appropriate. <p style="text-align: right;">Instruction, Student Services – Arce, Williams, Mekjavich</p>	Accomplished
2. Complete program reviews and incorporate recommendations into budget and planning and faculty and staff entitlements. <p style="text-align: right;">Instruction, Student Services – Arce, Williams</p>	In Progress
3. Ensure that academic advising and counseling are complementary student services by requiring that academic advisors are selected, trained and supervised by counselors as stated in Title V and the agreement with the College. <p style="text-align: right;">Student Services – Williams</p>	In Progress
4. Continue to gather data on student counseling needs and explore additional resources and alternate staffing modes to ensure that the counseling needs of students are being met. <p style="text-align: right;">Student Services – Williams, Mekjavich</p>	In Progress
5.4 The institution involves students, as appropriate, in planning and evaluating student support and development services.	
1. The Associated Student Body Government, in association with the Student Activities Office, will initiate and maintain an active role in monitoring student representation on all College committees. <p style="text-align: right;">Student Services – Williams, Ferrell</p>	Accomplished
2. The Senator of Committees will continue to monitor, recruit and maintain student representation on all shared governance committees. <p style="text-align: right;">Student Services – Williams, Ferrell</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>5.5 Admissions and assessment instruments and placement practices are designed to minimize test and other bias and are regularly evaluated to assure effectiveness.</p>	
<p>1. Continue to use and monitor multiple measures and counseling intervention in placement practices.</p> <p style="text-align: right;">Instruction, Student Services – Arce, Caffrey, Williams, Mekjavich</p>	Accomplished
<p>5.6 The institution provides appropriate, comprehensive, reliable, and accessible services to its students regardless of service location or delivery method.</p>	
<p>1. Develop additional online advisement and e-College orientation courses.</p> <p style="text-align: right;">Student Services – Williams, Mekjavich</p>	Accomplished
<p>2. Develop a full program of guidance services for the Tracy Center, which will include orientation classes, and regular office hours for advisors and counselors.</p> <p style="text-align: right;">Student Services – Williams, Mekjavich, Baker</p>	In Progress
<p>3. Develop a digital information system through web sites, kiosks and video conferencing.</p> <p style="text-align: right;">Student Services – Williams, Mekjavich</p>	In Progress
<p>4. Complete an interactive e-commerce link to the Bookstore’s Web site that will give faculty access electronically to a vast source of textbook data and online research for requisitioning textbooks. It will also allow all students and other customers to transact all their business with the Bookstore online and at anytime of the day or night.</p> <p style="text-align: right;">Student Services – Williams, Sahyoun</p>	Accomplished
<p>5.7 The institution, in keeping with its mission, creates and maintains a campus climate, which serves and supports its diverse student population.</p>	
<p>1. Continue to monitor the campus climate relevant to harmony and cultural diversity.</p> <p style="text-align: right;">Instruction – Arce, Hart</p>	In Progress
<p>2. Continue to support and fund multicultural organizations and activities that support a diverse work force and student population.</p> <p style="text-align: right;">President – Rodriguez – CAP Committee</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES		STATUS
5.8	The institution supports a co-curricular environment that fosters intellectual, ethical and personal development for all of its students and encourages personal and civic responsibility.	
1.	Encourage greater involvement of faculty and management in support of student organizations. Student Services – Williams, Ferrell	In Progress
2.	Participation by advisors should be increased in working with student leadership as they pursue on and off campus activities. Student Services – Williams, Ferrell	In Progress
5.9	Student records are maintained permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained.	
1.	Continue to explore digital imaging and storage technology to address the need for the expansion of safe and secure storage capabilities. President - Belarmino	Accomplished
5.10	The institution systematically evaluates the appropriateness, adequacy, and effectiveness of its student services and uses the results of the evaluation as a basis for improvement.	
1.	Consider the development of a Student Services mini-review process. Student Services - Williams	In Progress
2.	Complete the remaining Student Services program reviews. Student Services - Williams	In Progress
3.	Develop an institutional process to follow-up on program review recommendations. President - Hart	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
Standard Six - Information and Learning Resources	
Standard Six is divided into two separate sections.	
Part One focuses on library services. Part Two focuses on computing and other information resources.	
Library Services	
6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories, are sufficient to support the courses, programs, and degrees wherever offered.	
