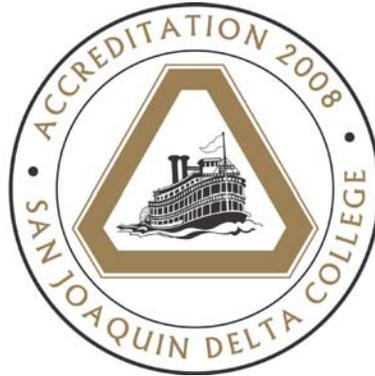




Institutional Self-Study

February 6, 2008

San Joaquin Delta College



Institutional Self-Study Report in Support of Reaffirmation of Accreditation

February 6, 2008

Submitted To:

The Accrediting Commission for Community and Junior Colleges
of the Western Association of Schools and Colleges

By:

San Joaquin Delta College
5151 Pacific Avenue, Stockton, California 95207

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Certification of the Institutional Self-Study Report

January 25, 2008

TO: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

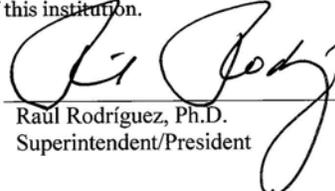
FROM: San Joaquin Delta College, 5151 Pacific Avenue, Stockton, CA 95207

This Institutional Self-Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Study Report accurately reflects the nature and substance of this institution.



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President, Board of Trustees



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Superintendent/President



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Table of Contents

Descriptive Background & Demographics	1
Abstract	25
Organization of Self-Study	40
Organization of Institution	42
Certification of Continued Compliance with Eligibility Requirements	47
Response to Recommendations – 2002 Comprehensive Evaluation	51

Institutional Self-Study

STANDARD I – INSTITUTIONAL MISSION

A – Mission	64
B – Improving Institutional Effectiveness	80

STANDARD II – STUDENT LEARNING PROGRAMS AND SERVICES

A – Instructional Programs	100
B – Student Support Services	135
C – Library and Learning Support Services	160

STANDARD III – RESOURCES

A – Human Resources	176
B – Physical Resources	200
C – Technology Resources	217
D – Financial Resources	231

STANDARD IV – LEADERSHIP AND GOVERNANCE

A – Decision-Making Roles and Processes	247
B – Board and Administrative Organization	265



Introduction

History:

San Joaquin Delta College is the successor of Stockton Junior College formed in 1935 through a partnership between College of the Pacific and the Stockton Board of Education.

Stockton Junior College was so successful that Pacific abandoned freshmen and sophomore instruction in the spring of 1936, leaving all such instruction to the junior college in 1948.

Stockton Junior College became Stockton College in 1948, with a total student body just under 2,000 and Dr. Leon Minear as president. That same year classes were moved to a 43-acre site just south of College of the Pacific. The educational pattern also changed, as the Stockton school system restructured into six years of elementary instruction, four of junior high, and four combining the junior and senior years of high school with the freshman and sophomore years of college.

The physical separation of Stockton College and College of the Pacific was followed in 1951 by the resumption of lower division classes at Pacific.

Dr. Julio Bortolazzo took charge of the campus in 1952, when the College took on a different approach. It expanded its vocational programs and implemented the 6-4-4 plan. Dr. Burke Bradley Jr. followed Bortolazzo as president after which San Joaquin Delta College became the successor to Stockton College. Legally separated from Stockton Unified School District in 1963, the College encompassed virtually all of San Joaquin County and portions of three other counties. The separation made the College a tenant on land owned by Stockton Unified School District (SUSD), and an attempt to develop a Delta multi-campus system through a bond election failed in 1966 before Dr. Bortolazzo returned for one year to head a successful campaign in 1968-69. The 1968-69 bond paid for a portion of construction of a \$50 million campus on the Pacific Avenue site.

The Rio Vista-Isleton area in Solano County was annexed during this time. Dr. Joseph Blanchard took presidency of the College in 1969, combined \$19.8 million in construction bonds with funds from six other sources, and over the next seven years directed the building of the College's first permanent home. The District grew to 2,300 square miles, larger than Delaware or Rhode Island, with the addition of part of Calaveras County in the summer of 1976, and now serves approximately 20,000 students.

Dr. Blanchard's retirement in 1976 prompted College trustees to conduct a nation-wide search for a new leader, resulting in the selection of Dr. Dale Parnell, former Chancellor of the San Diego Community College District and Superintendent of Public Instruction in Oregon. Parnell, resigned on July 1, 1981 to take a position as president and chief executive officer of the American Association of Community and Junior Colleges.

In June of 1981, the College Board of Trustees chose Lawrence A. DeRicco as Superintendent/ President. DeRicco, a graduate of the old Stockton College, had been an educator and businessman throughout the District before serving as Business Manager and Vice President/Management Services at the College for 18 years. Dr. DeRicco retired in June of 1987 after 24 years of service to the District.

In 1987, Dr. L. H. Horton, Jr. took over as Superintendent/President. Horton oversaw the completion of a new physical plant and the creation of a new Child Development Center; he also initiated the development of a new learning center in Tracy. Horton, the longest serving president to date, retired from the College in 1999 after thirteen years of service.

The millennium brought a new president. Dr. Edward O. Gould was hired in February 2000 to guide the College into the 21st century.

Since the 2002 Accreditation:

Just after the 2002 Accreditation visit, Dr. Raúl Rodríguez joined the College as the Superintendent/President.

Rodríguez has launched a number of initiatives including:

- The Appreciative Inquiry Strategic Planning and Budgeting Process;
- Passage of Measure L in 2004, a \$250 million General Obligation Bond;
- Planning for new facilities - Tracy/Mountain House • Lodi/Galt • Manteca • Foothills;
- Planning for remodel of Goleman Library;
- Planning for new Gateway Student Services Building;
- Planning for new Math and Science Center;
- Planning for new District Services Center;
- Expanded and refurbished athletic fields and the planetarium;
- Developmental Education Review Task Force;
- Equity for All project;
- José Valdés Math Institute; and,
- CurricUNET

After attending workshops and trainings, faculty and administration adopted CurricUNET, a full-service curriculum database that is the repository for curriculum and for the student learning outcomes and assessment cycle of curriculum improvement, and faculty began working in earnest on developing student learning outcomes and assessments for their courses and programs.

The KUALI business system and the KUALI student system projects initiated by Rodríguez have involved the College with such major universities as MIT, Indiana University, Michigan State University, University of Hawaii, University of British Columbia, and others in the building of open source systems that will ultimately save the College millions of dollars. Rodríguez strongly supported research and evaluation that cast a critical eye on student outcomes. Equity for All, a collaboration with the University of Southern California, assisted the College in looking at differences in student outcomes across ethnic lines, and the Developmental Education

Review Task Force, an ongoing review, seeks to reform College basic skills courses and programs as they relate to the larger College curriculum. Rodríguez has also supported a variety of partnerships with University of the Pacific, California State University, Stanislaus and Sacramento, University of California, Davis, Stockton Unified School District (SUSD), and Lodi Unified School District (LUSD).

The College community has also benefited from partnerships with the local K-12 districts through the José Valdés Math Institute, an intensive program for SUSD middle school mathematics students; Passport to College, a program for 5th grade students throughout the District that guarantees students a free San Joaquin Delta College education; Tech Prep, a collaboration to improve career and technical education through articulation and cooperation; and CalPASS, a state-wide data-sharing and curriculum reform initiative.

The College is proud to represent an area that launched California into world prominence, for the Mother Lode era brought about the great western expansion. Over time, the District has grown to 2,400 square miles, and spans all of San Joaquin County as well as portions of Calaveras, Sacramento, Solano, and Alameda counties.

Facilities:

San Joaquin Delta College District is a single-college district comprised of a main campus of 165.15 acres situated in the heart of the San Joaquin Valley in Stockton, California. The District includes an active farm laboratory and classrooms on 160 acres in Manteca, a natural resources laboratory of 83 acres near Mountain Ranch in the Sierra Nevada foothills, and a learning center in the City of Tracy.

The Stockton campus provides 821,443 gross square feet of educational facilities that the District either owns or leases. This square footage represents an increase from 795,048 gross square feet in 2001-02, primarily due to the addition of the Center for Microscopy and Allied Sciences in 2003. The campus includes a full complement of athletic facilities including a football stadium; a running track; softball, soccer, and baseball fields; and an Olympic-size swimming pool. The Finance Office is located within walking distance of the Stockton campus on Pershing Avenue in 13,900 gross square feet of leased space as are some grant programs.

The Manteca Center serves not only as the primary agriculture laboratory facility for the College but also provides two on-site general classrooms, livestock and farm equipment buildings, a residence and an office. The site is an active farm with orchards, vineyards, livestock and fields. The location is ideally situated to serve students in the Manteca-Lathrop area of the District.

Mountain Ranch, located in the Sierra foothills, once served as a vibrant laboratory facility for natural resources, environmental and agricultural sciences. Although the District continues to maintain this site, there has not been an instructional demand for these programs; therefore, it has minimal use and is an ongoing liability concern for the District due to its remote location.

The Tracy Center was originally established to serve educational needs in the southwestern part of the District. The Center is housed in temporary facilities on the Tracy Unified School District property and continues to use both Tracy High School and Merrill F. West High School for additional classroom space. Offerings include a full array of general education courses. The Center itself consists of six classrooms, a computer laboratory and administrative space. Tracy Center has continued to experience healthy growth and was granted “grandfathered” center status in the spring 2007 based upon FTEs of 532.43.

The District’s Educational Master Plan and Stockton Campus Facilities Master Plan direct that future growth will occur at center locations because of the landlocked condition of the Stockton campus and to better serve students in the outlying areas of the District. Therefore, priorities were established by the Board of Trustees for Southwest County/Tracy Center at Mountain House, Southeast County at Manteca, North County Lodi/Galt, and East County and Calaveras County in the Foothills. The Stockton campus will undergo expansion and modernization of its 1970’s facilities based upon the master plan and the availability of funding.

In March of 2004, the District was successful in passing Measure L, a \$250 million General Obligation Bond. This funding is being used for a number of purposes including to support relocation of the Tracy Center to a permanent site in Mountain House near the City of Tracy, to acquire sites for a proposed new center in Lodi and possibly also Galt. Expansion and renewal

projects for the Stockton and Manteca campuses are planned as well.

The Tracy Center will relocate to Mountain House once the site's infrastructure and interim facilities are constructed. Temporary facilities consist of modular buildings which will house the operation until the permanent building is constructed. A permanent educational building of approximately 85,000 gross square feet is moving through the planning phases at this time with an anticipated occupancy in 2011.

The Tracy Center at Mountain House will serve not only the communities of Mountain House, but also Manteca and Lathrop. The District anticipates a full-service campus of approximately 8,000 by 2025. Although the migration of Bay Area residents across the Altamont Pass into San Joaquin County has become moderate, the need to provide educational services has not diminished as indicated by enrollment increases at the current Tracy Center.

Once 1,000 FTEs are generated for Tracy Center at Mountain House, the District will become eligible to apply for state capital outlay funding for planning and construction. In the interim, the funds from the 2004 Measure L local bond are being utilized to install the on-site infrastructure and temporary and proposed permanent structures for an approximate \$91.4 million, which includes off-site infrastructure costs. The San Joaquin County Board of Supervisors and Local Agency Formation Committee (LAFCO) approved the annexation of the site into the Mountain House Community Services and Byron Bethany Municipal Services District last fall.

Other planned construction projects associated with the passage of Measure L include, but are not limited to, construction of a new Student Services Building, reconstruction of the Cunningham Math and Science building, and extensive remodeling of the Goleman Library and Learning Resources Center.

In following the Facilities Master Plan strategy of creating academic neighborhoods and centralizing academic programs that have become dispersed over time, the District submitted a Final Project Proposal to the California Community Colleges System Office in 2006 in the amount of \$61.2 million for the planning and modernization of the Holt Building Reconstruction. The California Community Colleges System Office has tentatively indicated that this project would be approved for state matching funds of 85% provided another state-wide bond is passed by the public in November 2008. This project will create a fine arts and applied sciences technology neighborhood in a modernized facility.

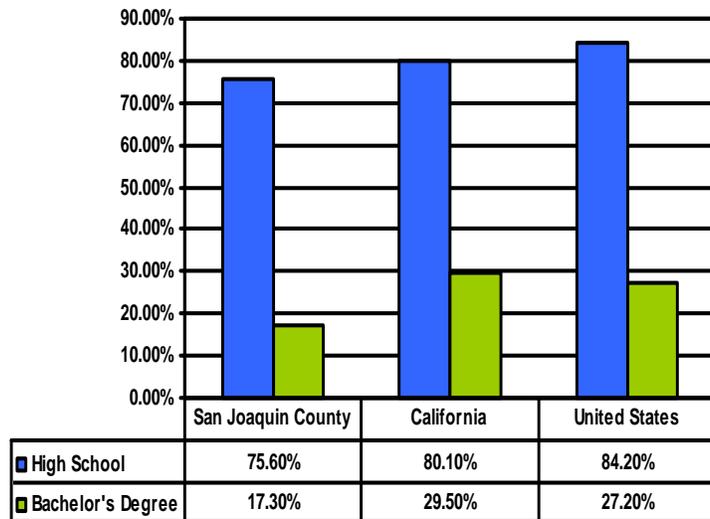
Demographics of San Joaquin County:

According to the 2000 U.S. Census, the population of San Joaquin County was 563,598. By 2006, the Census Bureau predicted that the population would increase by 19.4% to 673,170. This increase is huge when compared with the population growth of California which was predicted to increase by 7.6%. The 2005 American Community Survey reported that San Joaquin County is considerably below the median household income for California at \$49,391 as compared to \$53,629. Fourteen percent of persons in San Joaquin County are below the poverty level as compared to 13.2% in California. The 2005 American Community Survey also reported that San Joaquin County is lower in educational attainment in the population 25 years of age and over with 75% of San Joaquin County persons having achieved a high school diploma and 17.3% a bachelor's degree as compared to 80.1% and 29.5% respectively in California. *See Figure 1 Educational Attainment (Population 25 years and over).*

According to the California Department of Education's 2006-07 Adequate Yearly Progress (AYP) Report, none of the four large high schools in Stockton Unified School District (Chavez, Edison, Franklin, and Stagg) succeeded in meeting all of the AYP criteria nor did the four large high schools in Lodi Unified (Bear Creek, Lodi, McNair, and Tokay). All of these schools failed to meet their progress goals in English language arts, and all but Lodi High School failed to meet them in mathematics as well. Moreover, for the past three years, Stockton, by far the largest city in San Joaquin County, has ranked last in literacy in a Central Connecticut State University study of literacy in U.S. cities with populations of at least 250,000.

Figure 1

Educational Attainment
(Population 25 years and over)

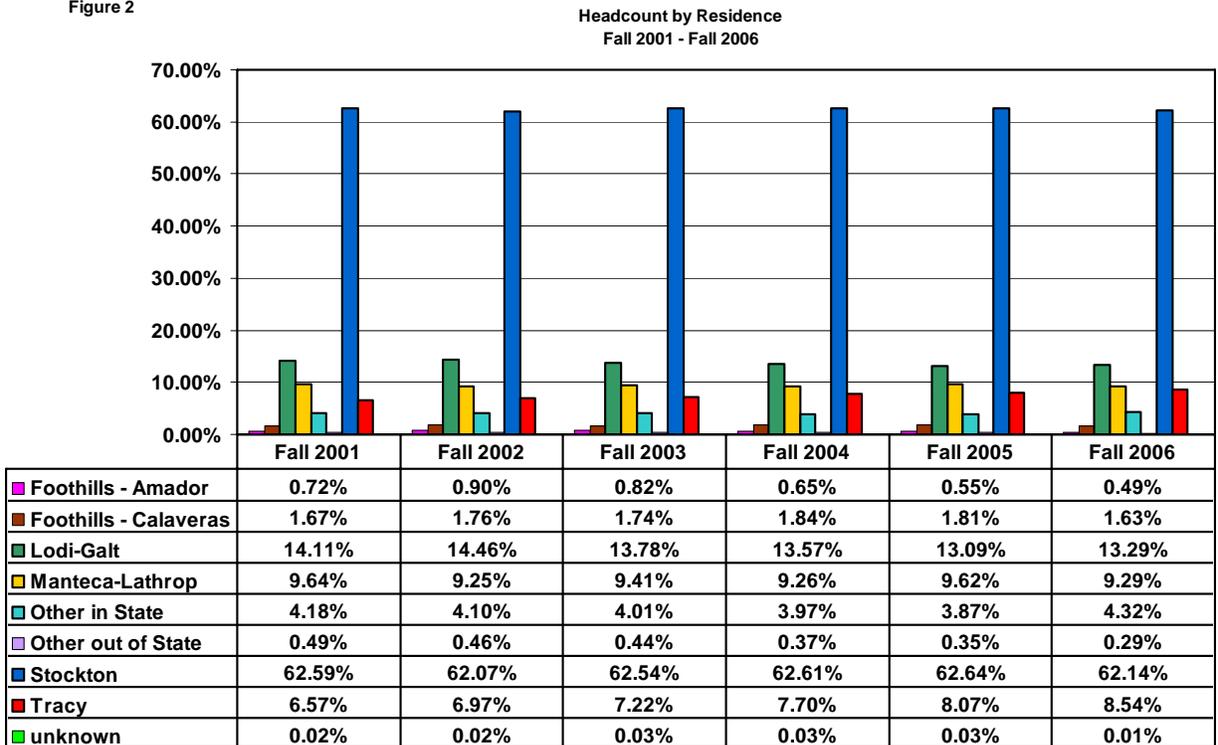


According to the U.S. Census Bureau, nearly 20% of persons in San Joaquin County are foreign born, and nearly 34% speak a language other than English in the home. Ethnically, San Joaquin County is extremely diverse. According to the 2005 American Community Survey, while 65% of residents consider themselves white, nearly 35% indicate that they are Hispanic, 14% Asian, and 7% African American.

Students and Staff:

The majority of the students who attend the College come from the major population centers of San Joaquin County, but overwhelmingly, they come from zip codes within the City of Stockton (62%). This percentage has remained stable since the last accreditation as has the total student headcount which has remained at approximately 20,000 for successive Fall Semesters since 2001. The low headcount occurred in fall 2005 at 19,998; the high occurred in 2002 at 20,561. The count in fall 2006 was 20,472. See Figure 2 Headcount by Residence, Fall 2001 - 2006.

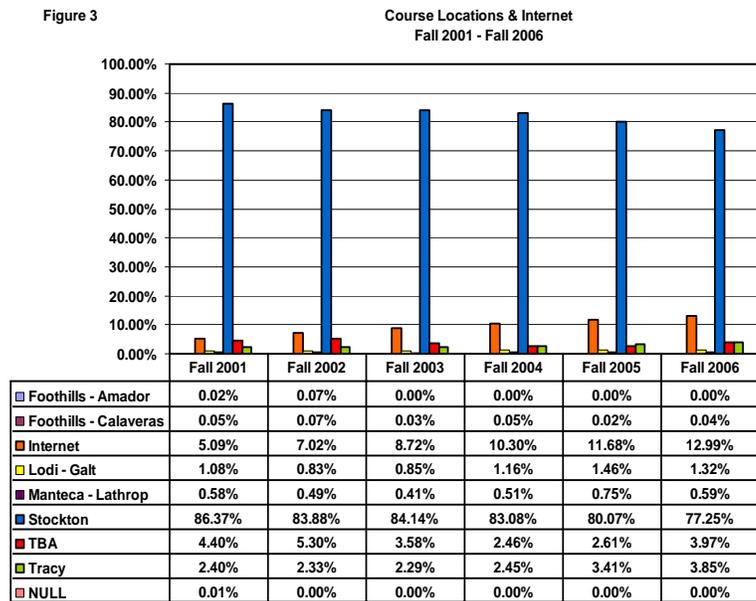
Figure 2



The College enrollment clearly does not mirror the explosive growth of the county, predicted at 19.4%. Regionally, the percentage of students from Stockton zip codes has remained steady at approximately 62%. The percentage with Lodi/Galt zip codes has dipped by 1% (13% of the total); the percentage from Manteca/Lathrop remained steady (9% of the total); and the percentage from Tracy increased by 2% (8.5% of the total).