In the next two years, the library plans to:	
1. Convert to a Web-based interface for the Library Catalog. Instruction – Arce, Moore	Accomplished
2. Add at least eight more public access stations for use with the subscription databases. Instruction – Arce, Moore	Accomplished
3. Add one more low vision personal computer (PC) station. Instruction – Arce, Moore	Accomplished
4. Add two DVD viewing stations. Instruction – Arce, Moore	Accomplished
5. Upgrade all video monitors to include close-caption decoding. Instruction – Arce, Moore	In Progress
6. Add hearing impaired equipment such as a TTY and a FM amplification system. Instruction – Arce, Moore	Accomplished
In the next three to four years the library plans to:	
1. Implement a digital reserve bookroom that will provide digitized copies of reserve readings that are accessible to more than one student from off-campus computers. Instruction – Arce, Moore	In Progress
2. Convert to Data Research Associates (DRA) TAOS system. Instruction – Arce, Moore	Abandoned We abandoned this plan because TAOS is no longer available.

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
6.2 Appropriate educational equipment and materials are selected, acquired, organized and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.	
1. Install a self-checkout area on the first floor to streamline the circulation process. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
2. Increase the number of online public access catalog stations, Internet stations, and online database stations in the reference area. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
3. Evaluate and select additional online databases for on-campus and distance learners. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
4. Continue to encourage faculty participation in the collection development process. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
5. Recommend that the library representative on the Curriculum Committee continue to work with instructors who have courses approved in developing appropriate library support materials. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
6. Make available a materials recommendation form accessible online from the Library Web site. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
7. Continue to de-select out-of-date materials based on established criteria in an attempt to raise the median age of the collection. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES		STATUS
6.3	Information and learning resources are readily accessible to students, faculty, and administrators.	
1.	Continue to enhance access for the disabled in the future by adding closed captioning on all video materials and pursuing use of digital access to reserve documents. Instruction – Arce, Moore	In Progress
2.	Increase access to online database resources both on campus and remotely by adding databases and computer terminals. Instruction – Arce, Moore	Accomplished
3.	Implement a Web-based Library Catalog, using DRA Web 2. Instruction – Arce, Moore	Accomplished
6.4	The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.	
1.	Continue to attend and provide professional growth activities to further enhance the information literacy skills of the students, faculty, staff, and people from the community. Instruction – Arce, Moore	Accomplished
2.	Provide leadership in developing a campus-wide information literacy program to prepare students to meet their information competency requirements. Instruction – Arce, Moore	In Progress
3.	Convert the existing library workshops into short library courses on online searching. Instruction – Arce, Moore	In Progress
4.	Investigate the possibility of developing linked courses to implement the information competency requirement. Instruction – Arce, Moore	In Progress
5.	Provide leadership in infusing information competency in general education courses. Instruction – Arce, Moore	Accomplished
6.	Update the existing library information literacy courses to reflect the latest technological development in information research. Instruction – Arce, Moore	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES		STATUS
7.	Encourage, train, and facilitate library interns in providing quality library services to the academic community. Instruction – Arce, Moore	Accomplished
6.5	The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.	
1.	Continue to seek sources of funding for library materials. Instruction – Arce, Moore	In Progress
2.	Update the library’s <i>Five-Year Book Collection Plan</i> and submit it to the College Planning and Budget Committee in order to get a commitment of support for future years. Instruction – Arce, Moore	Accomplished
3.	Hire a Computer Support Technician for Library Services. Instruction – Arce, Moore	Abandoned College cannot support due to lack of funds.
4.	Increase funding for supplies and replacement of computers. Instruction – Arce, Moore	In Progress
6.6	When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.	
1.	Continue membership in the 49-99/CAL Library Network. Instruction – Arce, Moore	Accomplished
2.	Participate in the Library of California program via the Sierra Valley Library Network. Instruction – Arce, Moore	Abandoned Library of California no longer funded by California legislature. Does not exist any longer.

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and service and makes appropriate changes as necessary.	
1. Submit a new Program Review in fall 2002. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
2. Update the technology and strategic plan in spring 2002. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
3. Develop a library survey that addresses the resources and services; administer the survey at least once during an academic year. <p style="text-align: right;">Instruction – Arce, Moore</p>	Accomplished
Information Resources	
6.1 Information and learning resources, and any equipment needed to access the holdings of libraries, media centers, computer centers, databases and other repositories are sufficient to support the courses, programs, and degrees wherever offered.	
The Information Services Division will continue to implement plans outlined in the <i>Five-Year Plan for Information Technology and Library Services</i> to complement instructional delivery (see Document 6-4).	
1. Develop an Intranet system that will feature student, faculty, and staff "portals" for remote access to course and campus information, and to College sponsored web services. <p style="text-align: right;">President - Belarmino</p>	In Progress
2. Continue enhancement of network capabilities to allow for the transmission of voice, video, and data to off-site locations for improved remote learning opportunities. <p style="text-align: right;">President - Belarmino</p>	Accomplished
3. Continue infusion of new computers to upgrade lab and staff computing resources and push down computers to other users on campus. <p style="text-align: right;">President - Belarmino</p>	Accomplished
4. Pursue staff reorganizations and increased staffing to provide quality information services to students and campus users. <p style="text-align: right;">President - Belarmino</p>	Accomplished
5. Continue working with the Office of Planning, Research, and Regional Education to develop a data warehouse that will provide access to key data elements throughout the campus to strengthen strategic decision-making at the College. <p style="text-align: right;">President – Belarmino, Hart, Azzarro, Mora</p>	Accomplished - ongoing

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>6. Assist with the selection of technology for the reestablished broadcasting program.</p> <p style="text-align: right;">Instruction – Belarmino, Jennings</p>	Accomplished
<p>7. Continue upgrading the Oracle Financials System for campus business services.</p> <p style="text-align: right;">President, Business Services – Belarmino, Tyson</p>	Dunn - In Progress
<p>6.2 Appropriate educational equipment and materials are selected, acquired, organized, and maintained to help fulfill the institution's purposes and support the educational program. Institutional policies and procedures ensure faculty involvement.</p>	
<p>1. Explore changes in policy that ensure that information technology purchases follow clearly established guidelines for feasibility study and timely acquisition.</p> <p style="text-align: right;">President - Belarmino</p>	Accomplished
<p>6.3 Information and learning resources are readily accessible to students, faculty, and administrators.</p>	
<p>1. Information Service will continue to push the development of Intranet portals that are secure and promise greater access to information from computers anywhere in the world.</p> <p style="text-align: right;">President - Belarmino</p>	Accomplished
<p>2. Information Services will work with campus managers to attempt to ensure that classified staff has access to a computer near their office or regular work environment.</p> <p style="text-align: right;">President - Belarmino</p>	Accomplished
<p>6.4 The institution has professionally qualified staff to provide appropriate support to users of information and learning resources, including training in the effective application of information technology to student learning.</p>	
<p>1. Continue to monitor salary trends in the information services industry in an effort to maintain a core group of qualified information services staff at the College.</p> <p style="text-align: right;">President - Belarmino</p>	Accomplished
<p>6.5 The institution provides sufficient and consistent financial support for the effective maintenance, security, and improvement of its information and learning resources.</p>	
<p>1. Continue to monitor Information Services staff salaries to assess whether they remain competitive with comparable educational institutions.</p> <p style="text-align: right;">President - Belarmino</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>6.6 When the institution relies on other institutions or other sources for information and learning resources to support its educational programs, it documents that formal agreements exist and that such resources and services are adequate, easily accessible, and utilized.</p> <p style="text-align: right;">No action is planned.</p>	
<p>6.7 The institution plans for and systematically evaluates the adequacy and effectiveness of its learning and information resources and services and makes appropriate changes as necessary.</p>	
<p>1. Information Services staff will move forward with the development of the I² project.</p> <p style="text-align: right;">President - Belarmino</p>	Accomplished
<p>2. Information Services will implement many of the action items listed in its five-year plan, and will update its technology plan by 2004.</p> <p style="text-align: right;">President - Belarmino</p>	In Progress
Standard 7 - Faculty and Staff	
A. Qualifications and Selection	
<p>7A.1 The institution has sufficient faculty and staff who are qualified by appropriate education, training, and experience to support its programs and services.</p>	
<p>1. Undertake a careful examination of faculty and staff to define sufficient quantity and quality needed to support programs and services. After this examination the College could then develop clear procedures for recruiting, hiring, and retaining qualified faculty and staff.</p> <p style="text-align: right;">Human Resources - Myers</p>	In Progress
<p>2. Establish a consistent, mutually agreed upon process for establishing faculty entitlements.</p> <p style="text-align: right;">Instruction, Student Services – Arce, Williams, Academic Senate</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
7A. 2 Criteria, qualifications, and procedures for selecting all personnel are clearly stated, public, directly related to institutional objectives, and accurately reflect job responsibilities.	
1. The Office of Human Resources and Employee Relations and academic divisions should expand recruitment efforts to include specialized professional organization job listing services that are not currently contacted. <p style="text-align: right;">Human Resources - Myers</p>	Accomplished
2. The Office of Human Resources and Employee Relations should investigate implementation of special recruitment practices to deal with tight labor market conditions in certain employment sectors. <p style="text-align: right;">Human Resources - Myers</p>	Accomplished
3. Examine more cooperative and innovative approaches for presenting open positions to a potential candidate pool. <p style="text-align: right;">Human Resources - Myers</p>	Accomplished
4. The Office of Human Resources and Employee Relations should investigate ways to distribute all job openings to classified departments, recognizing that some staff may be qualified for candidate pools in academic settings. <p style="text-align: right;">Human Resources - Myers</p>	In Progress
5. Policies regarding employment processes and candidate screening should be added to the College Web site. <p style="text-align: right;">Human Resources - Myers</p>	Accomplished
7A. 3 Criteria for selecting faculty include knowledge of the subject matter or service to be performed, effective teaching, and potential to contribute to the mission of the institution.	