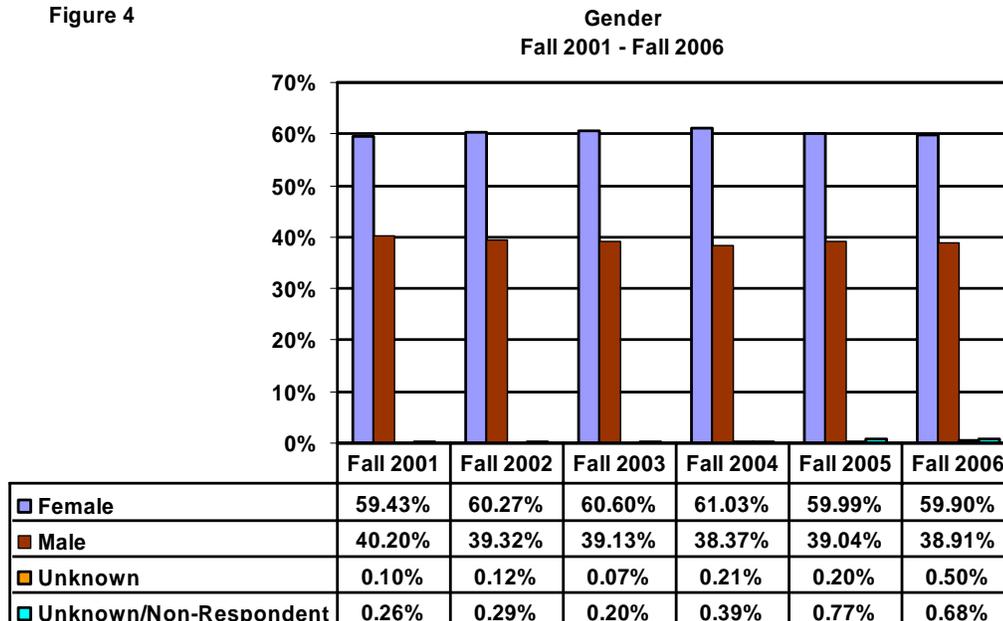
What has changed dramatically is the number of course enrollments in Internet (Online) classes. While the number of total course enrollments from fall 2001 to fall 2006 has remained relatively stable, the number of course enrollments in Internet classes has increased steadily from 5% in fall 2001 to 13% in fall 2006. Stockton Campus course enrollments declined over the same time period by 9%. Apparently students throughout the district find fully-online courses extremely attractive because of their convenience. See Figure 3 Course Locations & Internet, Fall 2001 – Fall 2006.

Figure 3



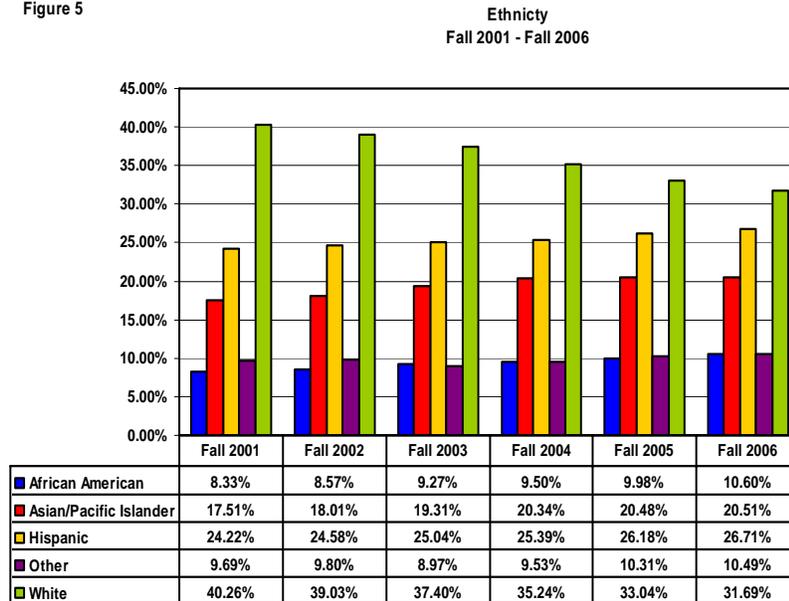
The students the College serves are nearly 60% female, and they are increasingly ethnically diverse. See Figure 4 Gender, Fall 2001 – Fall 2006.

Figure 4



African Americans have increased steadily from approximately 8% to nearly 11%; Asian/Pacific Islanders have increased from 17.5% to 20.5%. Likewise, Hispanic students have increased from 24% to nearly 27%, and in fall 2004, the College qualified to be a Hispanic-Serving Institution and received a Title V Hispanic-Serving Institution grant. The number of white students has decreased from 40% in fall 2001 to approximately 32% in fall 2006. *See Figure 5 Ethnicity, Fall 2001 – Fall 2006.*

Figure 5



Compared to ethnic percentages in San Joaquin County, the College is overrepresented with Asian (14%) and African American students (7%) and underrepresented by Hispanic students (35%). The percentage of students 19 and under has increased approximately 2%, and the percentage of students 20-29 has increased by 4%. Students over 30 have decreased by about 7%. *See Figure 6 Age, Fall 2001 – Fall 2006.*

Figure 6

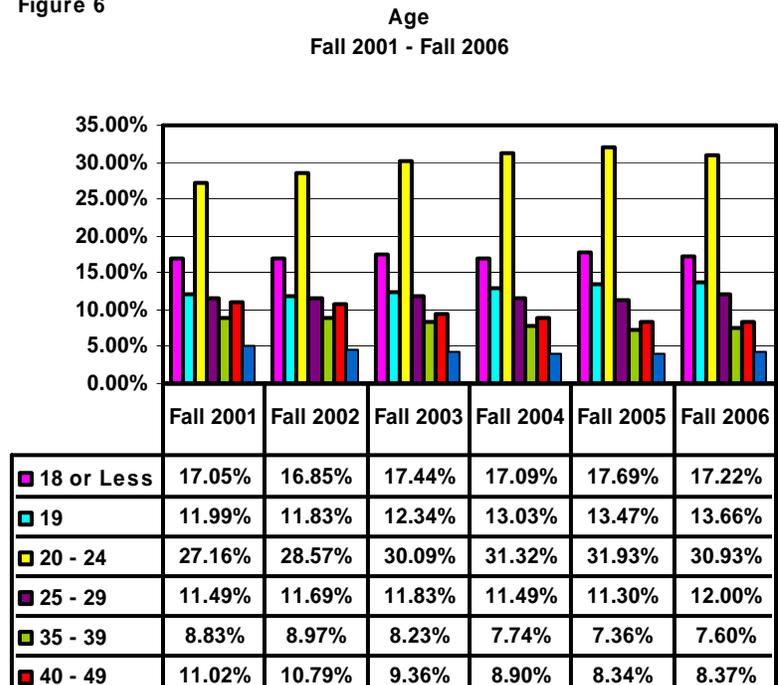


Figure 7 Day & Evening Enrollment

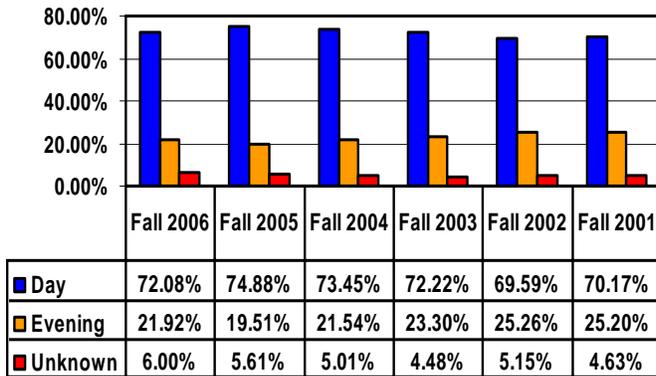


Figure 7 shows the percentage of day and evening students from fall 2001 through fall 2006. While the percentage of day students has increased over time, the percentage of evening students has decreased by nearly 4%. Figure 8 may provide the explanation for the drop in evening classes. This figure shows the dramatic increase in total course enrollments in fully-online classes. The number of course enrollments has risen from 5% of the total course enrollments to 13%. Fully-online courses provide students from throughout the District with opportunities to take courses at their own convenience, potentially without leaving their homes. Students are able to save money in child care and transportation through that convenience.

Figure 8 Internet Enrollment Percentage of Total Course Enrollments

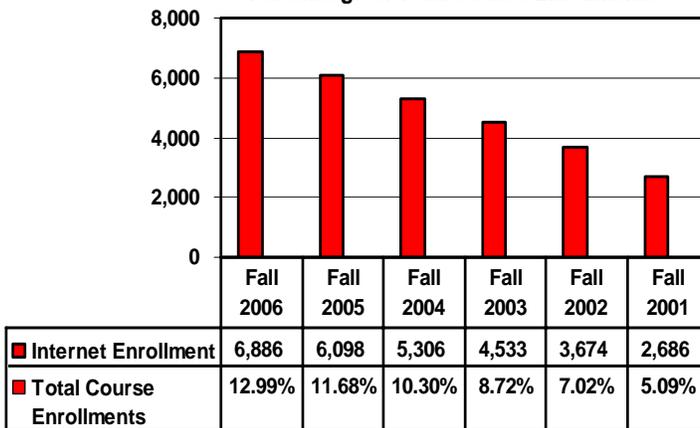
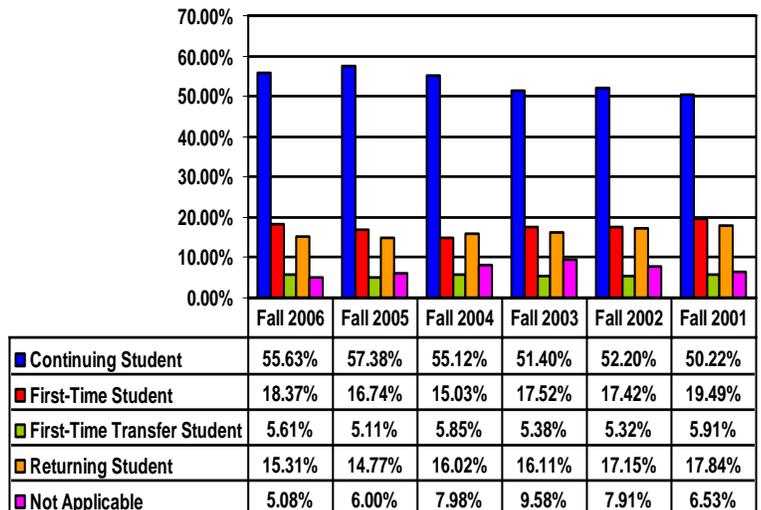


Figure 9 describes the enrollment status of students from fall 2001 through fall 2006.

The percentage of continuing students has increased fairly dramatically from fall 2001 to fall 2006--by more than 5%. First-time students have decreased by about 1%. First-time transfer students have remained generally stable, while returning students have decreased by more than 2%. The “not applicable” students who are actually College Early Start students enrolled in K-12 have decreased by 1.5% since fall 2001.

Figure 9 Enrollment Status



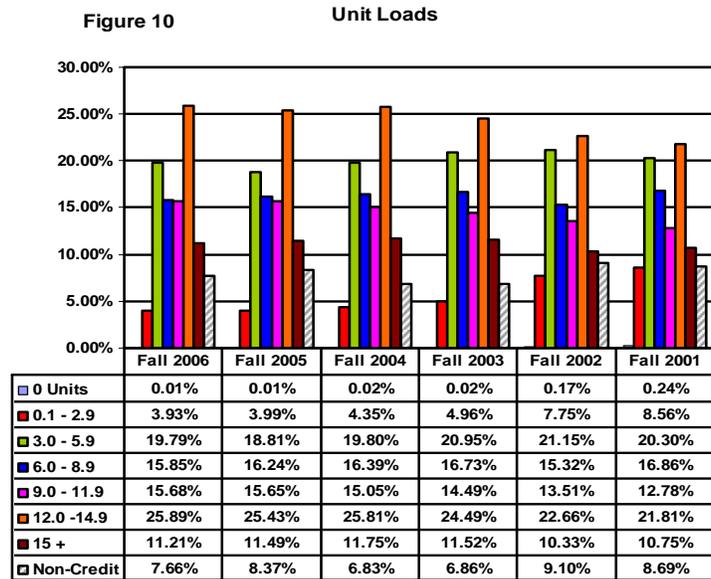
In light of the slightly-increased enrollment in the Middle College High School (MCHS) at San Joaquin Delta College and the partnership with the charter school Benjamin Holt Academy (BHA), for some reason College Early Start is less desirable for K-12 students than it has been in the past. College Early Start, which once served more than 1,800 students, including MCHS and BHA, now represents just 955 students.

Figure 10 describes the unit loads taken by students from fall 2001 through fall 2006. The percentage of students taking non-credit classes has diminished by about 1%. In contrast, the percentage of students taking 12.0 units to 15+ has increased by more than 4%. Approximately 3% fewer students are taking low unit loads (0.0 to 5.9).

Figure 11 shows the academic level of the students who have attended San Joaquin Delta College from fall 2001 through fall 2006.

In 2006 approximately 2% more students with AA degrees are attending, but 3% fewer students with BA degrees. The percentage of freshman students has increased by over 3% over time, but the percentage of College Early Start (Special Admit) students has decreased by 1.5% despite the full enrollment of the Middle College High School at the Stockton campus, and the enrollments accounted for by students from the Benjamin Holt Academy, a charter school partner with the College.

Figure 11 Entering Student Preparation for College



Academic Level	Fall 2006	Fall 2005	Fall 2004	Fall 2003	Fall 2002	Fall 2001
AA Degree Recipient	11.86%	10.79%	10.69%	8.86%	9.12%	9.77%
BA Degree Recipient	1.85%	2.26%	2.42%	3.08%	3.57%	4.87%
Freshmen, Enrolled in Adult School	0.52%	0.46%	0.44%	0.37%	0.40%	0.39%
Freshmen, High School Grad WO/College Degree	53.01%	52.58%	51.13%	50.11%	50.76%	50.08%
Freshmen, Not a High School Grad	5.64%	5.68%	5.07%	5.76%	6.45%	6.81%
Other Under Grad, High School Grad WO/College Degree	5.45%	4.92%	5.09%	4.94%	4.73%	4.47%
Other Under Grad, Not a High School Grad	0.26%	0.25%	0.34%	0.40%	0.36%	0.45%
Sophomore, Enrolled in Adult School	0.06%	0.03%	0.03%	0.02%	0.02%	0.03%
Sophomore, High School Grad WO/College Degree	14.96%	15.52%	15.11%	14.43%	13.43%	13.52%
Sophomore, Not a High School Grad	0.46%	0.52%	0.44%	0.67%	0.74%	0.85%
Special Admit enrolled in K - 12	5.08%	6.00%	7.98%	9.58%	7.91%	6.53%
Unknown	0.87%	0.99%	1.25%	1.78%	2.51%	2.24%

A large percentage of students who enter San Joaquin Delta College lack adequate preparation in reading, composition, and mathematics. Reading, composition, and mathematics levels are determined by students' performance on a standardized test, either COMPASS or ASSET, combined with their high school grade point average. Students can place in one of three levels:

- Level 1, below grade 6;
- Level 2, grade 6 - 9; and
- Level 3, grade 10 and above or college-level.

Table 1: Placement in Reading Since 2001 indicates that since 2001, the percentage of students placing at level 1, below grade 6, has ranged from 31% in summer - fall 2004 to a high of more than 47% in spring 2007. Table 1 also shows that a large percentage of students place between the 6th and 9th grade levels. Well below 20% of the incoming students are able to demonstrate reading skills approximating college-level.

Table 1

Term	Reading	Reading Level 1	Percent	Reading Level 2	Percent	Reading Level 3	Percent	No level
Spring 2001	2,357	890	37.76%	1,140	48.37%	327	13.87%	
Summer - Fall 2001	5,785	1,957	33.83%	2,850	49.27%	976	16.87%	2
Spring 2002	2,518	933	37.05%	1,216	48.29%	367	14.58%	2
Summer - Fall 2002	5,818	1,870	32.14%	2,973	51.10%	975	16.76%	
Spring 2003	2,450	897	36.61%	1,163	47.47%	389	15.88%	1
Summer - Fall 2003	5,648	1,841	32.60%	2,785	49.31%	1,020	18.06%	2
Spring 2004	1,978	731	36.96%	919	46.46%	328	16.58%	
Summer - Fall 2004	5,388	1,679	31.16%	2,771	51.43%	934	17.33%	4
Spring 2005	2,081	789	37.91%	976	46.90%	316	15.19%	
Summer - Fall 2005	5,693	2,328	40.89%	2,372	41.67%	986	17.32%	7
Spring 2006	1,864	856	45.92%	713	38.25%	290	15.56%	5
Summer - Fall 2006	5,714	2,321	40.62%	2,490	43.58%	900	15.75%	3
Spring 2007	2,084	986	47.31%	769	36.90%	329	15.79%	
Summer - Fall 2007	2,734	979	35.81%	1,305	47.73%	448	16.39%	2

Table 2: Placement in Composition Since 2001 shows similar results with the trend toward Level 1, below grade 6, placement generally increasing over time. Level 2, grade 6-9, placements in composition have also declined a bit, but Level 3, grade 10 through college-level, have decreased by almost 10%. In the past several years, fewer than 20% of all students are able to place at level 3.

Table 2

Term	Comp	Comp Level 1	Percent	Comp Level 2	Percent	Comp Level 3	Percent	No Level
Spring 2001	2,357	724	30.72%	1,007	42.72%	626	26.56%	
Summer - Fall 2001	5,785	1,493	25.81%	2,497	43.16%	1,793	30.99%	2
Spring 2002	2,518	785	31.18%	1,069	42.45%	662	26.29%	2
Summer - Fall 2002	5,818	1,403	24.11%	2,547	43.78%	1,868	32.11%	
Spring 2003	2,450	1,129	46.08%	864	35.27%	456	18.61%	1
Summer - Fall 2003	5,648	2,372	42.00%	2,035	36.03%	1,239	21.94%	2
Spring 2004	1,978	932	47.12%	681	34.43%	365	18.45%	
Summer - Fall 2004	5,388	2,578	47.85%	1,724	32.00%	1,082	20.08%	4
Spring 2005	2,081	1,122	53.92%	591	28.40%	368	17.68%	
Summer - Fall 2005	5,693	2,778	48.80%	1,815	31.88%	1,093	19.20%	7
Spring 2006	1,864	1,016	54.51%	541	29.02%	302	16.20%	5
Summer - Fall 2006	5,714	2,778	48.62%	1,898	33.22%	1,035	18.11%	3
Spring 2007	2,084	1,150	55.18%	583	27.98%	351	16.84%	
Summer - Fall 2007	2,734	1,196	43.75%	1,078	39.43%	458	16.75%	2

Table 3: Placement in Mathematics Since 2001 is the most startling of all. For the past several years over 60% and as high as 71% of incoming students have placed at Level 1 in mathematics which indicates that they have not mastered the principles of arithmetic. Currently between 10% and 15% of students are placing at math Level 3 classes which would indicate that they could be successful in classes such as elementary, intermediate algebra, or perhaps higher.

Table 3

Term	Math	Math Level 1	Percent	Math Level 2	Percent	Math Level 3	Percent	No Level
Spring 2001	2,357	1,108	47.01%	680	28.85%	568	24.10%	1
Summer - Fall 2001	5,785	2,376	41.07%	1,752	30.29%	1,646	28.45%	11
Spring 2002	2,518	1,241	49.29%	701	27.84%	571	22.68%	5
Summer - Fall 2002	5,818	2,407	41.37%	1,750	30.08%	1,660	28.53%	1
Spring 2003	2,450	1,555	63.47%	571	23.31%	323	13.18%	1
Summer - Fall 2003	5,648	3,160	55.95%	1,547	27.39%	939	16.63%	2
Spring 2004	1,978	1,290	65.22%	458	23.15%	230	11.63%	
Summer - Fall 2004	5,388	2,996	55.61%	1,564	29.03%	822	15.26%	6
Spring 2005	2,081	1,357	65.21%	498	23.93%	224	10.76%	2
Summer - Fall 2005	5,693	3,529	61.99%	1,294	22.73%	861	15.12%	9
Spring 2006	1,864	1,315	70.55%	333	17.86%	209	11.21%	7
Summer - Fall 2006	5,714	3,654	63.95%	1,226	21.46%	825	14.44%	9
Spring 2007	2,084	1,479	70.97%	390	18.71%	215	10.32%	
Summer - Fall 2007	2,734	1,060	38.77%	661	24.18%	1,011	36.98%	2

The College has responded to many of the social and economic factors that affect the District's students by offering programs and services that are tailored to assist students in improving their educational attainment and their earning potential. The College has been actively involved in developing programs to support the economically-disadvantaged, such as CalWORKS, and students with disabilities through the Disabled Student Programs and Services (DSPS), such as the Goodwill program. The College has also responded to the local business and industry community through its widely-varied training and certificate programs in career and technical education, and it has begun to develop compressed programs and schedules to accommodate the working adult students.

The Distance Learning Program, which offers a wide array of fully-online courses, provides students with a rich technological learning environment and quality instruction without the cost of transportation and child care. The fully-online classes also provide significant benefits for working adults and others who need the convenience of online learning. An increasing number of faculty are experimenting with hybrid classes as well as web-enhanced classes and other advanced technologies such as pod casting and student response systems.

Faculty and Staff Demographics:

San Joaquin Delta College employs a diverse group of faculty, staff, and managers. An examination of all employees of the College reveals that African Americans, Asians, and Hispanics are somewhat underrepresented when compared to the population of San Joaquin County. See **Table 4: *Ethnic Composition of Staff, Fall 2006***. The figures are somewhat more representative when just full-time faculty and staff are compared to the population: African Americans and Native Americans compare exactly with the San Joaquin County population; the percentage of Asians is 3% lower than the population, and the percentage of Hispanics is 15% lower. Among full-time faculty the disparity between the percentages of each ethnic group is greater with African Americans at 3% lower than the population, Asians 6% lower, and Hispanics 23% lower. The data suggest that the College should continue to strive toward greater diversity particularly among the full-time faculty.

Table 4

Ethnicity	All Staff (full & part-time)	All Full-time Staff including Faculty	All Full-time Faculty	County Populatiion
African American	5%	7%	4%	7%
Native American	2%	1%	1%	1%
Asian	10%	12%	9%	15%
Hispanic	16%	20%	12%	35%
White	54%	47%	61%	30%
Unknown/Other	14%	13%	13%	12%
	100%	100%	100%	100%

The Educational Environment:

San Joaquin Delta College is in an area where close-by higher education institutions and K-12 districts are eager to partner for the benefit of all students. The University of the Pacific (UOP), though a selective, private liberal arts College, has long been a willing partner with the College through a variety of programs and agreements. The Community Involvement Program, a long-standing scholarship program for local students with a demonstrated history of community involvement, offers students leadership training and opportunities preparing them to return to the community as leaders and productive citizens. Through ongoing relationships between the College's Articulation Officer, the College and UOP administrators and faculty have worked together to provide seamless articulation between the two institutions.

The College also has partnerships and long-standing articulation agreements with the University of California, Davis; California State University, Stanislaus; and, California State University, Sacramento. In fact, the College recently concluded a partnership agreement with CSU, Sacramento. Some of these partnerships also involve K-12 partners such as Stockton Unified School District, Lodi Unified School District, Tracy Unified School District, Lincoln Unified School District, and Manteca Unified School District among others.

Partnership Examples - Stockton Unified School District:

José Valdés Math Institute
California Mathematics Partnership (CaMP)
California High School Exit Exam grant (CAHSEE)
Teacher Preparation Pipeline Grant (collaboration with University of the Pacific and the San Joaquin County Office of Education Teacher Preparation Program)

The College has partnered with Lodi Unified School District and Lincoln Unified in CalPASS, a data-sharing initiative that involves faculty from the schools and the College in discussions of student outcomes leading to curricular alignment. Lodi Unified and the College have been long-time partners with the award-winning Middle College High School which is located on the College campus. Stockton Unified, Lodi Unified, and Manteca Unified participate in the College's Tech Prep grant, and representatives from the College and the school districts meet on a monthly basis to work on tech prep projects that improve articulation between the high schools and College and benefit students and faculty in other ways. Tracy Unified works closely with the College in providing facilities for College classes and encouraging students to enroll in College classes. Tracy Unified is considering a Middle College High School program for the Mountain House Center when it is completed.

Longitudinal Student Achievement Data:

Transfer, Degrees and Certificates Awarded

The National Student Clearinghouse and the California Community Colleges System Office provide data on transfer from the College to California colleges and universities, both public and private. **Table 5** shows transfers to California State Universities and the Universities of California from 2002-2006 by ethnicity. **Table 6** shows transfers to private institutions from 2001-2005 by ethnicity. The number of students transferring to public California colleges has remained between 800-900 for the five years described while transfers to private colleges has decreased considerably since 2001. Percentages of students who have transferred by ethnicity generally match the percentages by ethnicity in the total College population.

Table 5

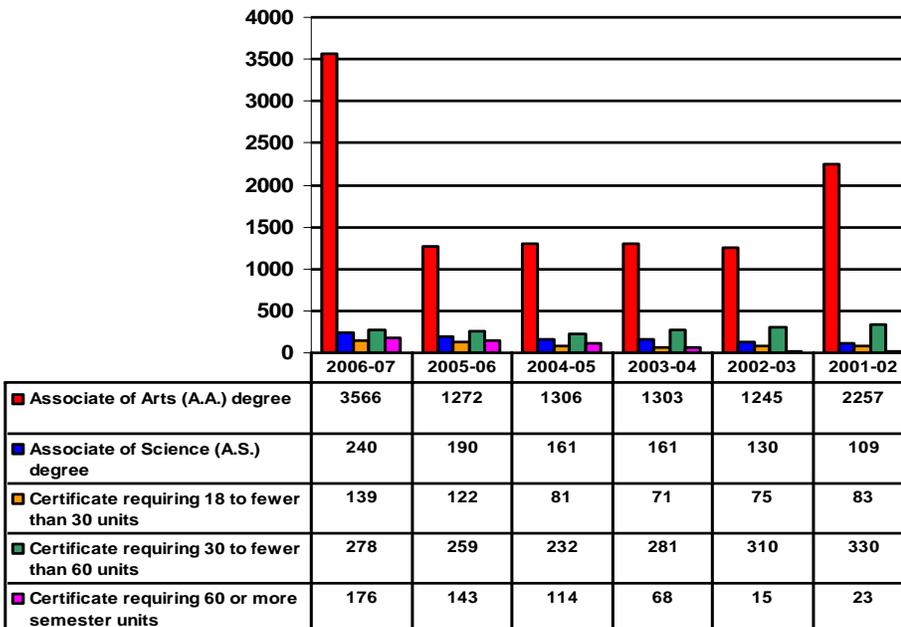
Year	Transfer to Higher Education System	Asian /Pac Is	Black	Filipino	Latino	Nat Amer	Other	White	NonRes Alien	No Response	Totals
2002	UC	17	1	5	17	1	5	40	0	13	99
2002	CSU	113	31	54	155	12	0	311	12	109	797
2002	Total	130	32	59	172	13	5	351	12	122	896
2003	UC	20	2	5	11	1	5	39	0	5	88
2003	CSU	96	38	53	135	3	0	307	10	120	762
2003	Total	116	40	58	146	4	5	346	10	125	850
2004	UC	18	7	3	9	0	3	33	0	11	84
2004	CSU	119	42	34	137	7	0	291	11	104	745
2004	Total	137	49	37	146	7	3	324	11	115	829
2005	UC	27	4	4	15	1	4	39	0	8	102
2005	CSU	136	36	34	187	9	0	258	4	125	789
2005	Total	163	40	38	202	10	4	297	4	133	891
2006	UC	25	5	2	9	0	2	25	0	4	72
2006	CSU	137	36	61	164	5	0	298	10	80	791
2006	Total	162	41	63	173	5	2	323	10	84	863
Grand Total by Ethnicity		708	202	255	839	39	19	1641	47	579	4329
		16%	5%	6%	19%	1%	0%	38%	1%	13%	

Table 6

Year	Asian/ Pac Is	Black	Filipino	Latino	Nat Amer	Other	White	NonRes Alien	No Response	Totals
2001	20	12	0	32	1	0	74	1	17	157
2002	32	27	0	76	5	0	106	1	37	284
2003	28	12	0	33	2	0	55	3	9	142
2004	23	9	0	21	1	0	53	0	13	120
2005	28	7	1	25	3	0	49	0	19	132
Grand	131	67	1	187	12	0	337	5	95	835
	16%	8%	0%	22%	1%	0%	40%	1%	11%	1670

The California Community Colleges System Office Data Mart provides data on degrees and certificates awarded over time. **Table 7** shows the number of Associate in Arts, Associate in Science, and Certificates of varying unit values that the College has awarded since 2001-02. In 2006-07, there was a dramatic increase when nearly three times the awards were given than in 2005-06.

Table 7
Degrees and Certificates



This increase is due to an initiative funded by the AI Strategic Planning and Budget Process that identified students who were “close” to achieving degrees and/or certificates or had already achieved the units necessary for them. These students were contacted, told of their situation, and encouraged to complete or apply for their degree. This effort was clearly worthwhile both for students and for the College which was recognized in *Community College Week* for its productivity in awarding degrees and certificates. The 2,257 AA degree awards in 2002-02, is also due to a similar initiative.

In 2006-07, the California Community Colleges System Office, in response to AB 1417 and in collaboration with the California Community College Research and Planning (RP) group, developed the Accountability Reporting for Community Colleges (ARCC, 2006) report for the legislature. This report represents the careful development of six complex measures of achievement and comparison groups for all 109 of the California Community Colleges as well as a set of demographics. The first measure, Student Progress and Achievement Rate, indicated the percentage of first-time students who showed intent to complete and who achieved any of the following outcomes within six years: transferred to a four-year college; earned an AA/AS; earned a Certificate (18 units or more); achieved “Transfer Directed” status; or achieved “Transfer Prepared” status. ARCC reported three cohorts of results over a six-year period for students who began their studies in 1998-99, 1999-2000, and 2000-01. The College Student Progress and Achievement rates for the three cohorts were 52.2%, 49.9%, and 50.7% respectively which put the College approximately five percentage points above the peer-group average.

The second measure, Percent of Students Who Earned at Least 30 Units, indicated the percentage of first-time students who showed intent to complete who earned at least 30 units while in the California Community College System. Again, ARCC reported three cohorts of results over a six-year period for students who began their studies in 1998-99, 1999-2000, and 2000-01. The Percent of Students Who Earned at Least 30 Units rates for the three cohorts were 69.2%, 66.4%, and 70.1% respectively. These results put the College less than one percent above the peer-group average.

The third measure, Persistence Rate, indicated the percentage of first-time students with a minimum of six units earned in a fall term and who returned and enrolled in the subsequent fall term anywhere in the system. ARCC reported three cohorts of fall to fall results: fall 2002 to fall 2003; fall 2003 to fall 2004; and fall 2004 to fall 2005. The Persistence Rates for the three cohorts were 69.5%, 70.8%, and 74.8% respectively. These results put the College nearly eight percent above the peer-group average of 66.6%.

The fourth measure, Annual Successful Course Completion Rate for Credit Vocational Courses, indicated the percentage of students enrolled in credit vocational courses in the academic years of interest 2003-04, 2004-05, and 2005-06. These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12. SAM codes A, B, C indicated courses as vocational/occupational, and success was defined as retention to the end of the term with a final course grade of A, B, C, or CR. The Annual Successful Course Completion Rate for Credit Vocational Courses for the three cohorts were 68.9%, 70.7%, and 70.3% respectively. These results put the College over four percent below the peer-group average of 74.6%.

The fifth measure, Annual Successful Course Completion Rate for Basic Skills Courses, indicated the percentage of students enrolled in credit basic skills courses in the academic years of interest 2003-04, 2004-05, and 2005-06. These cohorts excluded “special admit” students, i.e., students currently enrolled in K-12. Basic skills courses were those having a designation of P (precollegiate basic skills), B (basic skills, but not precollegiate), and success was defined as retention to the end of the term with a final course grade of A, B, C, or CR. The Annual Successful Course Completion Rate for Basic Skills for the three cohorts was 61.7%, 63.2%, and

63.8% respectively. These results put the College nearly seven percent above the peer-group average of 57.0%.

The California Community Colleges System Office found the sixth measure, Improvement Rates for ESL and Credit Basic Skills Courses problematic for ESL. However, the cohorts for Improvement Rate for Credit Basic Skills were defined as students enrolled in a basic skills English or Mathematics course that successfully completed that course. Again, special admit students were excluded, and only students starting at two or more levels below college level/transfer level were included in the cohorts. Taxonomy of Programs (TOP) codes were used to identify Math and English courses. Basic skills courses were those having a designation of P (precollegiate basic skills), B (basic skills, but not precollegiate), and success was defined as retention to the end of the term with a final course grade of A, B, C, or CR. Cohorts for three year periods were identified: 2001-02 to 2003-04; 2002-03 to 2004-05; 2003-04 to 2005-06. Improvement Rate for Credit Basic Skills were 39.1%, 38.2%, and 41% respectively. These results put the College below the peer-group average by nearly 7%.

Student Learning Outcomes and Assessments Cycle:

San Joaquin Delta College identifies student learning outcomes for courses, programs, certificates, and degrees. The College assesses student achievement of the specified outcomes and uses assessment results to make improvement.

Prior to the beginning of the 2005 fall semester, many faculty across the College had attended a variety of workshops and presentations devoted to the development of student learning outcomes and assessments, and some had begun developing student learning outcomes and assessments for their courses in earnest. The College faculty leadership as well as most of the Division Deans have been trained to assist the faculty in designing student learning outcomes and assessments as well.

In August 2005, the Academic Senate and the Curriculum Committee, with the support of the Superintendent/President and the use of AI Strategic Planning and Budget Process funds, devoted an entire mandatory in-service day to training faculty and assisting them in developing student learning outcomes for their courses. Since 2005 faculty leaders have attended additional workshops and conferences on these subjects including the state-wide Academic Senate Curriculum Institute and the 2006 and 2007 Student Success Conferences sponsored by the Research and Planning Group.

Since 2005, faculty have continued to develop student learning outcomes for all new and revised courses prior to bringing them to the Curriculum Committee for review. In August 2007, the Academic Senate and Curriculum Committee again devoted a half-day of the mandatory fall in-service to training faculty and assisting them in developing assessments for their courses.

Faculty in each discipline area develop the learning outcomes and assessments for courses and programs (certificates and degrees). Faculty are responsible for establishing learning outcomes, for reviewing effectiveness of instructional delivery, and evaluating the resulting data. Data are collected in the CurricUNET system, and they are reviewed by the discipline faculty to evaluate and consider modifications. The majority of active courses have now specified student learning

outcomes, and most of those courses also have specified appropriate assessments; however, faculty have not completed a full cycle of review to date. The results of assessments are recorded and disseminated in a transparent manner via CurricUNET reports.

The College's participation in the Equity for All project, the Developmental Education Review Task Force, and the discussions of the Accountability Reporting for Community Colleges (ARCC, 2006) have prompted considerable discussion and dialogue about student achievement of learning outcomes and student success in general. All three initiatives have led to discussions within disciplines as well as across the curriculum, and faculty groups have begun to experiment with alternative methods of instruction and assessment. Many faculty have been attending workshops, conferences, and trainings to enhance their knowledge of ways to retain students and more effectively assist them in achieving the student learning outcomes they have specified. Grant programs such as the Title V Hispanic-Serving Institutions, TRIO Delta Goldddd, other initiatives such as AFFIRM for improvement of outcomes of African American students, EOPS programs, DSPS programs, and professional development opportunities such as the Digital Bridge Academy presentation, the Student Success Conference, 2006 and 2007, and the Professional Development Center have provided opportunities to view new ways of achieving and assessing student learning outcomes that may be more effective than the current ones in use. Faculty have eagerly attended and benefited from these development opportunities.

Arts and sciences discipline faculty members determine the competency levels and measurable learning outcomes for each course and program. Career/technical discipline faculty members, working with their advisory committee members, determine the competency levels and measurable learning outcomes for their courses and programs in line with industry standards and values. These determinations are made according to policy and procedures developed through the Academic Senate, the Policy and Procedures Review Committee, and the Board of Trustees as well as California Community Colleges System Office mandates.

The faculty continually review and evaluate the structure and sequence of learning outcomes within the respective courses and programs. The CurricUNET system requires a match of objectives for prerequisite courses within a discipline or program. This automated feature in the curriculum management system allows faculty to link specific objectives and related outcomes to appropriate courses and programs.

The Articulation Officer is currently chairing the General Education Committee whose charge is to begin developing specific learning outcomes for each area of the General Education Pattern consistent with the description of general education in Title 5 and Board Policy. Current courses in the pattern have learning outcomes that fit the rationale and criteria established through Board Policy, but assessments also need to be developed to ensure that all students selecting a course from a particular area of the General Education pattern are achieving the equivalent student learning outcomes.

The College requires a regular cycle of program review which includes reviewing the results of the assessment of student learning outcomes and modification of courses to improve those outcomes. The discipline-level curriculum committee reviews course and program curriculum, student learning outcomes, assessment results, and recommends revision as needed. These faculty committees review

course and program curriculum with an eye for areas in which there is a need for developmental instruction. Faculty members are responsible for tracking the achievement of course and program learning outcomes. Faculty-collected data are housed in CurricUNET and reviewed by the discipline faculty to evaluate and consider course modifications. Faculty use student learning outcomes and share assessment data to gauge student success. Departments review and evaluate results collaboratively; then they modify as needed.

Results of the 2002 Accreditation Visit and the 2005 Midterm Report:

In 2002, the visiting accreditation team commended the College for the strides it had made in planning, but indicated the lack of a strategic plan. President Rodríguez initiated a strategic planning process shortly after he arrived in 2002, and the plan and its accompanying budget process have been in place and in use across the College since 2004-05. The College is currently in its fourth annual iteration of this widely-known and respected process.

The visiting team also remarked on the need for a review and revision of the governance process. For the past three years, the College has been working on a revision of its shared governance process. Though not complete, much progress has been made in reviewing and revising committees, deleting those that are obsolete, and discussing ways to make committee participation more effective. Plans are under way to conduct trainings for committee members this spring, so all constituents understand their roles and responsibilities as committee chairs, executive secretaries, and members.

A third comment by the visiting team was the need to build a culture of evidence which focuses on evidence-based decision-making, and building an understanding of learning outcomes and how they can be demonstrated. Since 2002, considerable progress has been made in this regard. Managers and faculty have participated in a number of trainings in the development and assessment of student learning outcomes and the cycle of improvement opportunities they present. Moreover, the faculty has accepted the challenge of creating student learning outcomes and assessments for their new and revised courses; now the majority of active courses have student learning outcomes, and many of those also have assessments. What remains to be done at this level is to use the collected data to revise the student learning outcomes and assessments. Faculty work on program-level student learning outcomes is also underway including a committee that is working on general education student learning outcomes and assessments.

The College has also made progress in building a culture of evidence through various data-driven projects. These projects have been accomplished to bring greater awareness of the need for evidence in decision-making. The College's Data Warehouse, training in the use of the Data Warehouse and the California Community Colleges System Office Data Mart, use of the Data Warehouse and Data Mart in instructional and student services program review, Equity for All research project, Developmental Education Review Task Force, and College-wide discussions of the Accountability Reporting for Community Colleges (ARCC 2006) are all examples of how the College has begun to use data in decision-making.

The final general comment made by the visiting team was the need to improve the campus climate including building trust and collegiality. Many initiatives have begun in this direction. First,

President Rodríguez brought the culture of Appreciative Inquiry (AI) to the College, a positive view of change which asks, “What do we do well and how do we get more of it?” The approach brought the Appreciative Inquiry Strategic Planning and Budget Process to the College.

The AI approach and process made great strides in eliminating “end runs” that benefited certain people and programs since it provided a fair and open process for requesting funds and focused the College on projects that support its mission, vision, and/or strategic goals of the. Proposers frame their proposals in terms of how they will benefit students and student learning outcomes. The Cultural Awareness Programs (CAP), workshops such as “Understanding Poverty,” and research projects that raised College-wide awareness of equity issues i.e., Equity for All, Accountability Reporting for Community Colleges (ARCC), and the Developmental Education Review Task Force have also improved the College climate. The institution of the Professional Development Center as a place where all College staff may avail themselves of training and development has also had a positive effective on College climate. President Rodríguez has developed positive relationships with the Academic Senate. He and the Assistant Superintendent/Vice President for Instructional Services meet with the Senate Executive Board on a regular basis to discuss issues of common concern.

Finally, the 2005 Midterm Evaluation addressed the eight recommendations of the 2002 visiting team, and the Commission accepted this comprehensive response at its meeting in June, 2005. The Commission commended the College “for making solid progress in responding to the team recommendations and for submitting a well organized and documented report.”

Recommendation 3.1 dealt with then Standard Three: Institutional Effectiveness and involved integrating planning and budgeting and implementation of institutional outcomes measures as benchmarks for progress in achieving College-wide goals. Recommendation 7.1 involved the development and implementation of a staff performance evaluation tracking and reporting module. Recommendation 8.1 indicated the need to develop a comprehensive strategic plan with input from constituencies that integrated educational programs and facilities needs for the District.

The College also responded to Recommendation 2.1, 4.1, 4.2, 5.1, and 10.1. Recommendations 2.1 dealt with staff concerns about sensitivity to diversity, perceptions of bias, and concerns about equity of workplace opportunities. Recommendations 4.1 and 4.2 dealt with developing processes to expedite curriculum review procedures and understanding the importance of learning outcomes and improving the College’s ability to document them throughout the learning process. Recommendation 5.1 dealt with resolving issues surrounding the counseling department schedules, and Recommendation 10.1 dealt with the need to develop a broad consensus about the respective roles and responsibilities of the Board, the Superintendent/President, the vice presidents, and the various governance committees.

External Audit/Use of Federal Grant Monies:

The District commissions external audits each fiscal year that comply with current Government Accounting Standards Board (GASB) practices and include extensive notes to the financial statements. These notes relay information about assets, liabilities, revenues, expenditures and reserves for the District and its related entities and component units. A summary of all District related financial activity can be obtained from the audited financial statements. In addition, the College encourages its external auditors to formally comment on areas for improvement. These comments are then reviewed by College constituencies and the Board of Trustees at least annually with follow-up discussions and action where appropriate. Institutional responses to any external audit findings are comprehensive, timely, and communicated appropriately.

In addition to audits commissioned by the College, financial information for special funds is also subject to state, local and external audits to review and comment on Federal Office of Management and Budget (OMB) Circular A-133 compliance with major federal programs. The District, Auxiliary, Foundation and Measure L Bond annual audits include external auditor comments regarding financial management practices. Over the years, the audits have been extremely positive and have validated the sound financial practices of the District in all areas of finance.

Abstract

San Joaquin Delta College meets the four Accreditation Standards as is evidenced through the themes that pervade the standards:

Standard I:	Institutional Mission and Effectiveness
Standard II:	Student Learning Programs and Services
Standard III:	Resources
Standard IV:	Leadership and Governance

Themes: Institutional Commitments; Evaluation, Planning, and Improvement; Student Learning Outcomes; Organization; Dialogue; and Institutional Integrity

Institutional Commitment

The Board and the Superintendent/President demonstrate their commitment to fulfilling the mission of the College by continued support of a multitude of initiatives, programs, research projects and funding requests intended to improve the College's overall effectiveness in meeting its goals. Throughout the Accreditation Standards, San Joaquin Delta College faculty, staff and administrators demonstrate their commitment to fulfilling the College's mission and vision through actions designed to provide high quality education to meet student and community needs.