1. The Office of Human Resources and Employee Relations and the Academic Senate should study the faculty selection processes used by other colleges in order to improve the selection process at the College. <p style="text-align: right;">Human Resources – Myers, Hiring Process, Academic Senate</p>	In Progress
7A. 4 Degrees held by faculty and administrators are listed in the institution's primary catalog. All U.S. degrees are from institutions accredited by recognized accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established. <p style="text-align: right;">No action is planned.</p>	

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
B. Evaluation	
7B.1 The evaluation of each category of staff is systematic and conducted at stated intervals. The follow-up of evaluations is formal and timely.	
1. Continue to monitor and update evaluation processes as needed. Human Resources - Myers	In Progress
7B.2 Evaluation processes seek to assess effectiveness and encourage improvement.	
1. The Office of Human Resources and Employee Relations should provide training sessions to both managers and classified staff to deepen the understanding of evaluation procedures and to orient the processes to the delivery of improved services that enhance student learning. Human Resources - Myers	In Progress
7.B3 Criteria for evaluation of faculty include teaching effectiveness, scholarship, or other activities appropriate to the area of expertise, and participation in institutional service or other institutional responsibilities.	
1. The Office of Human Resources and the Office of Planning, Research, and Regional Education should conduct a survey of faculty to assess attitudes toward the evaluation process, and to explore avenues to make the evaluation process a positive experience oriented toward improving instructional delivery. Human Resources, President – Myers, Hart	In Progress
C. Staff Development	
7C.1 The institution provides appropriate opportunities to all categories of staff for continued professional development, consistent with the institutional mission.	
7C.2 Planning and evaluation of staff development programs include the participation of staff who participate in, or are affected by, the programs.	
1. Establish a Faculty Training Center with appropriate resources and staff to make this an effective vehicle for faculty improvement. Instruction – Arce, Hart, Gonzales, Takahashi, Townsend	Accomplished
2. The Staff Development Committee should explore the possibility of closing the campus offices on occasional Friday afternoons at 3 p.m., in order to facilitate greater attendance at classified staff activities. Human Resources – Myers, Staff Development Committee	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
3. The Classified Senate should conduct a survey of classified staff to analyze demand for classified workshops. <p style="text-align: right;">President – Hart, Classified Senate (Elayyan, Kelso)</p>	In Progress
4. The Office of Human Resources and Employee Relations and Staff Development Committee should implement widespread training utilizing the <i>Connections</i> program to improve the delivery of quality services to students. <p style="text-align: right;">Human Resources – Myers, Staff Development Committee</p>	In Progress
D. General Personnel Provisions	
7D.1 The institution has and adheres to written policies ensuring fairness in all employment procedures.	
1. Conduct a meeting between Confidential staff and representatives of the Office of Human Resources and Employee Relations to communicate their specific concerns regarding issues of fairness. <p style="text-align: right;">Human Resources - Myers</p>	In Progress
2. Parties involved in the next round of contract talks between the faculty and College should raise the issue of faculty transfers. <p style="text-align: right;">Human Resources, Instruction, CTA – Myers, Arce, Gonzales</p>	Abandoned Arce - Contractual matter not relevant to accreditation.
3. Clear procedures for classification and reclassification should be promulgated by the Office of Human Resources and Employee Relations and be circulated for discussion in appropriate governance committees. <p style="text-align: right;">Human Resources - Myers</p>	Accomplished
4. The College should continue to establish clearer employment procedures to support its commitment to the significant educational role played by persons of diverse ethnic, social, and economic background by making positive efforts to foster such diversity. <p style="text-align: right;">Human Resources - Myers</p>	In Progress
5. The Office of Planning, Research, and Regional Education should continue to survey employees on a regular basis to track perceptions of employment equity at the College. <p style="text-align: right;">President - Hart</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
7D.2 The Institution regularly assesses and reports its achievements of its employment equity objectives.	
7D.3 Personnel policies and procedures affecting all categories of staff are systematically developed, clear, equitably administered, and available for information and review.	
1. Continue to review and update policies and procedures as needed. Human Resources - Myers	In Progress
7D.4 The institution makes provisions for the security and confidentiality of personnel records. Personnel records are private, accurate, complete, and permanent.	
1. Continue to protect the security, accuracy and confidentiality of personnel records. Human Resources - Myers	In Progress
Standard Eight - Physical Resources	
8A.1 The institution ensures that adequate physical resources are provided to support its educational programs and services wherever and however they are offered.	
1. Continue to pursue state funding for major capital improvement projects. Business Services, Instruction – Dunn, Arce	In Progress
2. Develop plans for the adoption of a bond measure by District voters. President, Business Services, Rodriguez, Dunn	Accomplished
3. Implement facilities construction and reconstruction projects identified in the Master Plan. Business Services – Dunn, Facilities Planning Committee	In Progress
4. Examine the need for additional staffing in maintenance and operations as additional facility space is completed. Business Services, Instruction – Dunn, Arce	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>8A.2 The management, maintenance, and operation of facilities ensure effective utilization and continuing quality necessary to support the programs and services of the institution.</p>	
<p>1. The College should examine existing budget levels to ensure that it provides adequate monetary and staff support to continue its excellent record of providing clean, well-maintained facilities.</p> <p style="text-align: right;">Business Services, Instruction – Dunn, Arce</p>	In Progress
<p>2. The College should consider purchasing an additional vehicle to further upgrade its fleet.</p> <p style="text-align: right;">Business Services, Instruction – Dunn, Arce</p>	Abandoned Fundamentally change fleet management.
<p>8A.3 Physical facilities at all site locations where courses, programs, and services are offered are constructed and maintained in accordance with the institution’s obligation to ensure access, safety, security, and healthful environment.</p>	
<p>1. Plan to upgrade facilities to allow greater access for disabled students, and to enhance the safety/security needs of the campus, including the installation of surveillance cameras in identified areas in 2002.</p> <p style="text-align: right;">Business Services, Instruction – Dunn, Arce</p>	In Progress
<p>8A.4 Selection, maintenance, inventory, and replacement of equipment are conducted systematically to support the educational programs and services of the institution.</p>	
<p>1. Continue to pursue the use of modern technology being developed in the industry.</p> <p style="text-align: right;">President, Business Services – Belarmino, Dunn</p>	In Progress
<p>2. It is recommended that the Maintenance and Operations Division submit budget requests for acquisition of the identified equipment and materials to further enhance productivity and efficiency.</p> <p style="text-align: right;">Business Services – Dunn, Arbuckle</p>	In Progress
<p>8A.5 Physical resource planning and evaluation support institutional goals and are linked to other institutional planning and evaluation efforts, including district or system planning and utilization where appropriate.</p>	
<p>1. Revisit the <i>Facilities Master Plan</i> in the next few years to assess completion of facilities construction and begin new planning of long-range facilities renovation and construction. This will be particularly important if the College is successful in winning voter approval for a District-wide bond measure.</p> <p style="text-align: right;">Business Services – Dunn, Facilities Planning Committee</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
Standard Nine – Financial Resources	
9A. Financial Planning	
9A.1 Financial planning supports institutional goals and is linked to other institutional planning efforts.	
9A.2 Annual and long-range financial planning reflects realistic assessments of resource availability and expenditure requirements.	
9A.3 Annual and long-range capital plans support educational objectives and relate to the plan for physical facilities.	
<p>1. The Planning and Budget Committee should continue to implement a plan for addressing budget allocations and reductions based on program and project review and District goals and objectives. The new system of incorporating program review recommendations in budget requests needs to be evaluated for its effectiveness and ability to focus annual budgeting on institutional goals.</p> <p style="text-align: right;">President, Business Services – Hart, Dunn</p>	In Progress
<p>2. Continue development of the procedures for consistent implementation of budgeting and planning through the shared governance process. Annual evaluation of the planning process is expected to be implemented with appropriate modifications.</p> <p style="text-align: right;">President, Business Services – Hart, Dunn</p>	In Progress
<p>3. Make future budget processes reflect a close association with <i>the Facilities Resources Master Plan</i> on a multi-year basis. The <i>Facilities Resources Master Plan</i> is based on the mission statement of the District, and the planning and budgeting process will help it achieve the stated goals and objectives.</p> <p style="text-align: right;">President, Business Services – Hart, Dunn</p>	In Progress
9A.4 Institutional guidelines and processes for financial planning and budget development are clearly defined and followed.	
<p>1. The Planning and Budget Committee should develop a process that examines program review recommendations on an annual basis to determine how they are reflected in budgeting allocations.</p> <p style="text-align: right;">President, Business Services – Hart, Dunn</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
9A.5 Administrators, faculty and support staff have appropriate opportunities to participate in the development of financial plans and budgets.	