The College further demonstrates its commitment to high quality student learning through its willing and deliberate participation in activities that cast a critical eye on its programs and services. This introspection is believed to be critical to maintaining a spirit of continued improvement. A revised program review process connected directly to planning and budgeting aids in this introspection as do a number of other initiatives including the Equity for All research project, the wide dissemination of the Accountability Reporting for Community Colleges 2006 and 2007 reports, and the work of the Developmental Education Review Task Force.

Through a variety of activities and functions, all Student Services programs and services demonstrate their commitment to student success by assessing the educational, financial, and personal needs of students and tailoring offerings to provide them appropriate and effective support. The College's Student Services personnel, programs, and services have also shown their commitment to providing effective student services through their development and use of student learning outcomes, value for faculty and staff input, and consideration of other appropriate measures to improve their services.

The College fulfills its commitment to the communities it serves by expanding quality instructional programs for its outlying communities through facilities projects planned for Tracy/Mountain House, Lodi/Galt, and Manteca which are associated with the Measure L General Obligation Bond. The \$250 million bond program continues to demonstrate the College's commitment to student learning through developing learning centers to improve access and services for outlying students, renovating existing facilities, providing updated

learning environments, and building projects that enhance services to students such as the Gateway Student Services Building.

The new AI Strategic Planning and Budget Process has funded such projects as the development of the KUALI Financial and Student systems, open-source developments for systems that are greatly needed to improve efficiency and effectiveness at the College at a much lower cost than off-the-shelf products. These efficiencies will provide more resources over the years to funding student services and instructional programs which will improve student learning. In addition, through the AI Strategic Planning and Budget Process, the College has committed human resources, facilities, technology, equipment, and supplies to support improvement of student learning. Over the past three years the College has funded over \$2.25 million worth of projects submitted from across the College community.

Enrollment management and planning initiatives such as radio advertisement outreach, positions to increase research, and faculty and staff development capacity through the Planning, Research, and Regional Education function and the Professional Development Center also focus on improving student learning outcomes. College commitment of staff to provide technology for instructors and students and to provide such services as email, online registration, and the new student portal also show commitment to student welfare and learning.

The College has committed to the replacement of retiring faculty on an “automatic replacement with discernment” basis which is combined with a second process that involves a collaboration of the Assistant Superintendent/Vice President of Instructional Services, the Division Dean's Council, and the Academic Senate in developing a priority list for gaining additional faculty positions.

The College has also committed to improving student learning through several initiatives such as participation in Equity for All, analysis of outcomes from ARCC, 2006 and 2007, the Developmental Education Review Task Force, and the Student Success Initiative. These initiatives all indicate a commitment to data-driven review and decision-making which is focused on creating better learning outcomes for all of its students.

Evaluation, Planning, and Improvement:

Throughout its history, the College has proved its willingness to engage in strategic planning, ongoing evaluation and improvement to help serve students better. Policies, procedures and common practices currently in place support the College's institutional understanding of the importance of a collaborative planning and budgeting process that has at its heart a focus on improving student learning.

The College also believes that a rigorous program review process is fundamental to understanding program needs. A new process which now more effectively focuses on using data to assess program effectiveness ties the program review process more closely to the AI Strategic Planning and Budget Process as well as annual goal-setting activities.

The AI Strategic Planning and Budget Process is central to tying together needs assessment and long-term planning and budgeting. The AI process is collaborative and transparent. Prioritization of funding requests is based on how each request supports the College's mission, vision, and/or strategic goals. An additional feature of the process is that it allows new funding requests to be evaluated against one another in order to determine the most effective use of limited funds. Over the past three years the AI Strategic Planning and Budget Process has succeeded in funding a wide variety of initiatives that have focused on improvement of student learning. In addition, plans are in place to convene an Ad Hoc Strategic Planning Committee which will expand the scope of the current process to include a serious environmental scan of the College service area and its needs so that the strategic goals can be updated.

The Board and the Superintendent/President are also closely involved in institutional evaluation and improvement. Continued discussions with the Board of Trustees regarding student achievement, student learning, and the effectiveness of College policies, processes, and organizational structure continue to facilitate informed decision-making.

Evaluation, planning, and improvement of curriculum have become the work of the faculty-led Curriculum Committee as they work to institute a focus on student learning outcomes, assessment, and improvement. Through the CurricuNET software, instructors are able to manage these tasks more efficiently and effectively.

An increase in the research capacity of the College through the Title V grant and significant dedication from Information Services resources for the College's Data Warehouse has improved the College's ability to provide data on demand to users who avail themselves of training and the training materials provided by the Office of Planning, Research and Regional Education.

Through standing committees and other activities and initiatives, i.e., Developmental Education Review Task Force, the Equity for All research project, the Accountability Report for Community Colleges (ARCC) report, Instructional and Student Services program reviews, the College reviews the effectiveness of policies and procedures, processes, and organizational structures, both Student Services and Instructional Services faculty and staff

have evaluated the needs of the College's entering student body and developed plans for improving programs and services to address current students' needs. The work of the Task Force and the Matriculation and Student Access Committee have informed College decisions about where to improve.

This work as well as the work of individuals, programs, and services throughout the College has resulted in project proposals focused on meeting student needs that have been funded through the AI Strategic Planning and Budget Process, the Matriculation Mini-grant process, and the Developmental Education Review granting process. Annual goal-setting and review processes ensure that improvement plans are firmly in place and results are evaluated on a regular basis.

Student Learning Outcomes:

The 2008 Mission Statement acknowledges that the use of student learning outcomes to enhance student performance is a principle upon which the College acts to fulfill that mission. The current Mission Statement states "Institutional renewal must include continuous improvements through new and revised curricula; the use of student learning outcomes to enhance student performance...."

The four strategic goals also echo the College Mission Statement as each of them is a goal in service of student learning outcomes. To this end, the Curriculum Committee currently has undertaken the task of including student learning outcomes in every new and revised course. To date, faculty have completed student learning outcomes and assessments for a majority of active courses, and have begun to develop them for General Education as well as certificate, degree, and transfer programs. Processes and personnel are in place through the Academic Senate, the Curriculum Committee, the General Education Committee, the Student Learning Outcomes and Assessment Coordinator, the Developmental Education Review Task Force, and the Student Success Coordinator to continue to make progress in determining how well learning is occurring throughout the College and to recommend and monitor changes for improvement.

A significant portion of the College's recent activities has focused on the Measure L expansion and renewal program. The construction, modernization and revitalization of new facilities represent an opportunity to visually and physically impact student learning. For this reason, improving the learning environment for students is a reoccurring theme throughout all facilities planning efforts. The new Gateway Student Services Building, the renovated library, the new Science and Math Building, the new physical education and athletics fields and facilities all focus on student learning outcomes that need to be achieved now and in the future.

A major component of achieving acceptable student learning outcomes is associated with the quality of employees recruited and retained by the College. Accordingly, activities surrounding hiring decisions are performed by committees and recognize the importance continual scrutiny and improvement. A variety of hiring practices, particularly for teaching positions, is focused on recruiting, employing and retaining high-quality employees. The College also maintains an environment that supports continued professional development through in-house training, reassigned time, sabbaticals, and other learning opportunities.

All programs and services at the College use technology to some degree to support student learning. As such, technology contributes to learning outcomes and has done so since the earliest days of personal computing. The College embraces the use of technology not only in program and student support services areas, but also in the classroom to support instructional delivery. Since the last accreditation visit, the College's focus on creating a student-centered learning environment has lead to a variety of technological projects including the creation of several new computer labs, the deployment of a student portal, and the introduction of smart technology into 79 classrooms.

The College has a long history of excellent financial management. The current budget allocation process, lack of significant long-term debt, prudent level of reserves and process transparency all combine to create a sound financial foundation in support of student learning. While fiscal realities dictate that all requests for new funding cannot be satisfied, the current process ensures that critical needs are met and that new funds are allocated according to each proposal's mission centrality.

The provision of tutoring and other student services has been directly linked with the recent work of faculty in the development of student learning outcomes at the course and program level. Many budget requests for general funds, capital outlay and VTEA funds link directly back to program review needs statements focused on student learning outcomes. The Developmental Education Review process is based solely on student learning outcomes and is driving the expenditures of new basic skills monies. All AI Planning and Budget Process requests are discussed and decisions made related to how they might enhance student learning outcomes.

Decision-making roles and processes are important in developing effective and realistic student learning outcomes and assessments. The College recognizes the primary role of the faculty in developing and establishing the student learning outcomes and assessment cycle of instructional improvement: The faculty will be called upon to assist others throughout the institution in framing their improvement cycles in terms of student learning and student success.

The Board and the Superintendent/President are committed to the development of the College-wide student learning outcomes and assessment cycle at the course, program, and degree level. The Board and the Superintendent/President consistently demonstrate their support for student learning by supporting initiatives that measure and assess how well learning is occurring and providing faculty and staff with professional development opportunities to discover new and improved ways of teaching. The Board and the Superintendent/President also support student learning through their financial support for new technologies that can assist students and teachers such as the student portal, email accounts for all students, smart classrooms, as well as new and improved systems for finance and student record keeping (KUALI Financials and KUALI Student).

Organization:

The 2008 Mission Statement acknowledges that the College must be an organization that adheres to a set of important principles and outlines those principles clearly and directly. The Mission Statement affirms the College and its staff's commitment to excellence and explains what this commitment requires: "Commitment to excellence requires effective collaboration, respect for cultural diversity, appreciation of historical perspective, open communication, high academic standards, and competitive athletics." The Mission Statement further states that the organization must share resources equitably and encourage good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning in addition to also being committed to institutional renewal through evaluation, planning, and improvement.

The College's organizational structure has been changed to include the AI Strategic Planning and Budget process which links planning with the development of the College budget in a way that had not been done before. The College organizational structure has also been modified to put a greater emphasis on research in service of the institutional and academic needs of the institution. The shared governance committee structure has been revised and modified to improve communication across the College, and workshops for committee members will be scheduled for spring 2008 so that committee members understand their responsibilities to discuss committee business with their constituents.

San Joaquin Delta College has the organizational means in place to support student learning and to evaluate how well learning is occurring. College administrators focus on improving student learning and achievement throughout the College. The College's committee structure which has been reviewed and revised to achieve greater communication and to more closely reflect the current concerns of the College supports student learning and achievement as well.

Through the Curriculum Committee and the leadership of the its Chair, the College has adopted CurricUNET, an automated curriculum system that contains a variety of report forms and serves as a repository for student learning outcomes and assessments. CurricUNET information can be uploaded to System 2000 and synchronized with the MIS data that the College reports to the California Community Colleges System Office.

Current efforts, such as Program Review, AI Strategic Planning and Budget, Entitlement, and Instructional Capital Outlay/VTEA, and their relationships to the Planning and Budget Committee have come a long way in making the planning and budget process fair and transparent. Yet this process continues to need improvement in order to satisfy all of the needs of programs and services for students.

San Joaquin Delta College has made inclusive, informed and intentional efforts to define student learning, provide programs to support that learning, and evaluate how well learning is occurring. The College organizational structure provides for a an Assistant Superintendent/Vice President of Instructional Services and a Vice President of Student Services who serve as the chief leaders for instructional and student services programs and services. They both serve on the President's Cabinet and President's Council, and speak as advocates for instructional and student support services and programs that assist students in meeting their educational and personal goals and the

learning outcomes expected in their course work and programs. Organizationally, there is significant cross-over between Instructional Services and Student Services to ensure that the two areas work cooperatively toward the College's mission and goals and with the best interest of students and student learning in mind. The Assistant Superintendent/Vice President for Instructional Services and the Vice President of Student Services serve side-by-side on a number of standing committees such as the Matriculation and Student Access Committee, the Policies and Procedures Review Committee, the Enrollment Management Committee, and Planning and Budget Committee where they speak for the best interests of students and student learning outcomes. Both Vice Presidents work cooperatively with the Academic Senate and Student Success Coordinator, the Deans, Division Deans, and Student Services Program Directors to keep College-wide attention on the improvement of student learning. Student Services Deans and Directors participate regularly in Division Deans' Council, and Division Deans attend Student Services Council as well. The Assistant Superintendent/Vice President of Instructional Services and the Vice President of Student Services occasionally schedule joint meetings of these groups to further discussion and cooperation in promoting student learning.

San Joaquin Delta College provides adequate staff, resources, and organizational structures to provide sufficient academic support for students to achieve the specified learning outcomes through library, learning centers, and the campus computing lab. Through various resources, Instructional Capital Outlay, VTEA, Title V, the AI Strategic Planning and Budget Process, or other sources, the College provides the library, learning centers, and campus computing lab with adequate funding for resources, facilities and staff to operate the facilities and work with students. All of these areas need staff who can work cooperatively with discipline faculty to develop more effective programs and services to help achieve the desired student learning outcomes.

The organizational structure of the Human Resources and Employee Relations department and its relationship to the wider structure of the College adequately reflects the College's belief that hiring and retaining quality employees is integral to the spirit of institutional effectiveness and the pursuit of continual improvement. The Vice President for Human Resources and Employee Relations is the leader of this department. In fall 2007, the Vice President accepted a Vice Chancellorship in multi-college district. An experienced interim is currently in place, and a search has begun for a permanent replacement.

Facilities Planning and Management is comprised of two functions. Facilities Management maintains the physical plant of the institution while Facilities Planning provides for improvements to the existing physical plant and planning for future facilities goals to ensure programs and services can meet the needs of students. The Director of Facilities Planning and Management oversees both state and bond planning and construction projects. The Facilities Planner coordinates the state funding programs and assists in the coordination of active construction projects. The Facilities Planning Committee provides for broad-based participation and makes recommendations regarding projects. The Facilities Operations Managers ensure that the day-to-day custodial, grounds and maintenance, and environmental health services are provided to the College.

The internal organization of the Information Services department acknowledges the importance of the role of technology in support of student learning. A Vice President for Information Services leads this department. Technology not only aids in the delivery of services but is used to make informed decisions that guide institutional direction. One such informational system is the Data Mart maintained by the California Community Colleges System Office. The College's Data Warehouse provides a centralized repository of information that allows for better organizational decision-making. This system is of particular importance as it relates to College-wide efforts aimed at retention and student success. Other examples of the use of technology to guide institutional action include various data gathering capabilities within the College's student information and financial systems. These capabilities while substantial are being enhanced in the KUALI Student and KUALI Financial systems currently under development.

The organizational structure of Business Services and related strategic financial processes are well suited to support the mission and vision of the College. A Vice President of Business Services leads this area, currently filled by an interim. The Vice President oversees the Facilities Planning and Management area as well. Financial activities consistently demonstrate commitment to and understanding of the importance of providing sound educational programs and services through appropriate prioritization of funding.

San Joaquin Delta College is organized to provide maximum inclusiveness and input from all constituencies on matters that affect the College and student learning. While the College recognizes the primacy of the faculty in academic matters, its organizational structures also encourage all constituency groups from all areas throughout the College to consider and propose ways to increase student learning and success. The College mission appears on the agendas and minutes of most committees and work groups so they are mindful of the importance of student learning as they make decisions and recommendations.

The Board and the Superintendent/President have organized the College to support student learning. Each vice presidential area focuses its programs and services to provide an optimal learning environment for students including the best instruction and student services possible. The Board and Superintendent/President support the hiring of adequate staff, provide sufficient resources to orient and train new staff, and support ongoing professional development for those who have made an ongoing commitment to the College. Such initiatives as the New Faculty Academy and the Professional Development Center programs and services are evidence of this commitment.

Dialogue:

The Mission Statement of 2005 was adopted after an intensive College-wide dialogue and many revisions. During 2007-08, the College community, prompted by the discussion and recommendations of the Developmental Education Review Task Force took up the revision and revalidation of the College Mission Statement. The 2008 Mission Statement, again the result of dialogue among all College constituent groups, was approved by the Policies and Procedures Review Committee, the President's Council, and the Board of Trustees in 2008.

The College curriculum process, discussions in arenas such as Academic Senate, AI Strategic Planning, Matriculation and Student Access, Equity for All and others provide regular opportunities for College constituencies to discuss student learning programs and services and to align them to its purposes, character, and student population. The Program Review Process provides regular opportunities for program faculty, their deans and vice presidents to review data about a variety of aspects of their programs, to discuss program revisions, and to make those revisions through the curriculum, entitlement, and AI Strategic Planning and Budget Processes. Spring 2008 surveys of faculty, management, and staff, and students also provided opportunities to discuss findings and review the Mission Statement

The College community engages in dialogue as they set goals in a variety of ways. Annually, every department and division engages in a goal-setting exercise which involves discussion of the state of their programs and division. According to schedule, every academic and student services program throughout the institution reviews its programs using consistent data provided through the College's Data Warehouse, and faculty and staff discuss the strengths and weaknesses of their programs.

Planning throughout the College is characterized by inclusiveness and wide participation. Administrators, managers and the Management Senate, faculty and the Academic Senate, classified employees and the Classified Senate, other College-wide groups and official committees, official student groups and the general student body, and members of the College service area community are welcomed to participate and give input on a wide array of processes.

Prior to the passage of Measure L the \$250 million facilities bond, during the planning of each project, and throughout the entire bond project, a variety of committees, both standing and ad hoc, have weighed in on the process and product.

Other ad hoc committees such as Equity for All, Developmental Education Review Task Force, and the Enrollment Management Action Group, have provided opportunities for administrators, faculty, and staff to discuss important information and direction for improving the institution for students and staff.

The College's instructional programs are all the result of continual dialogue, informally in faculty discussion groups and formally through a variety of College committees and groups i.e., the Curriculum Committee, Planning and Budget Committee, President's Council, and Academic Senate. Dialogue occurs around the academic and social/behavioral expectations faculty have for students and about the importance of cultural and ethnic diversity, and relationship to equity

in achievement of student learning outcomes among diverse groups. Task forces on such topics as improving developmental education, enhancing academic assessment, and retaining students in classes and programs more effectively provide plans and possible solutions for the College to test.

The College and its Student Services Division engage in inclusive, informed, and intentional dialogue about institutional quality and improvement on a regular basis. The Student Services Division and individual programs and services across the College hold meetings where discussions take place on student access, progress, learning, and success. Examples of these groups include Student Services Council, Financial Aid and Veteran's Services Department Meetings and the DSPS Counselors' Meeting.

Monthly combined Counseling meetings unite counselors from General Counseling, EOPS, and DSPS in discussions on topics related to student learning and provision of support services; moreover, counselors assigned to off-campus sites and special programs also share information about best practices at these meetings. The recent Developmental Education Review Task Force (DERTF), The Equity for All research project with the University of Southern California's Center for Urban Education, and the California Community Colleges System Office's Accountability Reporting for the Community Colleges (ARCC 2006 and 2007) have also stimulated discussions and analysis of current practices with an eye toward improving student access, progress, learning, and success across the College.

The DERTF involved a College-wide group of faculty and staff and resulted in specific plans for improvement of Basic Skills Outcomes and preparation for degree and certificate programs and transfer. The Equity for All project involved discussions of student success primarily in mathematics, English composition, and reading which led to a reorganization of the Communication Skills Division into English Language Arts and Basic Skills Mathematics into the Science and Mathematics Division.

Periodic meetings of Instructional Services and Student Services personnel such as Deans' meetings and Student Services Council meetings provide additional opportunities for mutual discussion of programs and services. The College Matriculation and Student Access Committee meets regularly to review and make recommendations concerning matters of student assessment/placement, matriculation, and student access. Recent discussions have centered on such topics as student demographics, incoming student placement levels and the need for greater precision in basic skills placement, and the types of services students need in order to improve their learning and success in courses and programs.

Representatives from the library, the learning centers, and the campus computer lab including Deans, faculty, and staff are always present at these discussions, and welcome to share their comments and concerns. More dialogue should be focused on the quality and improvement of the academic resources provided by the library and the learning centers and how better to integrate these services with the disciplines. The library and the learning centers have also completed program reviews that have involved their faculty in dialogue about ways to improve student learning outcomes. As part of the library renovation program, students and staff have been engaged in dialogue on the future development of library services.

Policies and procedures ensure that hiring and other human resource issues such as reclassifications are handled in an open and transparent manner. These processes require input from all constituent groups. For each process there are several forums to make issues widely available for comment. These forums include the Planning and Budget Committee, the Classified Entitlement and Reclassification Committee, the Administrative Entitlement and Reclassification Committee, the President's Council and public sessions of Board of Trustees meetings. Policy changes related to Human Resources and Employee Relations also involve input from the wider campus community.

Technology is commonly used to facilitate College-wide communication. The most universally-used technology on campus is email but other technology including shared information repositories such as DocuShare, electronic bulletins (construction e-bulletin), video display boards, and web pages are commonly used as well. The use of technology to facilitate communication shows particular benefits in terms of providing a useful platform for sharing information necessary to embrace shared governance. Institutional processes such as accreditation self studies make frequent use of technology to disperse information and retrieve input from various stakeholders.

The College is involved in continuous inclusive and informed intentional dialogue about institutional quality and improvements. Current examples include the Developmental Educational Review Task Force, Equity for All, and the Accountability Reporting for Community Colleges (ARCC 2006). The outcome of these institution-wide dialogues has been significant enhancement of the programs and services as well as the budgets of those areas.

Dialogue is at the heart of the decision-making and shared governance process at San Joaquin Delta College. Open discussion on a variety of topics in Management, Classified, and Academic Senates are the norm. The same is true of most shared governance committees and work groups. Processes and procedures tend to be collaborative and informal when possible, and members of committees conduct themselves politely and are respectful of diverse opinions and ideas especially when they are framed to improve student success.

The College has defined committee membership, responsibilities and schedules to ensure collaborative and meaningful dialogue in a variety of important areas of the College. Decisions for most of the committees are made based on discussions of available data. The Academic Senate regularly meets with the Superintendent/President and Assistant/Superintendent Vice President of Instruction to discuss academic concerns. The Superintendent/President and Assistant/Superintendent Vice President of Instruction often solicit the involvement of the Academic Senate in special matters. The Superintendent/President consistently convenes the President's Council prior to Board meetings where College issues are reviewed and discussed in an open forum.

Institutional Integrity:

The 2008 Mission Statement acknowledges the importance of institutional integrity. It states that the education the College provides must be "excellent," that the staff and faculty must "commit themselves to providing comprehensive instructional programs, student services, and public services that are high quality." These are characteristics of an institution that has integrity. The Mission Statement also clearly identifies the principles upon which the College acts, another characteristic of an institution with integrity. The very principles that the Mission Statement outlines mention phrases such as "commitment to excellence," "respect for cultural diversity," "open communication," and "high academic standards." The final principle asserts that "All aspects of the College encourage good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning," which are also characteristics of institutional integrity. All constituencies of the College are working toward achieving the College mission and helping students achieve the desired student learning outcomes.

San Joaquin Delta College demonstrates institutional integrity with its stakeholders through its shared governance and open communication system. All committees are open to visitors and most meet at regular times and locations so all members of the College community can access them. Unfortunately, the shared governance system does not always work as smoothly as everyone would like. Committee members need training in committee responsibilities and reporting structures; minutes and agendas should always be posted. A shared governance website has been proposed, the governance committees are being revised, and training will be provided to improve the process.

The College has a history of representing itself to students and the community truthfully. Through the ongoing review of its mission, vision, strategic goals, and data about its programs and services, the College demonstrates its intention to serve its internal and external stakeholders and especially its current and prospective students. College leaders take institutional assessment of College policies and procedures, particularly those that affect the provision of quality instructional programs and services to students, very seriously, and the College's Mission Statement is before policy-making bodies at all times.

Likewise, the College communicates with its public in a variety of effective ways. The *College Catalog*, both its paper and electronic format, are in continual revision with an eye toward greater clarity in communicating the College's mission, vision, goals, policies, and procedures to students and to improve student learning outcomes. The provision of student email accounts for all students and the new student portal are also examples of significant attempts by the College to improve communication of information to students, and both provide equally effective opportunities for students to communicate with College administrators, faculty, and staff when they have questions, concerns, and/or need assistance.

Faculty throughout the institution recognize the need to provide students with opportunities for open inquiry in their classes, and they take the evaluation and grading process seriously in an attempt to honestly communicate to each student his or her level of performance as compared to their academic and professional standards. A significant initiative to raise the awareness of students to the importance of academic honesty through the establishment of Plagiarism

Prevention Week further indicates the faculty's desire to enhance students' learning and skills rather than to simply punish academic dishonesty.

Initiatives such as the College Diversity Committee and the Cultural Awareness Program (CAP) provide activities to bring greater awareness of diversity of all types to the College community. Moreover, the Equity for All research project, the Title V Hispanic-Serving Institution grant, the TRIO Student Services Delta Goldddd grant, and the AFFIRM project for enhanced achievement for African American Students as well as long-time categorical programs such as EOPS and DSPS demonstrate the College's commitment to access, equity, and diversity.

Student Services programs and services are represented to managers, faculty, staff, and students as well as external constituencies such as high schools and local organizations honestly and truthfully. Individuals, groups, and indeed the College earnestly intend to carry out their work in all its aspects in a way that is respectful of students, employees, and the various publics it serves. Individuals and groups who are responsible for policies and procedures proactively attempt to consider all sides of issues with a focus on improving student learning and achievement.

Individuals and groups who are responsible for College publications and promotions concern themselves with clarity, understandability, accessibility, and appropriateness; above all, they intend for these publications to promote student learning and achievement. Student Services personnel, along with academic and occupational faculty, were involved in the recent Academic Senate-sponsored Plagiarism Prevention Week. In addition, the Student Personnel and Conduct Committee, chaired by the Dean of Guidance and Counseling, provides a venue for students to have a fair and impartial hearing if they are accused of policy infractions. The recent Developmental Education Review Task Force, the Equity for All research project, and the reviews of the Accountability Reporting for the Community College conversations all demonstrate that the College and its student services programs and services are willing to face up to evidence that they may need to deliver programs and services differently and adopt changes in the best interests of students.

The library provides transparency in materials acquired and databases are present for the campus community to use and see. All disciplines are covered equivalently; life-long learning and popular-interest materials are also included. Timely and accurate information regarding requested materials, fines, and research questions are provided online. The Library Handbook and web site include library policies and guidelines. The library played a leadership role in the recent Plagiarism Prevention Week which attempted to increase student awareness of the importance of academic honesty. The library renovation processes, like all other facilities projects, has been a public one.

The learning centers and campus computer labs maintain high standards of conduct for staff and students. Academic honesty is stressed, and tutors and lab aides are trained to ensure that students do their own work and understand appropriate citation conventions.

The intention of the Human Resources and Employee Relations office is to maintain standards consistent with identified best practices and College policies. As such, efforts are continually made to enforce ethical standards for all employees and address unethical behavior in a manner

consistent with the best interests of the College and within the confines of bargaining unit contracts and applicable legal statutes.

Facilities planning is conducted in a collaborative and open manner. Projects are based upon institutional priorities and efforts are made to fully support agreed upon goals. Often projects have a blend of funding such as state and bond, which require reporting to regulatory agencies and/or local oversight committees. The College prides itself on meeting these requirements and working cooperatively with these groups to provide information and meet mandated guidelines. The District's projects have a high level of scrutiny, and excellent relationships exist with the California Community Colleges System Office, the Division of State Architect and city officials at large because of the College's responsiveness and straightforward approach.

The integrity of an institution is directly tied to a variety of activities but none more so than communication. The primary function of the entire technological infrastructure at the College is to share information for instructional and service-related activities or, in short, to facilitate communication. To the degree that this communication is transparent and honest, technology aids in furthering institutional integrity.

New technology is sometimes brought to bear on old concerns. One such instance has serious implications with regard to ensuring and monitoring academic honesty. In the accreditation self-study survey performed to prepare for this report, students identified the issue of plagiarism as an area of concern. Faculty responded to the concern by researching and evaluating a variety of online plagiarism detection services. Turnitin.com was chosen and a pilot project was implemented. This use of technology, while significant by itself, led to a week-long plagiarism prevention event focused on providing an institutional awareness of the importance of academic honesty to both students and staff.

San Joaquin Delta College's decision-making roles and processes encourage honesty, truthfulness, and integrity in the way individuals and groups represent themselves in the decision-making process and externally. Individuals and groups review policies and procedures with a focus on fairness and equity and intentions to promote student learning and success. Keeping the College mission before them as they make decisions and recommendations focuses committee and work group members on what is most important. Providing an open and respectful environment where individuals feel free to voice their ideas and opinions allows leadership to emerge from all areas of the organization.

San Joaquin Delta College's Board of Trustees and Superintendent/President demonstrate honesty and truthfulness in their dealings with the College staff, students and the external community. The Trustees provide information to their constituents through attendance at public meetings and College and community events. The Superintendent/President and the Board are engaged in assessing the efficacy of the policies, practices, and procedures they use to deal with students, employees, and the external community. Both the Superintendent/President and the Board support academic honesty and student equity, and they value the diversity of the College and larger community.

Organization of Self-Study

Accreditation Steering Committee:

Dr. Della Condon, Accreditation Self-Study Liaison Officer and Steering Committee Chair
Succeeded by Dr. Kathleen Hart

Standard I

Kathy Hart

Standard II

Della Condon

Lynn Welch

Standard III

Marc Brommé

Amal Elayyan

Standard IV

Greg Greenwood

Janice Takahashi

Jeremy Prader

Marcos Villanueva

Two Members of the Board of Trustees

Accreditation Tri-Chairs and their teams:

Standard I

Lee Belarmino, Tri-Chair
Vivian Harper, Tri-Chair
Barbara Bahler, Classified
Jessica Mindnich, Classified
Judy O'Rourke, Classified
Leslie Wang, Classified
Pat Caffrey, Faculty
Aleathea Langone, Faculty
Debra Louie, Faculty
Wes Swanson, Faculty
Debra Lewis, Manager
Ralph Olstad, Manager
Royce Santos, Student
Claudet Yavrom, Student

Standard II

Melissa Green, Tri – Chair
Carol Thomas, Tri-Chair
John Williams, Tri-Chair
Eva Chavez, Classified
Joann Cataldo, Faculty
Sonia Flanders, Faculty
Gina Frost, Faculty
Theresa McRae, Faculty
Linda Peabody, Faculty
Alvin Sandford, Faculty
Steve Arena, Manager
Mark Mekjavich, Manager
Catherine Mooney, Manager
Evia Moore, Manager
Elliott Castro, Student
Brad Padgitt, Student

Standard III

Kim Myers, Tri-Chair
Claudia Quinn, Tri-Chair
Jon Townsend, Tri-Chair
Jennifer Azzaro, Classified
Jim Bock, Classified
Robert Flores, Classified
Esmeralda Gomez, Classified
Geff Greenwood, Classified
Lupe Payan, Classified
Stay Pinola, Classified
Dolores Sandoval, Classified
Dan Baker, Faculty
Dee Brown, Faculty
Dean Danielson, Faculty
Sam Hatch, Faculty
Lisa Perez, Faculty
Paul Ustach, Faculty
Maria Baker, Manager
Vince Brown, Manager
Alin Ciochina, Manager
Andy Dunn, Manager
Greg Greenwood, Manager
Hazel Hill, Manager
Jerry McLean, Manager
Jose Michel, Manager
Claire Tyson, Manager
Sherry Young, Manager
Mary Huyen Tran, Student
Camilia Yavrom, Student

Standard IV

Joyce Giovanetti, Tri-Chair
Jennie Noriega, Tri-Chair
Raúl Rodríguez, Tri-Chair
Pat Putman, Classified
Valerie Stewart-Green, Classified
Chris Baker, Faculty
Joe Gonzales, Faculty
Lincoln Lee, Faculty
Charles Jennings, Manager
Gillian Murphy, Manager
Kim Thompson, Manager
Jan Truscott, Manager

In spring 2005, San Joaquin Delta College's Accreditation Liaison Officer developed an organizational structure for the 2008 Accreditation Self-Study required by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges for Reaffirmation of Accreditation. First, she identified a steering committee, all of whom attended an accreditation workshop in Sacramento. Then, the Steering Committee selected four sets of tri-chairs, one set for each standard. Each set of tri-chairs was comprised of an administrator, a faculty member, and a classified professional. With tri-chairs for each standard in place, the Accreditation Liaison Officer invited the College community to join the tri-chairs in developing a response to each of the four standards including the prompting questions, themes, and plans for improvement. Each set of tri-chairs was supported by one or

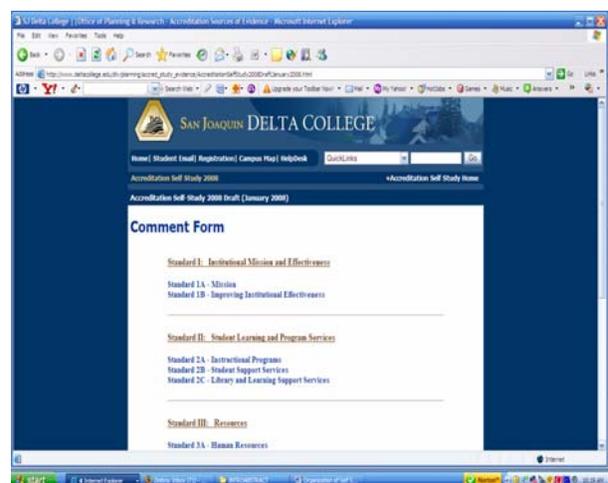
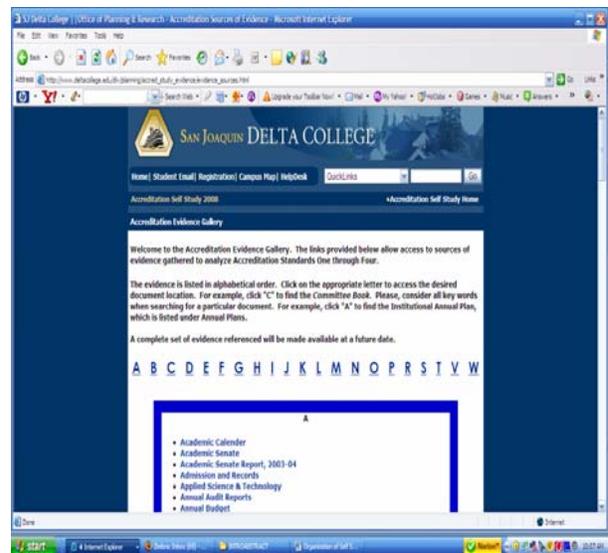
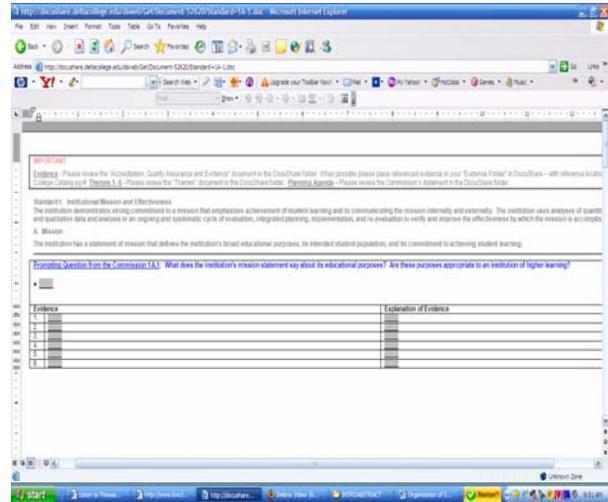
more members of the Steering Committee. The standard teams began to meet in September of 2005. Each group of tri-chairs organized themselves in slightly different ways but all of the teams included a broad representation of managers, faculty, staff, and students, and each developed responses to assigned elements of the standards and collected evidence that was reviewed by the whole team.

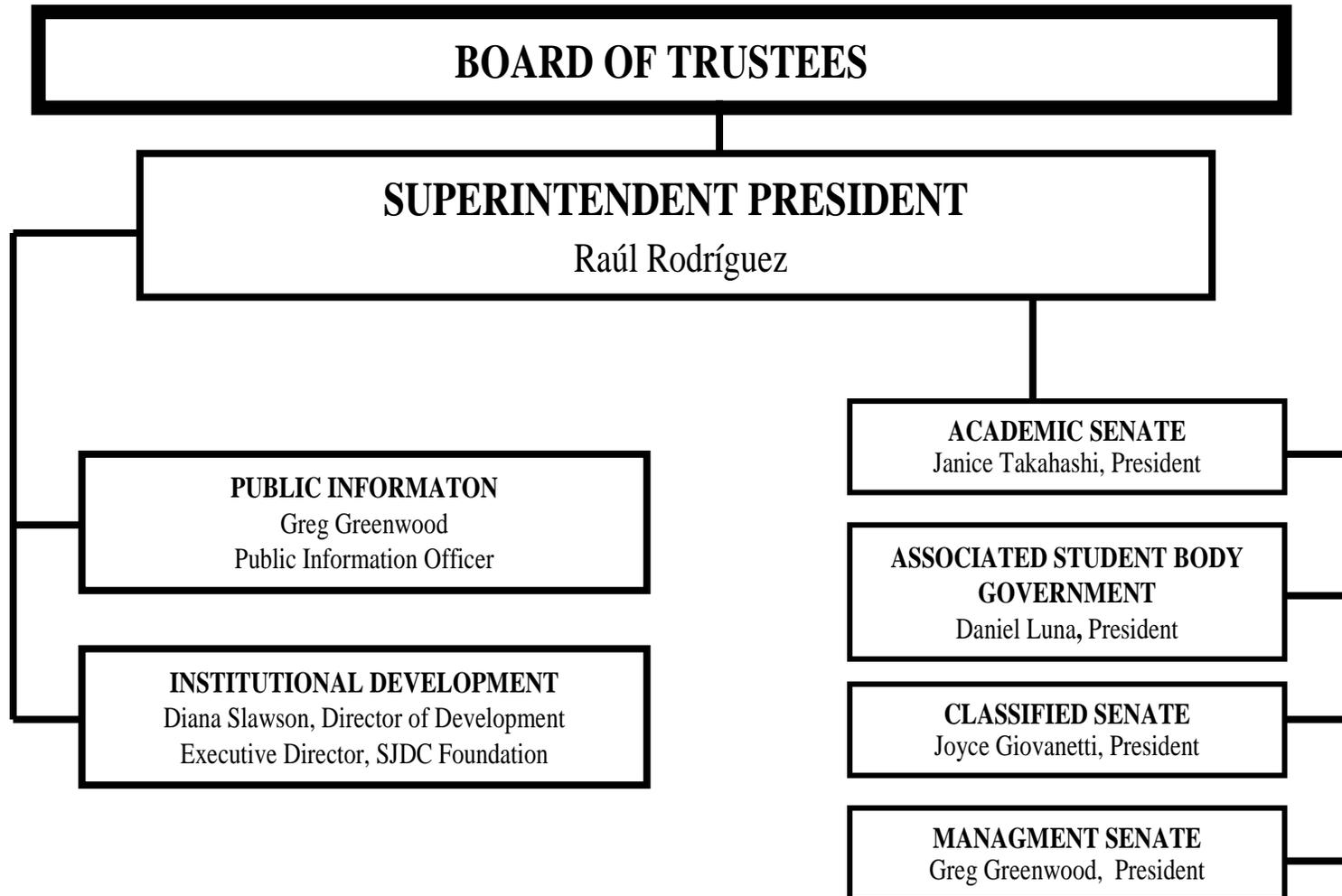
A template was designed to facilitate the collection of information to satisfy the standards. Keeping the College's Mission and Vision Statements at the forefront and its accomplishments over the past six years, the teams used the "accreditation template" in their work to respond to the statements and guiding questions in the standards.

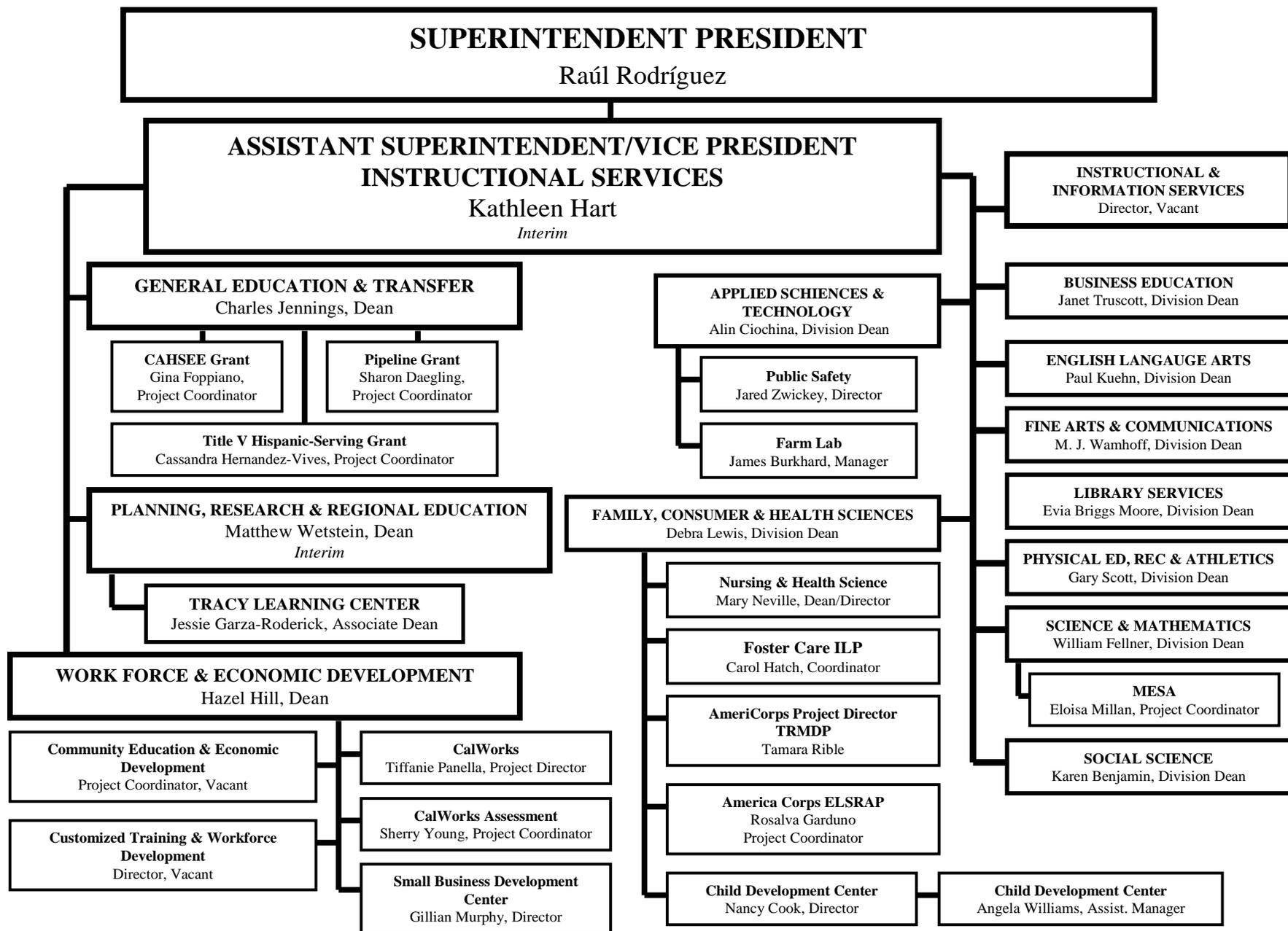
Each standard team was provided a folder in DocuShare (a web-based document sharing receptacle) to collect the completed templates.