1. Continue to operate the Planning and Budget Committee in the spirit of shared governance. <p style="text-align: right;">Business Services - Dunn</p>	Accomplished
B. Financial Management	
9B.1 The financial management system creates appropriate control mechanisms and provides dependable and timely information for sound financial decision-making. <p style="text-align: right;">No action is planned.</p>	
9B.2 Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support institutional programs and services. Institutional responses to external audit findings are comprehensive and timely. <p style="text-align: right;">No action is planned.</p>	
9B.3 The institution practices effective oversight of finances, including management of financial aid, externally-funded programs, contractual relationships, auxiliary organizations or foundations and institutional investments.	
9B.4 Auxiliary activities and fund raising efforts support the programs and services of the institution, are consistent with the mission and goals of the institution and are conducted with integrity.	
1. Special attention should be made to insure that Auxiliary Foundation and other College fund raising activities are properly controlled. <p style="text-align: right;">Business – Dunn, Tyson</p>	In Progress
2. The Financial Aid Office and Office of Business Services should closely monitor student loan default rates to ensure the fiscal viability of this student aid program. <p style="text-align: right;">Business Services, Student Services – Dunn, Hull</p>	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>9B.5 Contractual agreements with external entities are governed by institutional policies and contain appropriate provisions to maintain the integrity of the institution.</p> <p style="text-align: right;">No action is planned.</p>	
<p>9B.6 Financial management is regularly evaluated and the results are used to improve the financial management system.</p>	
<p>1. Information Services and Business Services should evaluate the Oracle Financials System after the upgrade process is completed.</p> <p style="text-align: right;">Business Services - Tyson</p>	In Progress
<p>C. Financial Stability</p>	
<p>9C.1 Future obligations are clearly identified and plans exist for payment.</p> <p style="text-align: right;">No action is planned.</p>	
<p>9C.2 The institution has policies for appropriate risk management.</p>	
<p>1. Continue to monitor its self-insurance programs to verify that proper safeguards are in place.</p> <p style="text-align: right;">Business Services, Human Resources – Dunn, Myers</p>	In Progress
<p>9C.3 Cash flow arrangements or reserves are sufficient to maintain stability.</p>	
<p>9C.4 The institution has a plan for responding to financial emergencies or unforeseen occurrences.</p>	
<p>1. The administration is reviewing the need to create an internal auditor position to help with enrollment management and other operational areas.</p> <p style="text-align: right;">President, Business Services – Rodriguez, Dunn</p>	In Progress
<p>2. A review of the College’s class size goal should be made to insure that it is realistic for the College to expect that the mix of class enrollments is capable of achieving the class size standard of 19.52 FTES per faculty member per semester. This review process should include both administrative as well as faculty representatives, and should examine different methods of measuring faculty productivity.</p> <p style="text-align: right;">Business Services, Instruction – Dunn, Arce, Academic Senate, CTA</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
Standard Ten – Governance and Administration	
A. Governing Board	
<p>10A.1 The governing board is an independent policy-making board capable of reflecting the public interest in board activities and decisions. It has a mechanism for providing for continuity of board membership and staggered terms of office.</p> <p style="text-align: right;">No action is planned.</p>	
<p>10A.2 The governing board ensures that the educational program is of high quality, is responsible for overseeing the financial health and integrity of the institution, and confirms that institutional practices are consistent with the board-approved institutional mission statement and policies.</p>	
<p>1. The Board, working with the Superintendent/President, should continue to establish short-term and long-term priorities for the College at its annual retreat and make an effort to communicate those priorities and the rationales for them to the entire College community.</p> <p style="text-align: right;">President – Rodriguez, Board of Trustees</p>	In Progress
<p>2. To foster a spirit of collegiality on the campus, the Board should continue to support social activities like the annual barbecue dinner that break down barriers between campus groups.</p> <p style="text-align: right;">President – Rodriguez, Board of Trustees</p>	Accomplished
<p>10A.3 The governing board establishes broad institutional policies and appropriately delegates responsibility to implement these policies. The governing board regularly evaluates its policies and practices and revises them as necessary.</p>	
<p>1. The Board, the Superintendent/President, managers, and other involved parties may want to delineate and communicate a plan for the review and revision of current policies and procedures that would include members of affected constituent groups.</p> <p style="text-align: right;">President – Rodriguez, Board of Trustees, Policy & Procedures Review Committee</p>	Accomplished

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
10A.4 In keeping with its mission, the governing board selects and evaluates the chief executive officer and confirms the appointment of other major academic and administrative officers.	