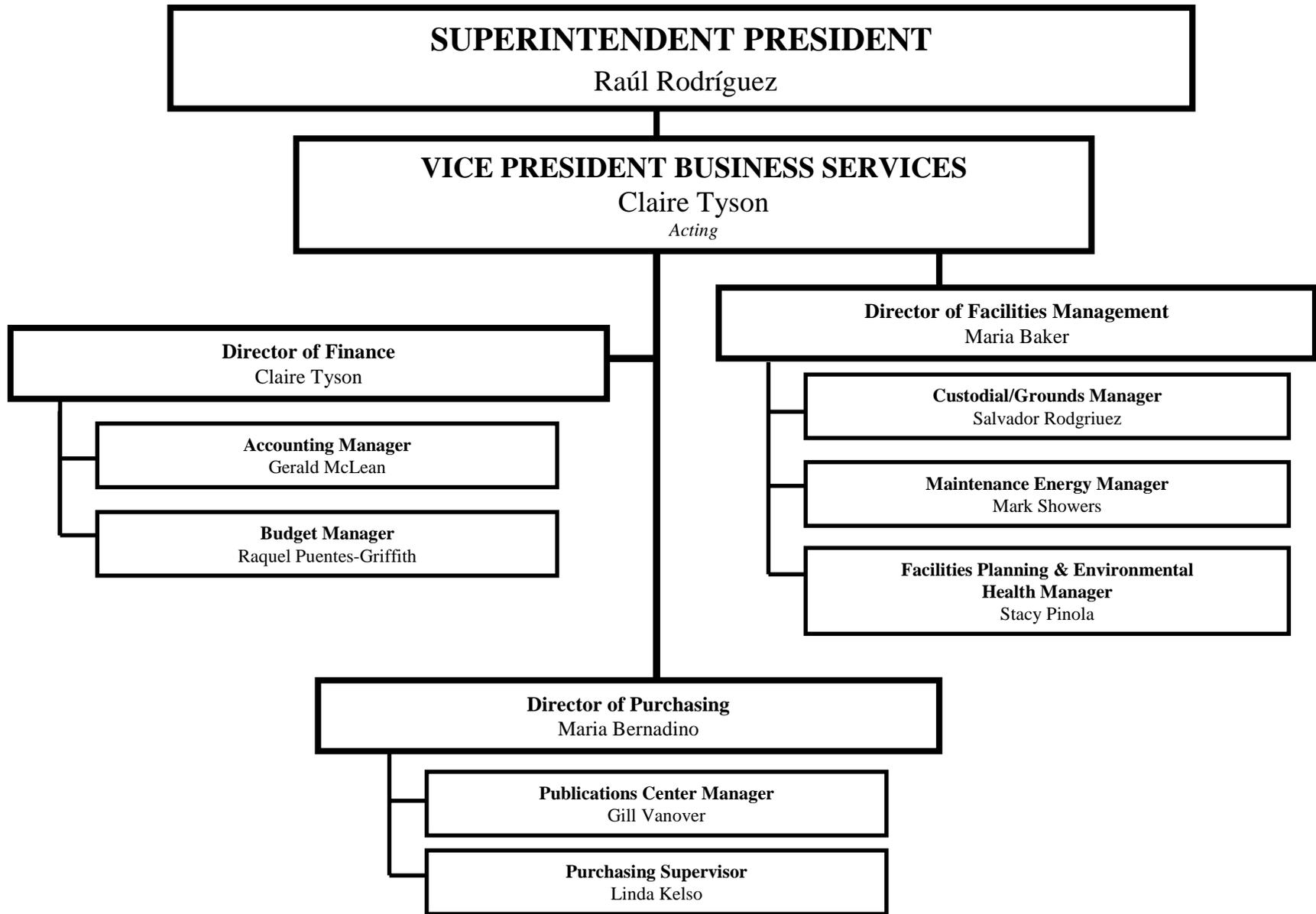
Each member of the team also had his/her own folder for collecting drafts of responses and evidence. As the standard teams identified supporting evidence, it was digitized and placed in the electronic Accreditation Evidence Gallery.

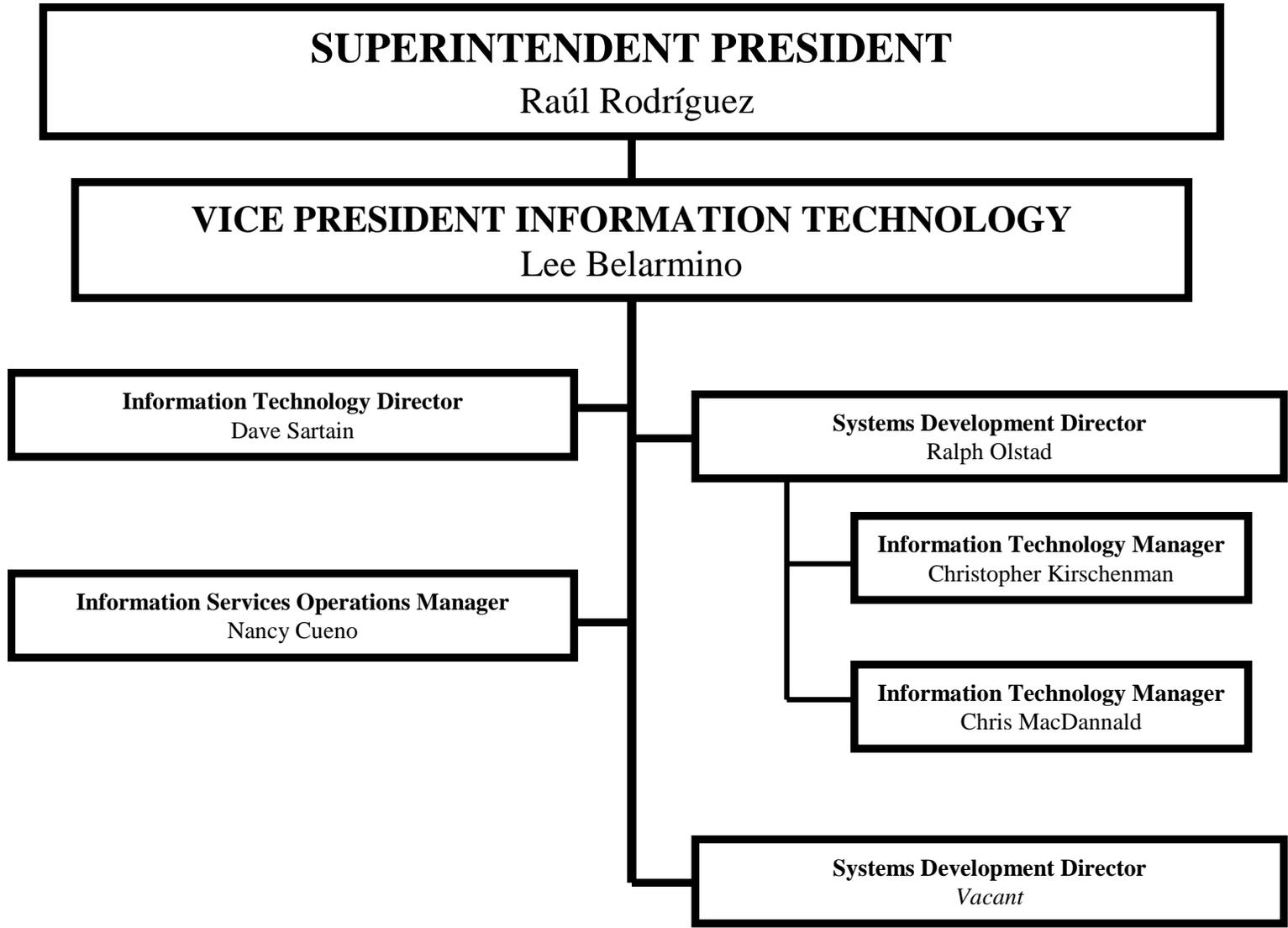
When the teams had completed their work, the completed templates were gathered by the Steering Committee to develop a collaborative response to each standard which they shared with the College community. The College community was given multiple opportunities to respond electronically to two drafts. Those responses were again collected by the Steering Committee and used in the development of the January 2008 final response to the Accrediting Commission.

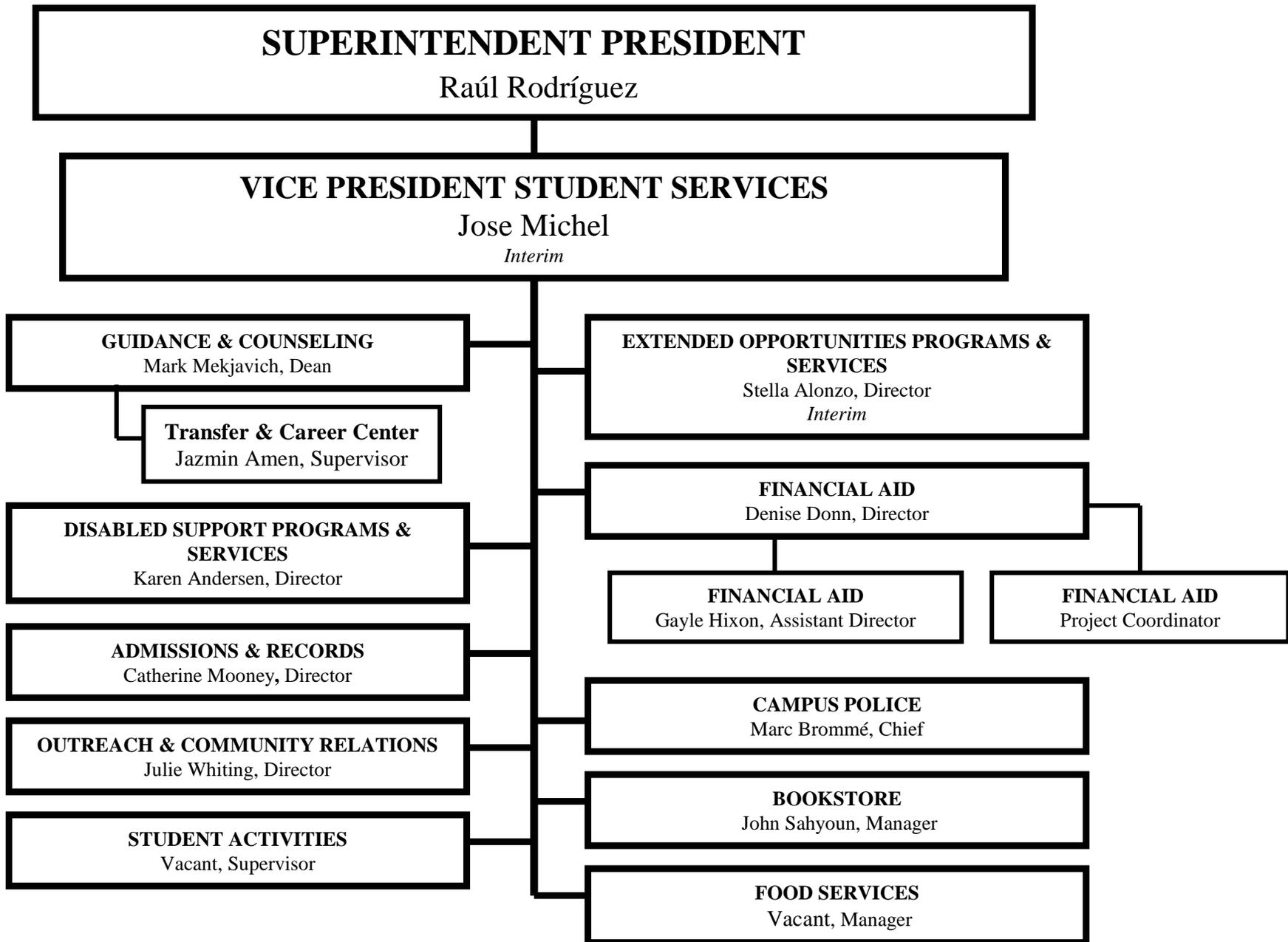












SUPERINTENDENT PRESIDENT
Raúl Rodríguez

VICE PRESIDENT
HUMAN RESOURCES AND EMPLOYEE RELATIONS
Rich Peralta
Interim

Employment & Employee Relations
Staci Swift, Manager

Employee Services & Loss Control
Vince Brown, Director

Payroll Officer
Norma Hunt

Certification of Continued Compliance with Eligibility Requirements for Accreditation

Authority - San Joaquin Delta College's authority to operate as a degree-granting institution is based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. This authority is published on the first page of the *College Catalog, 2007-08*.

Mission - The Mission Statement of the College was adopted by the Board of Trustees in 2005. It has been further revised, reaffirmed by appropriate campus governance groups, and approved by the Board of Trustees in February 2008. The 2005 Mission Statement can be found in the *College Catalog, 2007-08* but the 2008 Mission Statement will appear on the College website and other College documents in the future. The 2008 Mission Statement features the addition of "economic development" as a way in which the College serves the needs of students, the College District, and the community. It also includes a statement about the foundational nature of effective developmental education, "Student success and equity are founded on a well-coordinated and institutionally-integrated developmental education program."

Governing Board - A seven-member board governs San Joaquin Delta College District, a single college district. Trustees are elected to four year terms from each of the seven geographic districts in an area spanning San Joaquin County and parts of Calaveras, Solano, Sacramento, and Alameda counties. Trustees serve staggered terms to provide for some continuity of membership. Board policies prohibit trustees from having any personal, family, or financial interests related to the College. A student trustee is selected each year to serve a one-year term. The student trustee may cast advisory votes on all matters except for items discussed in closed session prior to the other trustees casting their vote. The Board meets twice a month, typically on the first and third Tuesday evening. Generally, the first meeting of the month is a meeting devoted to reports, while the second meeting is for action items. The agenda always features a place for community commentary on the business of the College. At every meeting, each senate and union president is offered an opportunity to address the Board during public comments.

Chief Executive Officer - The Superintendent/President is the Chief Executive Officer of the District and is selected by the Board of Trustees. The Board selected Superintendent/President Raúl Rodríguez in summer 2002.

Administrative Capacity - The College possesses a sufficient number of administrators with experience and qualifications to oversee the operations and programs of the College. District administrators are selected according to competitive hiring procedures monitored by the Office of Human Resources and Employee Relations.

Operational Status - San Joaquin Delta College students enroll in a wide variety of courses that lead to two-year degrees, certificates, or transfers to four-year colleges.

Degrees - The College offers associate of arts degrees with concentration in 16 academic areas, and associate of science degrees in 23 different majors. The College also features 129 certificate programs. The majority of course offerings provided by the College are transfer or associate's degree courses, and substantial proportions of students enroll in those courses.

Educational Programs - The degree and certificate courses offered at San Joaquin Delta College are consistent with the mission of the College and are based on fields of study recognized throughout institutions of higher education. Courses are approved through a curriculum review process that ensures sufficient content and rigor for the degree or program offered. Most associate degree programs require two years of academic work. The College offers an array of general education courses many of which are applicable not only to College associate degrees but also to the California State University (CSU) and Intersegmental General Education Transfer Curriculum (CSU and University of California). The College also provides several levels of basic skills classes in reading, composition, mathematics, and English as a Second Language which are designed to prepare students to succeed in certificate, degree, and transfer programs.

Academic Credit - Academic credit for course work is granted in compliance with requirements outlined in the California Code of Regulations, Title 5. Levels of credit are established through the curriculum review process.

Student Learning Achievement -The *College Catalog* publishes the student learning outcomes expected of students who seek degrees or certificates. Each degree and certificate program is highlighted by a statement describing the learning outcomes of the program and the sequence of course offerings recommended for the student. Course information sheets and individual instructors' course syllabi provide detailed student learning outcomes and assessments for students enrolling in classes.

General Education - The *College Catalog, 2007-08* and each term's *Schedule of Classes* clearly list the general education requirements for the associate degree programs. Transfer requirements for general education are also clearly defined by the College as specified by the California State University (CSU) and Intersegmental General Education Transfer Curriculum (CSU and University of California). The College has policies in place to ensure breadth of knowledge in various fields of academic inquiry, along with the acquisition of core competencies in writing, communication, and computational skills.

Academic Freedom - A long-standing College policy, Policy 6620, specifies the College Board of Trustees' beliefs that "faculty and students have the right to pursue teaching and learning with full freedom of inquiry." To that end, the Trustees have outlined a statement of academic freedom and responsibility that defines academic freedom for faculty and students, discusses the corresponding responsibilities this freedom carries, and insures that the College administration and Board of Trustees will work to foster academic freedom.

Faculty - The College employs 220 tenured and tenure track full-time faculty and more than 400 adjunct faculty to provide high quality instructional services to nearly 20,000 students. Full-time faculty and their terminal degrees are listed in the *College Catalog, 2007-08*. Faculty responsibilities are outlined clearly in the collective bargaining agreement negotiated by the College and the teachers association as well as in College policies and procedures.

Student Services - The College provides a wide range of student service programs consistent with the mission of the College and appropriate for the student body. The services include counseling, orientation, assessment/placement testing, financial aid, career and transfer advising, intercollegiate athletics, Puente, Math Engineering and Science Achievement (MESA/CCCP), AmeriCorps, CalWORKs, child care services, a cooperative work experience program, Disabled Students Program and Services (DSPS), Early Childhood Education and Literacy Program, Extended Opportunity Programs and Services (EOPS), CARE, Teacher TRAC program, an international students program, and a variety of student clubs affiliated with the Associated Student Body Government.

Admissions - The College has admissions policies in place that coincide with the mission of the College, and the qualifications necessary for students to enroll in courses are clearly specified.

Information and Learning Resources - The College operates a library and possesses information services of sufficient quality to support the educational programs of the College. The library offers students access to a wide range of books, periodicals, newspapers, recordings, and online databases. The campus features a variety of computer labs offering access to a host of software packages and access to the Internet. Tutoring in all subjects and writing assistance are available to all students through the Reading Writing Learning Center and the Math Science Learning Center.

Financial Resources - The College utilizes funding from local property tax revenues, and state and federal government funding sources. The College's budget is approved annually by the Board of Trustees and spending is documented through the Business Office of the College. The College has maintained healthy reserve levels over the years to protect the quality of educational offerings and the financial stability of the College.

Financial Accountability - The College undergoes an annual independent audit of its financial operations by a certified public accounting firm. The results of the external audit are made available to the public at a Board of Trustees meeting, and they are available for public review.

Institutional Planning and Effectiveness - The College has undertaken an extensive planning process to integrate planning for human resources, physical resources, technology and equipment resources into a financial plan. The Appreciative Inquiry (AI) Strategic Planning and Budgeting Process has been developed and is in its fourth iteration. The process is open, inclusive, and transparent: projects are framed in terms of their support for the mission, vision, and/or strategic goals, and they are entered into a database template. A thorough review process by the President's Cabinet identifies the projects with the most institutional impact and sends them to the Planning and Budget Committee for review and recommendation to the President for funding. Program review

processes have been established and standardized for instructional, student services and administrative programs, with documents submitted by departments to the appropriate Vice President and forwarded with recommendations to the Planning and Budget Committee. The College is in the process of developing a set of institutional outcome measures which include measures required by the Accountability Reporting for Community College (ARCC) as well as local measures developed by constituency groups. The next step is to develop a dashboard and benchmarks for these measures so that the College community can assess progress toward institutional effectiveness goals.

Public Information - The College publishes accurate information about its mission, objectives, admission requirements and procedures, rules and regulations affecting students, educational programs, degrees, certificates, costs, refund procedures, and credentials of its faculty and administrators in the *College Catalog*, and provides the most up-to-date information on a regular basis on the College website: www.deltacollege.edu.

Relations with the Accrediting Commission - The Board of Trustees provides assurance to the Accrediting Commission that it adheres to the eligibility requirements and accreditation standards of the Commission. The College agrees to disclose any information to the Accrediting Commission necessary to establish its continued accreditation.

Response to Recommendations from the Most Recent Comprehensive Evaluation (2002)

The 2002 visiting team used ten standards in their evaluation of San Joaquin Delta College. In their report, they identified three focused recommendations for the College to address as well as five additional recommendations.

Focused Recommendations

Standard Three: Institutional Effectiveness

Recommendation 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)

The focused midterm report allowed the 2005 Accreditation Task Force to identify advances the College had made in addressing recommendation 3.1 of the 2002 accrediting team. The process also aided the Task Force in recognizing the need for continued measurement and evaluation of student success. The 2008 Accreditation Steering Committee has reviewed recommendation 3.1 and the focused midterm report. An update of recommendation 3.1 follows below:

As stated in the focused midterm report, in October 2003, Superintendent/President Raúl Rodríguez formed an Ad Hoc Strategic Planning team and asked them to develop a vision and integrated strategic plan for the future. Using a theoretical framework that combines an Appreciative Inquiry (AI) approach to strategic change with the Accreditation Standards, the Strategic Planning Committee developed a new Vision Statement, Mission Statement, and four 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 AI Strategic Planning and Budgeting Process developed in 2004 is now being used for its fourth consecutive year. Beginning in 2004, and now on an annual basis, all members of the College community,

students, faculty, management and staff are 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 following academic year. This process has provided 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; for example, in 2004, proposals for 341 projects/activities were submitted by the 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 used to capture and sort the proposals. Each year the Dean of Planning, Research, and Regional Education and Professional Development Center staff have conducted training sessions to introduce staff to the process, demonstrate the template, and assist staff in preparing their proposals. Feedback indicates the AI Strategic Planning and Budgeting Process has 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. To date, more than \$2.25 million worth of projects have been funded by the process.

In 2005 the Vision Statement and Mission Statement were reviewed, revised, and affirmed by a variety of shared governance groups, and in spring 2005, they were approved by the Board of Trustees. A few months later, a minor revision was accepted by the Board. The 2005 Vision and Mission Statements have prevailed until fall 2007 when the Developmental Education Review Task Force Steering Committee revised them. "Economic development" was included as a way of serving the needs of the College, its students, and the community. Also added was a statement emphasizing the importance of a "well-coordinated and institutionally-integrated developmental education program" as foundational to student success and equity.

The development of institutional outcomes measures for the College has been more challenging. Although examples had been developed for the four 2004 strategic goals, College constituency groups could not agree on what outcomes should be used to measure the goals. Meanwhile, in response to AB 1417, a community college accountability bill, the California Community Colleges System Office developed six measures for the Accountability Reporting for the Community Colleges (ARCC 2006). The College's three senates, Academic, Management, and Classified, have agreed that the ARCC measures should be included as measures of institutional effectiveness. Moreover, each constituency group has proposed additional measures by which the College should gauge itself. Nevertheless, the three groups have not come to final agreement on which of the proposed measures should be adopted.

In addition, Dr. Rodríguez has appointed a second Ad Hoc AI Strategic Planning team whose charge is to complete an environmental scan and to revise the strategic goals. Dr. Rodríguez intends for the 2008 strategic goals to have a greater focus on the external community as well as on the needs of the internal constituencies.

In terms of the development of student learning outcomes, assessments, and the student learning outcomes and assessment improvement cycle, the College faculty and management have attended a variety of trainings. The new Professional Development Center (PDC) has been a key resource in coordinating and providing training for the development and assessment of outcomes as well as providing training for faculty in improved teaching and learning methodologies, methods for effective distance learning course delivery, and other forms of personal and professional development.

In spring of 2005 the Academic Senate sponsored student learning outcomes training presented by Dr. Norena Badway after a number of faculty had attended her trainings around the state. Several state Academic Senate leaders also presented workshops for faculty at the College and around the state as well. These trainings built a foundation of discipline leaders who facilitated outcomes discussions in discipline-groups during the fall in-service in 2005. The 2005 and the 2007 faculty in-service days were both devoted to the student learning outcomes and assessment cycle with 2005 focusing on the development of student learning outcomes and the 2007 on the development of assessments.

Future in-service meetings need to focus the faculty on the process of reviewing student outcomes and assessments and making appropriate modifications in course delivery and content. Faculty committees are also working on general education outcomes and assessments and program-level outcomes and assessments. The Student Services Division has also developed student learning outcomes for its services and programs.

Standard Seven: Faculty and Staff

Recommendation 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)

As noted in the District's March 2004 response to the 2002 Accreditation Evaluation, Human Resources and Employee Relations (HRER) staff has worked 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 the California School Employees Association (CSEA), the California Teachers Association (CTA), and the Police Officers Association (POA), as well as the District's 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 HRER, 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 HRER 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 report of employee evaluations due. The evaluation report is run monthly by HRER staff and distributed to supervising managers, with copies to the appropriate area vice president. The report flags those employees who have an evaluation due within the next 60 days. The names of these employees are sorted in date order with the earliest due date at the top of the list. Evaluations that are overdue are so noted on the reports. This information is provided to the area vice president who ensures 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 HRER website.

Additionally, the HRER staff developed and delivered training on the completion of Performance Appraisals to departmental managers in February 2005. Sessions were scheduled for more departmental and managers' meetings which also included training on other 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 have been offered on an annual basis.

Currently, most managers are up-to-date with their evaluations of other managers, faculty, and classified staff. The HRER area is currently instituting a comprehensive new off-the-shelf human resources system called Munis. This system will upgrade all human resources processes and provide better service to all College departments and divisions.

Standard Eight: Physical Resources

Recommendation 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)

As the College reported in the focused midterm evaluation in 2005, the College has embarked on a bond election planning process and a strategic planning process which have integrated human, physical, technological, and financial plans in support of the vision and mission as prescribed by the Accreditation Commission.

Since the 1999 Integrated Master Plan (Educational Plan, Facilities Plan, and Technology Plan), the College engaged twice in conducting a bond-support assessment. To support a General Obligation Bond Measure (Measure L), the College used the 1999 Integrated Master Plan as a foundation, and the District commissioned a Facilities Master Plan. The Facilities Master Plan outlined the physical plant needs for the next 20 years and met 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 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 focused in four strategic outlying areas in the District. Outreach Centers were planned on District-owned sites in Tracy/Mountain House and Manteca representing respectively the southwest and southeast regions of the District. The plan also called for land to be acquired and outreach centers constructed in the Lodi/Galt area and the Foothills 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 voters passed Measure L, a \$250 million General Obligation Bond Measure under the rules established by Proposition 39.

The Facilities 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 is being used to leverage other sources of funding such as state, federal, or foundation. The Bond Management team has also vigorously pursued matching fund opportunities through the Chancellor's Office and other local sources such as redevelopment funds.

With Measure L funds, the College has completed a variety of "quick start" projects such as electronic signs, a new water polo scoreboard, and ADA compliance projects. In addition, athletics fields have been planned and some completed. Ground-breaking has occurred for the new Mountain House Center, and a portable village is expected to open in fall 2008 in anticipation of the new construction which should be completed by 2011.

The Appreciative Inquiry Strategic Planning Process, initiated in October 2003, produced a new Mission Statement, Vision Statement, four Strategic Goals, and sample objectives for meeting the goals. The AI process also produced the AI Strategic Planning and Budget Process which is now in its fourth iteration. Proposers in this completely inclusive process have framed their requests in terms of the College vision, mission, and/or strategic goals. Information Services and the Office of Planning of Planning, Research and Regional Education developed a database template for ease of collection and sorting of proposed projects and activities. Existing governance committees review the priorities as developed by the President's Cabinet and make recommendations for change prior to the final development of the budget each year.

The passage of Measure L has represented a huge undertaking for the District. At \$250 million, it is several times the size of College's annual operating budget, and designing an appropriate management structure to implement the program has been 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 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. The College has 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, the College has developed the organizational structure whereby each of the consulting team members acts as an extension of College staff. It is only with this tightly knit organization and clear concise procedures that the bond program could 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 attention 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 continued as the internal units, divisions, departments, and programs validated its assumptions and began planning for the future. Beginning in late February 2005, the planning process was refocused outward to the District community. Specifically, the District began reaching out to those regions where outreach centers are being planned in order to better ascertain the needs of the immediate community.

The TETF developed educational plans for the outreach centers and defined a “neighborhoods” concept for the Stockton campus. Individual building plans are in various stages of completion with the Goleman Library renovation and the Gateway Student Services building to begin construction in 2008. Land has been acquired in Lodi and Galt, and planning is underway for a Lodi Center that will feature viticulture, oenology, hospitality, culinary arts, general education, and a second middle college high school with the College’s Lodi Unified partners.

An official governance committee, the Facilities Planning Committee has taken on a major role in development and approval of the Measure L Program Management Plan. This group has continued its oversight activities as the Bond Program moves from the planning and development phase toward implementation.

Facilities Planning Committee composition:

- Assistant Superintendent/Vice President for Instructional Services
- Vice President of Business Services
- Vice President of Student Services
- Dean of Planning, Research, and Regional Education
- Division Chair of Fine Arts
- Director of Disabled Student Programs and Services
- Faculty members (2)
- Classified staff members (2)
- Students (2)

The Facilities Planning Committee anticipates and balances needs at the main campus with needs at regional centers and sites. Since the passing of Measure L, the Committee has been meeting regularly 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 has been sought on each project within divisions and/or departments first, and then among the wider and more inclusive audiences including community outreach.

At this point the Bond Program has moved into the implementation phase with several major projects to begin construction this year including the Gateway Student Services Building, the Tracy/Mountain House Center, and the Goleman Library renovation. Other projects such as the Science and Math Center, the District Services Center, and the Lodi Outreach Center remain in the planning stages, each with active planning committees.

In an effort to accommodate the needs of adult working students as well as students in the outlying areas of the District the College has a 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 a wide variety of general education and career/technical courses, and most are offered in multiple sections each semester. In fall 2006, nearly 13% of the College's total course enrollments were fully-online classes. 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, Modesto Junior College, and Columbia College 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. The many 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.

Standard Two: Institutional Integrity

Recommendation 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)

In 2004 the District recruited a new Vice President of Human Resources and Employee Relations who hired new staff, reorganized the area, and settled collective bargaining agreements. A review of the College's employee and faculty demographics demonstrated labor force parity; nevertheless, the District has continued to conduct active outreach activities to attract qualified women, minorities, disabled and veterans for all 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 has also been completed.

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 are reflected in the composition of the senior management team of the College, as well as in all shared governance representative groups.

In 2006-07, the Vice President of Business Services, and the Vice President of Human Resources and Employee Relations left the College for Vice Chancellorships at other colleges. The Vice President of Student Services retired after thirteen years at the College. Fall 2007, the Assistant Superintendent/Vice President of Instructional Services also left the College for health reasons. Internal candidates have filled the interim positions. Of the four positions, two of the interims are women, and two are minorities.

There is always room for improving the climate of the institution, especially in relation to the perception that women and minorities have opportunities for advancement without bias. There are some indicators from employee surveys that current perceptions may be better than in 2002, although direct comparisons between similar questions across the two years are not possible. One current indicator of satisfaction with the overall climate of the College comes from the 2007 Accreditation Survey question asking: "All things considered, I am satisfied with my job at Delta College." Assessing all employees, the average response was 2.9 on a 4-point scale (4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree). Likewise, when asked "All things considered, Delta College is a great place to work," employees responded with a mean of 2.82. When the responses are broken down by gender and ethnicity the responses are similar. Responses on a set of questions dealing with the climate for women and minorities at the College showed positive responses overall: the means on the eight questions ranged from 2.72 to 3.25 on a 4-point scale.

Standard Four: Educational Programs

Recommendation 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 Curriculum review procedures need to be revised in order to expedite the process while still maintaining quality. (Standard 4B.1)

The 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, and San Joaquin Delta College and its Curriculum Committee Chair have been real pioneers in its development. This integrated online system allows curriculum procedures to be open and visible to all faculty and managers. The curriculum review and approval processes have been streamlined. Content and student learning outcomes as well as assessments have become 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 the lead and the responsibility for training faculty about the Student Learning Outcomes and Assessment Cycle. Seventy members of faculty leadership have been identified as facilitators in their disciplines. Extensive training of faculty and administrators has taken place for several years. Currently the majority of the active College courses contain student learning outcomes, and most of those courses also contain assessments. To date, faculty have not yet brought the process full circle, but the review and revision of courses in light of assessments is planned for 2008.

Standard Five: Student Support and Development

Recommendation 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)

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. The current contract is under negotiation.

Standard Ten: Governance and Administration

Recommendation 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)

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. To date, the obsolete committees have been eliminated, program review committees have been moved into the respective areas, and other committees have been streamlined.

President's Council, a tradition at the College, has been defined and approved by the Board of Trustees. The Institutional and Academic Research Committee has been broadened to include chairs of all College committees so that they can have input into the College's research agenda. In addition, a structure for annual reporting of goals and objectives and progress on goals has been articulated and will be instituted for the 2008-09 academic year. Committees will select members and identify goals and objectives in the spring of each year so they can begin each academic year ready to work on achieving the agreed upon goals.

Since the 2004 progress report, agreements were reached with both the faculty and classified unions and new contracts were ratified. Those contracts expired in 2007. To date, the classified union and the police officers' union have reached agreements with the District, and their contracts have been ratified. The faculty have yet to reach an agreement with the District and have declared that they are at impasse with the District. One of the major sticking points in the current contract negotiations has been the issue of benefits. Managers and confidential employees began paying with a defined contribution for salary and benefits in 2005-06; classified and faculty signed separate agreements with the District in 2006-07 to bring their benefits in line with the management and confidential employees.

The District was successful in passing a \$250 million dollar construction bond, Measure L. Facilities planning and construction efforts are well underway as stated in the response to recommendation 8.1.

The Board and the Superintendent/President have continued to meet and work toward their prioritized goals; they have scheduled retreats for this purpose twice each year.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A. Mission

The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary:

The mission of community colleges in America is very broad and comprehensive. It is often described as a mission that tries to be all things to all people, a difficult task indeed. Part of a coordinated system of higher education, the California Community Colleges subscribe to this mission. The California Community Colleges Strategic Plan is evidence of the system's mission which is overseen by the California Community Colleges System Office.

Like most of the other 109 California Community Colleges, San Joaquin Delta College has adopted the mission of the California Community Colleges.

The Mission Statement in effect during the College's 2002 accreditation review was extremely long and detailed. Although it appeared in the *College Catalog*, probably because of its length and level of detail, it was almost never put before the College community and its constituents when decisions were made. Moreover, the earlier version was not focused on student learning outcomes for the College.

In July 2002, when current College Superintendent/President Raúl Rodríguez took office, he almost immediately initiated the College's immersion in Appreciative Inquiry (AI) as a method for achieving excellence and change. Through the AI process the Superintendent/President and the College community took the opportunity to develop a vision statement and to review and revise its Mission Statement to bring it up-to-date with the current vision and values. The College's Academic Senate was particularly involved with the development of the 2005 College Mission Statement, focusing their efforts on making certain that the Mission Statement identified the College's desired student learning outcomes.

Following a long process of review and revision by all constituent groups, the new Mission Statement was approved by the Board of Trustees in spring of 2005, amended a few months later, and has served until recently.

In spring 2007, President Rodríguez convened the Developmental Education Review Task Force (DERTF) to address widespread concern throughout the College about students' progress through basic skills programs. In fall 2007, the DERTF took the opportunity to review and revise the 2005 Mission Statement to include language about student success, basic skills,

career/technical education, and economic development. The current Mission Statement was adopted by the Board of Trustees in February, 2008.

San Joaquin Delta College seeks to serve the needs of all potential and actual students throughout its service area. Specifically, the College's audiences are the following: high school students who wish to begin their college studies before high school graduation, high school graduates of all ages who wish to transfer to baccalaureate-granting institutions or who wish to prepare for degrees and certificates that prepare them for the world of work, adults who need occupational training and retraining, and members of the community of all ages who wish to participate in life-long learning experiences.

The College determines its intended population by analyzing the demographics and economic characteristics of the service area and matching and developing its programs and services to suit the population and the needs of the College's location, resources, and role in higher education.

San Joaquin Delta College meets Standard IA with its up-to-date Mission Statement that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Self-evaluation:

San Joaquin Delta College's 2005 Mission Statement and the 2008 revision express a strong commitment to student learning. Both clearly state that the mission of the College is to provide "excellent post-secondary education that serves the needs of students, the College and the community through continuing, transfer, career and technical education, and economic development." Both versions speak strongly of faculty and staff commitment to "providing comprehensive instructional programs, student services and public services that are high quality."

Both the 2005 Mission Statement and the 2008 revision articulate principles upon which the College acts to fulfill its mission, and each principle has the best interest of students at its center. The 2005 statement's principles included a comprehensive definition of the requirements for a "commitment to excellence," availability of educational resources for all students "regardless of age, disability, gender, or ethnicity," and an articulation of the conditions for institutional renewal which include "continuous improvement through new and revised curricula; the use of student learning outcomes to enhance student performance; and, new and effective technologies."

Following the suggestions of the Developmental Education Review Task Force, convened in spring 2007, the 2008 revision added the principle "Student success and equity must be founded on a well-coordinated and institutionally-integrated developmental education program." Moreover, through the policies and procedures review process, the 2008 revision also modified the Mission Statement's language to specify "career and technical education, and economic development" as its primary objective and "ongoing faculty and staff professional development" as an additional aspect of institutional renewal.

Both the 2005 Mission Statement and the 2008 revision conclude with a principle stated in terms of student outcomes; specifically, “good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning.” These purposes and principles are clearly in alignment with the mission of higher education, the mission of the American Community College, and the mission of the California Community Colleges.

Over the past several years, the College has been prompted to engage in deliberate efforts to gather, analyze, and disseminate data throughout the organization about its service area and the characteristics of students in order to better identify its intended population and needs. An initial review of some of these data prompted the College community to recognize the need to serve a burgeoning population spread across a very large and diverse service area with highly diverse educational needs.

In 2003, College leadership began planning for a bond election to pass a \$250 million construction bond – Measure L. The main purpose of the bond was to provide resources to build expanded educational centers in Tracy, Lodi, Manteca, and the Foothills. The bond would also be used to update crucial functions at the Stockton campus such as the library, renewed and added physical education and athletics facilities, comprehensive, coordinated student services in a one-stop shop environment, and a state-of-the-art science center.

A robust distance education program, comprised primarily of fully-online classes including hybrid and web-enhanced classes, has been developed to serve students who need the convenience of online learning and want rich technological experiences.

Several other internal and external initiatives focused the College on the characteristics of its student population, its needs, and the College’s current ability to meet those needs. A TRIO Student Services grant proposal and a Title V Hispanic-Serving Institutions grant application began to focus the College community’s attention on underserved and underachieving populations. The Equity for All project, a collaborative research project with the University of Southern California, further identified the outcomes of each major ethnic group in the current College population and particularly analyzed student outcomes in basic skills courses leading to college-level courses. Like other California community colleges, in 2006 and 2007, San Joaquin Delta College participated in the state-wide accountability project: Accountability Reporting for California Community Colleges (ARCC). Legislated by AB 1417 and spearheaded by the California Community Colleges System Office, ARCC provided data on key outcome measures such as Student Progress and Achievement and Basic Skills Improvement which have allowed the College community to compare some of its major outcomes with like community colleges. All of these efforts to better identify the College’s student population have led to a variety of initiatives to improve student outcomes.

The Enrollment Management Group and Committee, the Developmental Education Review Task Force, and planning committees for each of the bond-supported construction projects have focused the attention of the College community on student demographic characteristics, student financial and educational needs, outcomes of basic skills and underrepresented students as well as the needs and opportunities of the College’s service area. These efforts have led to greater

involvement of College constituent groups and more systematic educational, technology, facilities, and financial planning.

The College uses a variety of documents, processes, and initiatives to foster College-wide commitment to student learning. The College mission and vision statements guide the system of shared governance committees such as the President's Council, the Policies and Procedures Review Committee, the Planning and Budget Committee, the Matriculation and Student Access Committee and the Academic, Classified, and Management Senates. Many of the College-wide committees have begun to publish minutes and agendas beginning with the Mission Statement so that meetings are conducted with the mission in mind.

The College's Appreciative Inquiry (AI) Strategic Planning and Budget Process fosters a College-wide commitment to student learning through funding, commitment and activity of faculty and staff. It helps establish new and/or expanded programs and services that support the mission, vision and strategic goals. Implemented in 2004, the AI process allows those interested in funding to apply through a proposal procedure. Those who apply for funding through the annual AI process must justify their proposals by indicating the ways in which their projects support the vision, mission, and strategic goals of the College which are all tied to the improvement of student learning. These proposals are later reviewed for support by the appropriate area administrator, ranked by the President's Cabinet to determine funding order, and recommended for funding through the shared governance Planning and Budget Committee.

The process for developing student learning outcomes and assessments has involved all faculty in a variety of training opportunities that included two extended workshops held on the District-wide mandatory flex days in August 2005 and August 2007. The College Curriculum Committee has developed clear expectations for new and revised courses that require faculty to identify student learning outcomes and assessments.

The College also takes advantage of opportunities to study its students, its programs and courses, and their outcomes to improve student learning. Key faculty and administrators have participated in the Equity for All research project with the University of Southern California. This study involved learning how well the College was serving its underrepresented student populations, disseminating those results widely to faculty and staff, and developing curriculum and services to better meet specific students' needs. Supported by the findings of Equity for All, the College is using its Title V Hispanic-Serving Institutions grant to provide support for its Hispanic student population, and, through an AI proposal, the College has begun Project AFFIRM to support its African American students.