1. The Board should consider development of a survey instrument that would allow more staff input into the performance evaluation of the Superintendent/President in the future. President – Rodriguez, Board of Trustees	In Progress
2. The Board should consider the adoption of an exit interview process for departing presidents. President – Rodriguez, Board of Trustees	In Progress
10A.5 The size, duties, responsibilities, ethical conduct requirements, structure and operating procedures, and processes for assessing the performance of the governing board are clearly defined and published in board policies or bylaws. The board acts in a manner consistent with them. No action is planned.	
10A.6 The governing board has a program for new member orientation and governing board development. No action is planned.	
10A.7 The board is informed about and involved in the accreditation process.	
Standard 10B: Institutional Administration and Governance	
10B.1 The institutional chief executive officer provides effective leadership to define goals, develop plans, and establish priorities.	
1. The Superintendent/President should continue the development of strategic planning processes that include community and campus representatives. President – Rodriguez, Hart	In Progress
2. The Superintendent/President should continue to utilize established communication activities with various campus groups. President – Rodriguez, Hart	In Progress

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>10B.2 The institutional chief executive officer efficiently manages resources, implements priorities controlling budget and expenditures, and ensures the implementation of statutes, regulations, and board policies.</p> <p style="text-align: right;">No action is planned.</p>	
<p>10B.3 The institution is administratively organized and staffed to reflect the institution's purposes, size, and complexity. The administration provides effective and efficient leadership and management which makes possible an effective teaching and learning environment.</p>	
<p>1. The President should work to improve the planning and budgeting process to strengthen staff and faculty confidence in the process.</p> <p style="text-align: right;">President – Rodriguez, Hart</p>	In Progress
<p>2. The Superintendent/President, in cooperation with the recognized decision-making and advisory groups, may want to investigate additional ways to streamline the decision-making process including development and implementation of a College-wide strategic plan.</p> <p style="text-align: right;">President – Rodriguez, Hart</p>	In Progress
<p>10B.4 Administrative officers are qualified by training and experience to perform their responsibilities and are evaluated systematically and regularly. The duties and responsibilities of institutional administrators are clearly defined and published.</p>	
<p>1. The Office of Human Resources and Employee Relations should conduct a study of turnover rates in management positions and survey incumbents in those positions regarding the need for more effective training and orientation.</p> <p style="text-align: right;">Human Resources, President – Myers, Hart</p>	In Progress
<p>10B.5 Administration has a substantive and clearly defined role in institutional governance.</p> <p style="text-align: right;">No action is planned.</p>	

RESPONSES TO SELF-IDENTIFIED ISSUES	STATUS
<p>10B.6 Faculty have a substantive and clearly defined role in institutional governance, exercise a substantial voice in matters of educational program and faculty personnel, and other institutional polices which relate to their areas of responsibility and expertise.</p>	
<p>10B.7 Faculty have established an academic senate or other appropriate organization for providing input regarding institutional governance. In the case of private colleges, the institution has a formal process for providing input regarding institutional governance.</p>	
<p>1. The Academic Senate should continue to take leadership in the discussion of educational and professional matters.</p> <p style="text-align: right;">Instruction – Arce, Takahashi</p>	Accomplished
<p>10B.8 The institution has written policy which identifies appropriate institutional support for faculty participation in governance and delineates the participation of faculty on appropriate policy, planning, and special purpose bodies.</p> <p style="text-align: right;">No action is planned.</p>	
<p>10B.9 The institution clearly states and publicizes the role of staff in institutional governance.</p>	
<p>1. Explore options to facilitate increased participation of classified staff, especially in departments with limited staff.</p> <p style="text-align: right;">President, Instruction, Student Services, Human Resources, Business Services Rodriguez, Arce, Williams, Myers, Dunn</p>	In Progress
<p>2. Continue holding retreats, workshops, and flex day activities that allow for the exchange of information about campus governance.</p> <p style="text-align: right;">President, Instruction, Student Services, Human Resources, Business Services Rodriguez, Arce, Williams, Myers, Dunn</p>	In Progress
<p>10B.10 The institution clearly states and publicizes the role of students in institutional governance.</p>	
<p>1. The Associated Student Body Government should develop a plan to involve more students in the governance process of the College and to inform students about issues that are likely to affect them.</p> <p style="text-align: right;">Student Services – Williams, Ferrell, ASBG</p>	In Progress
<p>2. The College needs to explore ways to creatively attract more student involvement to insure continuous feedback from its most important customers.</p> <p style="text-align: right;">President, Instruction, Student Services – Rodriguez, Arce, Williams</p>	In Progress

Planning Summary

The Self-Study process has highlighted the strengths of the institution and has focused attention on critical planning issues that face the College. The various plans of action identified in the Self-Study suggest several broad themes for College planning efforts in the near future. A summary of those planning initiatives is provided below.

	STATUS
Improving College Planning Processes	
<p>A number of recommendations center on the College's planning and program review processes. While the College has made great strides in creating a Master Plan, the College is only in the beginning stages of creating a strategic planning process. The College will need to revisit its Master Plan in the next few years to coordinate new developments with the 1999 document. The College's adoption of an annual goal setting process should be continued.</p> <p style="text-align: center;">President, Instruction, Student Services, Human Resources, Business Services Rodriguez, Arce, Williams, Myers, Dunn</p>	In Progress
<p>Several plans of action call for a better connection between program review recommendations and planning and budget decisions. The Planning and Budget Committee will need to develop a process of tracking program review recommendations to ensure that the allocation of resources is tied to those recommendations. Budgeting processes have been established to allow for the justification of budget increases because of program reviews, but systematic analysis of recommendations and budget requests should be implemented.</p> <p style="text-align: center;">President, Instruction, Student Services, Human Resources, Business Services Rodriguez, Arce, Williams, Myers, Dunn</p>	In Progress
<p>The College's Mission Statement will require more regular review. The Planning and Budget Committee should initiate a review of the statement in spring 2002. That review should reflect the College's Vision Statement (in the 1999 Master Plan) and guide future planning decisions.</p> <p style="text-align: center;">President - Rodriguez</p>	In Progress

Planning Summary

	STATUS
<p>Information Management Initiatives</p> <p>A number of critical Information Services projects are in the works that will have significant implications for planning at the College. Upgrades in the financial management software have the power to improve day-to-day decision-making, as well as long-range forecasting. The proposed development of a data warehouse will have tremendous potential for freeing up user-friendly information for use by managers, faculty, and staff in decision-making processes. Planned upgrades in the College's Internet presence and "portals" for students, staff, and faculty promise an exciting set of tools for course management and student service. Continued enhancements in the library and student services area will bring more information to students of the College, both in remote settings, and on-campus. The College should also move forward with the development of a curriculum database to improve the process of tracking curriculum changes.</p> <p style="text-align: right;">Belarmino</p>	In Progress
<p>Bond Measure and Facilities Planning</p> <p>The College's ability to place a bond measure on the ballot in the near future -- and win approval from district voters -- will have significant ramifications on the College's financial and facilities planning. Passage of a bond measure will ensure revenues for planned renovation and expansion of facilities on the Stockton campus, the construction of a regional library, and construction of regional education centers throughout the district over the next 25 years. Perhaps most significantly, the prospects for near-term construction of Delta College at Mountain House will be tremendously improved with the passage of the bond measure. Without passage of the bond measure, the College will be left to wait for approval of adequate state funds. As such, the College's Mountain House project will be in competition with a long list of proposed projects from community colleges across the state.</p> <p style="text-align: right;">Instruction, Business Services – Arce, Dunn</p>	Accomplished

Planning Summary

Educational Planning	STATUS
<p>In the area of educational planning, the Self-Study suggests a number of plans of action. In many cases, the College must continue its practice of consistent review of curriculum and dynamic expansion of course offerings to meet community needs. Several general education issues will be on the agenda of the College in the immediate future. The College's Curriculum Committee and Academic Senate should investigate a general education requirement that emphasizes information literacy. The Committee will also need to address concerns expressed about the general education requirements for the Engineering and Nursing programs. Also worth exploration are practices that encourage students to pursue early enrollment in writing courses to improve overall student success. The College should also explore expanding the size of the Curriculum Committee to accommodate all of the academic deans, and simultaneously increase faculty representation.</p> <p style="text-align: right;">Instruction, Policy & Procedures Review Committee</p>	Accomplished
Faculty, Management, and Staff Issues	
<p>The College has programs in place to ensure consistent professional training at all levels. However, classified staff expressed concerns about the evaluation process, suggesting a need to strengthen awareness of evaluation processes at the staff and management level. Workshops should be pursued that foster the understanding that evaluation is a mechanism for self-reflection and improvement, not a tool for criticism and reprimand. Evaluations for managers should be at regular intervals, and the College is considering proposals to have them implemented every two years. Staff and faculty express the desire to have a greater say in the Board of Trustees evaluation of the Superintendent/President.</p> <p style="text-align: right;">Instruction, Student Services, Human Resources, Business Services Arce, Williams, Myers, Dunn</p>	In Progress
<p>In the training area, the College should move quickly to finance the operation of the Faculty Training Center because of its ability to generate more effective teaching and learning. The College should also continue to develop activities and programs that foster and celebrate the College's diverse population.</p> <p style="text-align: right;">Instruction – Arce, Hart</p>	In Progress