San Joaquin Delta College has updated, simplified, and computerized its program review process to encourage faculty to have critical discussions about their programs and developed a Data Warehouse cube to provide important data for program review. All academic, career and technical programs, and student services faculty and staff have completed up-to-date reviews of their programs. The California Community Colleges System Office's Accountability Reporting for the Community Colleges (ARCC) report has led to the College's continued discussion of student outcomes in degree, certificate, and transfer; career and technical; and, basic skills/ESL programs.

Administrators, faculty, and staff from across the College embraced the opportunity to study the College's basic skills programs through the Developmental Education Review Task Force (DERTF). The DERTF has now worked for nearly a year to examine student outcomes and improve programs to provide students with greater opportunities for success. At the suggestion of the DERTF, the College identified a full-time student success coordinator, a Developmental Education Review Task Force Steering Committee, and processes that allow the College community to apply for matriculation and state basic skills funds to improve outcomes for all students.

1. *The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

Self-Evaluation:

San Joaquin Delta College establishes student learning programs and services aligned with its purposes, its character, and its student population.

Through dialogue around the development of the 2005 version of the Mission and Vision Statements, key constituents including the Academic Senate, Classified Senate, Management Senate, Division Dean's Council, Student Services Council, the Policies and Procedures Review Committee, President's Council, and the Ad hoc AI Strategic Planning Committee have discussed the relevance of the Mission Statement to student learning. The Academic Senate played a major role in developing the 2005 version to ensure that it was focused on student learning. Likewise, the 2008 version arose from the work of the Developmental Education Review Task Force in spring and fall 2007. Again, the most recent revision to the Mission Statement reflects College-wide dialogue concerning student learning.

In spring 2005, at the suggestion of the Academic Senate President and with the concurrence of Superintendent/President Rodríguez, the College joined a student equity initiative entitled Equity for All. Led by Professor Estela Mara Bensimon of the University of Southern California's Center for Urban Education, Equity for All proposed that its participants analyze data concerning access and student success as they relate to underrepresented student ethnic groups in their College. A team of faculty and academic administrators gathered and analyzed the data. For more than a year, this Equity for All team presented the data for discussion and suggestions for improvement in a variety of venues including English and mathematics department meetings, Matriculation and Student Access Committee meetings, President's Cabinet and Council, the Academic Senate, and the final results to the Board of Trustees in June 2007. These dialogues influenced the 2008 version of the Mission Statement which was revised to include language about student success, developmental education, career and technical education, and economic development.

In early 2006, the California Community College Chancellor's Office, at the behest of the legislature and Department of Finance, launched an accountability effort entitled Accountability for the California Community Colleges (ARCC). Developed by the Planning and Research arm of the Chancellor's Office and the California Community College Research and Planning (RP) Group, the highly sophisticated measures of important student

outcomes such as transfer, degree attainment, basic skills progress, etc., were validated by national experts. In fall 2006, the first full ARCC report was released to the California Community Colleges for discussion. Again, the results for the system and for the College were presented in a variety of venues for explanation, discussion, planning or improvement. These dialogues, too, influenced the development of the 2008 version of the College Mission Statement.

In spring and fall 2007, the College had an opportunity to pilot test a basic skills assessment tool developed by the California Community Colleges RP Group. Spearheaded by Superintendent/President Rodríguez and the results of the Equity for All and ARCC reports, more than 50 faculty and academic administrative leaders gathered on three full days to assess the College's basic skills programs in four major areas: Administrative and Organizational Practices, Program Components, Staff Development, and Instructional Practices. The Task Force developed and validated recommendations and action plans for Administrative and Organizational Practices and Program Components which have begun or are in process. The Task Force was particularly concerned that the current Mission Statement did not specify the importance of basic skills improvement as a student learning outcome for the College, and recommended that the Mission Statement be revised to reflect its importance. The Task Force also developed recommendations for Staff Development and Instructional Practices, and began to create priorities and action plans for these areas at their meetings in fall 2007. Work on these priorities and action plans continues in spring 2008. The Developmental Education Review Task Force Steering Committee proposed the requested changes in the College Mission Statement, and the 2008 revision adopted in February by the Board of Trustees reflects those changes.

The Mission Statement declares that the "mission of SJDC is providing excellent post-secondary education that serves the needs of students, the District and the community through continuing, transfer, career and technical education, and economic development. To achieve this objective, the faculty and staff commit themselves to providing comprehensive instructional programs, student services and public services that are high quality." The Mission Statement identifies "the use of student learning outcomes to enhance student performance" as a main way in which the institution renews itself and achieves its objectives. The mission focuses on provision of continuing transfer, career and technical education, and economic development as primary purposes of the institution, and also indicates the importance of "comprehensive instructional programs," including basic skills, continuing education, "student services, and public services that are high quality." As already noted, the Developmental Education Review Task Forces pointed out the need for explicit language on the importance of basic skills education, and others have indicated a need to mention the aspect of economic development as well.

The College knows it is addressing the needs of its student population in a variety of ways: through the assessment of the extent to which the College achieves its mission and strategic goals; its participation in projects such as CalPASS, Equity for All, ARCC; a variety of institutional research reports and presentations and its Data Warehouse; the Instructional and Students Services program review process; the results of the Developmental Education

Review Task Force; and through its review of required reports to grantors and public agencies.

In support of one of its strategic goals the College has embarked on a revision of its governance committee structure to support open communication and promote institutional assessment. This process has taken over two years to accomplish, and is near completion. Plans are being made to provide training to committee members so they are aware of the need to communicate effectively with their constituents.

Governance groups have been invited to identify measures of institutional effectiveness, and the California Community College Chancellor's Office has also identified state-wide measures and peer groups to assist all of its colleges in assessing their effectiveness.

The instructional and student services programs have worked diligently to develop and maintain a robust program review process which develops recommendations and plans for improving the institutions programs and services. Beginning in 2008, the program review templates developed and implemented in 2005-2006 will be tied directly to the AI Strategic Planning and Budgeting process.

Task Forces such as Equity for All and the Developmental Education Review also suggest indicators of institutional effectiveness that the College will consider.

2. *The mission statement is approved by the governing board and published.*

Self-Evaluation:

San Joaquin Delta College's 2005 Mission Statement was adopted by the Board of Trustees at their January 31, 2005 meeting; it was amended by the Trustees on May 17, 2005 at the request of the College community. The 2008 revision of the Mission Statement was approved by the Board of Trustees at their action meeting in February 2008. The College Mission Statement is published on the College website, and in the *College Catalog* and *Schedule of Classes* each semester. Since its adoption in 2005, the Mission Statement also appears on the agendas and minutes of many College committees and other groups to acknowledge the importance of keeping the mission in mind as the College discusses issues and makes decisions.

3. *Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

Self-Evaluation:

Using its governance and decision-making processes, the College reviews its Mission Statement on a regular basis and revises it as necessary.

The 2005 Mission Statement was adopted by the Board of Trustees at their January 31, 2005 meeting; it was amended by the Trustees on May 17, 2005 at the request of the College community. As a result of a review by the Developmental Education Review Task Force, the

2005 Mission Statement was revised and sent to the Policies and Procedures Review Committee for consideration and further dialogue and review. After a comment period involving all constituent groups, the Policies and Procedures Review Committee approved the 2008 version, forwarded it to the President's Council who approved and forwarded it to the Board of Trustees for approval at an early 2008 meeting. Currently, there is no prescribed timetable for review of the College Mission Statement; however, in the future, there will be an annual review of the College Mission Statement at the beginning of each academic year by the President's Council.

In preparation for the completion of the accreditation self-study, the College community has administered a survey to all faculty, managers, and staff and another to students. Employees were asked if they understand the College's mission, vision, and strategic goals; however, they were not asked specifically about the process for developing, reviewing, and revising the Mission Statement. Employees were asked several questions about the effectiveness of the shared governance process which is also the process for reviewing and revising the Mission Statement. In general, the employees are favorable toward the shared governance process, so it is assumed they would find the specific Mission Statement revision process acceptable as well.

In the student survey, students were not asked specifically about the process for developing, reviewing, and revising the College Mission Statement. However, students are members of the Policies and Procedures Review Committee, the President's Council, and the Board of Trustees so they have participated actively in this process.

All participants in the AI Strategic Planning and Budget Process, the Instructional and Student Services program review process, and the shared governance process actively and passively review the College Mission Statement as part of their participation process.

In the future, one or more questions on the employee and student surveys will deal with knowledge of the College Mission Statement and the effectiveness of the process used to develop and communicate it to all stakeholders both external and internal.

4. *The institution's mission is central to institutional planning and decision-making.*

Self-Evaluation:

The College's mission is central to institutional planning and decision-making. The Mission Statement is an integral part of the AI Strategic Planning and Budget Process as well as the program review process. Each individual who proposes a project through the AI process is required to support their project proposal by explaining how it furthers the College's mission, vision and/or strategic goals. Instructional and Student Services programs must also explain how their programs further the mission and goals of the College. Planning for educational centers throughout the District and for upgrading and building on the Stockton campus have also focused on the College mission and vision for guidance.

THEMES

Institutional Commitments:

The current Mission Statement acknowledges the College faculty and staff's commitment to providing high quality programs and services and the need for continuous improvement through a thorough review, evaluation, planning, and improvement cycle. The Mission Statement states, "Institutional renewal must include continuous improvements through new and revised curricula; the use of student learning outcomes to enhance student performance; new and effective technology, and a vital connection to the arts and cultures of the community the College serves."

Evaluation, Planning, and Improvement:

The College has developed a cycle of evaluation, planning, and improvement focused around the Mission Statement and student learning outcomes, the assessment of those outcomes, and the continuous improvement of courses and programs. Instructional and Student Services programs have developed and maintained a program review process. The recent revisions have pared away unnecessary verbiage and focused the faculty and staff on the most important elements of program effectiveness. These elements include a review of student learning outcomes, assessment of outcomes, and review and revision of courses and programs through the curriculum review and revision process. The curriculum process provides opportunities for faculty to review and update courses with student learning outcomes and assessments. The AI Strategic Planning Budget Process includes opportunity for each project to indicate how they will evaluate and improve their outcomes, many of which relate to students' learning. Funded projects assess their programs' effectiveness in achieving the stated learning outcomes.

Student Learning Outcomes:

The 2008 Mission Statement acknowledges that the use of student learning outcomes to enhance student performance is a principle upon which the College acts to fulfill that mission. The current Mission Statement states "Institutional renewal must include continuous improvements through new and revised curricula; the use of student learning outcomes to enhance student performance...."

The four strategic goals echo the College Mission Statement in that each of them is a goal in service of student learning outcomes. Student learning outcomes training materials and time allotted to the development of the student learning outcomes and assessment process support the idea that student learning outcomes are an integral part of the College Mission. Program reviews require that program faculty and staff relate their program to the Mission Statement and that their goals, objectives, and AI projects support the Mission Statement as well.

Organization:

The 2008 Mission Statement acknowledges that the College must be an organization that adheres to a set of important principles and outlines those principles clearly and directly. The principles include that the College and its staff are committed to excellence. The Mission Statement states: "Commitment to excellence requires effective collaboration, respect for cultural diversity, appreciation of historical perspective, open communication, high academic standards, and competitive athletics." The Mission Statement states that the organization must share resources equitably and encourage good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning in addition to being also committed to institutional renewal through evaluation, planning, and improvement.

Dialogue:

The Mission Statement of 2005 was adopted after an intensive College-wide dialogue and many revisions. During 2007-08, the College community, prompted by the discussion and recommendations of the Developmental Education Review Task Force took up the revision and revalidation of the College Mission Statement. The 2008 Mission Statement, again the result of dialogue among all College constituent groups, was approved by the Policies and Procedures Review Committee, the President's Council, and the Board of Trustees in 2008.

The College curriculum process, discussions in arenas such as Academic Senate, AI Strategic Planning, Matriculation and Student Access, Equity for All and others provide regular opportunities for College constituencies to discuss student learning programs and services and to align them to its purposes, its character, and its student population. The Program Review Process provides regular opportunities for program faculty, their deans, and their vice presidents to review data about a variety of aspects of their programs, to discuss program revisions, and to make those revisions through the curriculum, entitlement, and AI Strategic Planning and Budget processes.

Institutional Integrity:

The 2008 Mission Statement acknowledges the importance of institutional integrity. It states that the education the College provides must be "excellent," that the staff and faculty must "commit themselves to providing comprehensive instructional programs, student services, and public services that are high quality." These are characteristics of an institution that has integrity. The Mission Statement also clearly identifies the principles upon which the College acts, another characteristic of an institution with integrity. The very principles that the Mission Statement outlines mention phrases such as "commitment to excellence," "respect for cultural diversity," "open communication," and "high academic standards." The final principle asserts that "All aspects of the College encourage good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning," which are also characteristics of institutional integrity.

All constituencies of the College are working toward achieving the College mission and helping students achieve the desired student learning outcomes.

EVIDENCE:

1. Academic Senate Curriculum Development, Approval, and Renewal Process
2. Accountability Reporting for the Community Colleges (ARCC) 2006 and 2007
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_report_2007.pdf
3. Accreditation Survey Summary 2007 – Staff and Faculty – Students
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#S
4. AI Strategic Planning and Budget Process
<http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html>
5. AI Strategic Planning Conceptual Framework
http://www.deltacollege.edu/div/planning/accred_study_evidence/documents/ConceptFrameStrategicPlanningProcess11205.pdf
6. Bond Website <http://www.bond.deltacollege.edu/>
7. California Community Colleges System Office Data Mart, Mission Statement and Strategic Plan <http://www.cccco.edu/Home/tabid/189/Default.aspx>
8. College Catalog http://deltacollege.edu/dept/ar/catalog/catalog_main.html
 - Basic Skills programs, Learning Disabilities and services to prepare students for the certificate, degree, and transfer programs, pp. 31, 32, 33
 - Certificate programs and related services/opportunities for students, pp. 71-130; pp. 15-21; 34, 36, 61
 - Degree and transfer programs and services, pp. 37-70; pp. 15-21
 - Distance learning and Regional education, pp. 33
 - Historical Document – founding principles, expanded mission, service to region, character of institution, pp. vi-vii)
 - Maintenance and security processes to provide clean, safe learning environment for students, pp. 288-294
9. College Service Area
<http://www.deltacollege.edu/div/planning/PLANNINGINDEX/SJCDSERVICEAREA.pdf>
10. College Student demographics compared to service area demographics
11. College Vision Statement, Board Policy 1201, Adopted May 17, 2005; Amended spring 2008 - <http://docushare.deltacollege.edu/dsweb/Get/Document-39913/BP1201VisionStatemenFINALt.doc>
12. College Mission Statement, Board Policy 1200, Adopted May 17, 2005; Amended spring 2008 - <http://docushare.deltacollege.edu/dsweb/Get/Document-18733/BP1200MissionStatementFINAL.doc>

13. College Schedule of Classes - <http://deltacollege.edu/dept/ar/registration/classsched.html>
14. College Strategic Goals <http://docushare.deltacollege.edu/dsweb/Get/Document-35104/StrategicGoalsPB12705.pdf>
15. Completed Work on Revision of Shared Governance Committees; Governance Process and Committees; Administrative Procedure 2430; Minutes of President's Council as it works to develop governance structures that promote open communication and institutional effectiveness
16. Cultural Events and Programs - art, music, drama, (social science symposium, program, speakers, etc.,)
CAP Committee <http://www.deltacollege.org/org/caps/>,
Delta Center for the Art
<http://finearts.deltacollege.edu/dept/dca/http://finearts.deltacollege.edu/dept/dca/>
17. Data Warehouse
<http://datawarehouse.deltacollege.edu/rele/user/output/index2.html?hint=207.62.178.149-1118341233>
18. *Delta Digest* - Continuing education programs and services (list/description of community education programs, lifelong learning, retraining, programs that attract second-career adults, etc. and evidence of quality)
19. Developmental Education Review Task Force
<http://docushare.deltacollege.edu/dsweb/View/Collection-7044>
 - Developmental Education Review Task Force Plans, validated May, 2007
 - Developmental Education Review Task Force Steering Committee revisions of the 2005 Mission and Vision Statements, presented at the Developmental Education Review Task Force meeting on October 19, 2007
20. Enrollment Management Action Group and Committee notes
21. Equity for All Project; Report to Board of Trustees (June, 2007)
http://www.deltacollege.edu/div/planning/EquityforallEnglishMathJUNE07REVISE1_000.pps
22. Grants: Title V, EOPS, DSPS, TRIO Delta Golddd, MESA, Puente, AmeriCorps, CAHSEE, Career Technical Education.
23. Great Valley Center Educational Needs Analysis, 2004 and other GVC publications
<http://www.greatvalley.org/>; <http://www.greatvalley.org/publications/index.aspx>

24. Institutional Effectiveness Report (Dr. M. Wetstein), part II Student Success
<http://www.deltacollege.edu/div/planning/INSTITUTIONALEFFECTIVENESS/INSTITUTIONALEFFECT.html>
25. IPEDS report with comparison group 05-06; 06-07
26. Management, faculty, and classified entitlement and hiring processes, and regular management, faculty, and classified evaluation processes.
27. Master Plans
<http://www.deltacollege.edu/div/planning/PLANNINGINDEX/Masterplan.html>
28. Teaching Environment Task Force update of Master Plan
29. Minutes:
 - Academic, Management, and Classified Senates
 - Board of Trustees: February 16, 2008 finalizing 2008 Mission Statement
 - Bond Oversight Committee
<http://www.bond.deltacollege.edu/CitizensOversightComm.html>
 - Curriculum Committee
http://www.deltacollege.edu/org/acadsen/docushare_000.html
 - Division Deans Council
 - Policy & Procedures Review Committee - October 2007 and December 2007
 - President's Council - January 2008
 - Student Services Council
30. Professional Development Center Website and Annual Reports
<http://www.deltacollege.edu/dept/facdev/index.html>
31. Program Reviews Instructional and Student Services (Archive and Current with 05-06 Template) - <http://docushare.deltacollege.edu/dsweb/View/Collection-4787>
32. San Joaquin Council of Governments website and publications - <http://www.sjcog.org/>
33. Schedule of Classes - <http://deltacollege.edu/dept/ar/registration/classsched.html>
34. Sources of purposes deemed appropriate for an institution of higher learning, national publications by reputable authors, e.g., Howard Bowen, Clark Kerr, Derek Bok, Alexander Astin; sources purposes are appropriate for community colleges, e.g., Judith Eaton, Arthur Cohen & Florence Brawer.
35. Staff survey results of questions on mission (2007)
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html
 (See Survey Results)

36. Student email - College Website, (revised to focus on students), student portal, other online forms of communication to students (registration, calling out system)
<http://www.deltacollege.edu/e-mail.html>;
37. Student Learning Outcomes Workshop -
<http://docushare.deltacollege.edu/dscgi/ds.py/View/Collection-4155>
38. Student Learning Outcomes and Assessments College-wide
http://www.deltacollege.edu/div/planning/accred_study_evidence/STUDENTLEARNINGOUTCOMES.html

PLANNING AGENDA:

1. Continue to seek guidance from the Developmental Education Review Task Force Steering Committee, the Developmental Education Review Task Force, the Student Success Coordinator, the Matriculation and Student Access Committee, and other appropriate shared governance groups in an annual review of the Mission Statement by the President's Council at the beginning of each academic year.
2. Develop a meeting agenda and minutes template for all College committees that includes the current College Mission Statement. Make certain all College committees including the Board of Trustees use the meeting agenda and minutes template.
3. Continue the comprehensive planning for the educational centers in Tracy/Mountain House, Lodi/Galt, Manteca/Lathrop, and the Foothills using the College Mission Statement as a guide.
4. Continue the comprehensive planning for renovation of existing and new facilities at the Stockton Campus using the College Mission Statement as a guide, and communicate the plans throughout the institution.
5. Continue to develop distance education courses and programs to provide high quality education and services to students who are unable to access traditionally-offered education and to those who wish an online, technologically-based educational experience.
6. Continue the student success initiative throughout the institution focusing on improving educational delivery and student learning outcomes within and across the curricular areas throughout the College.
7. Continue the effort to prepare students who enter the College with basic skills deficiencies so that they can enter certificate, degree, and transfer programs as quickly as possible.
8. Using research and effective practices identified by the Developmental Education Review Task Force, develop a program of comprehensive academic, social and career assessments for all students and an interesting, motivating basic skills curriculum that leads them to complete courses and programs in a timely way.
9. Using research and effective practices identified by the Developmental Education Review Task Force, develop basic skills programs that have a clear relationship to and integration with transfer and career technical that lead to improvement of outcomes for underrepresented students.

10. Through the Student Success Coordinator, continue to provide support and direction to the administration, management, faculty, and staff regarding processes and initiatives that will improve student learning outcomes.
11. Devote appropriate budget to support the improvement of student learning particularly among underrepresented students and students with basic skills/ESL needs.
12. By the end of the 2008-09 academic year, enlist Stockton Unified, Lodi Unified, Lincoln Unified, and Tracy Unified in joining CalPASS and conduct at least one joint meeting of faculty in English and mathematics from all institutions to begin discussions of better articulation and improved student outcomes.
13. By the end of each academic year, present updated data from the Accountability Reporting for the Community Colleges (ARCC), the Developmental Education Review Task Force, the Ad Hoc AI Strategic Planning Process Committee, and other projects to the College community including the Board of Trustees.
14. Complete the development of a set of measures of institutional effectiveness and benchmarks for improvement and disseminate them to the College community.
15. Use the ARCC measures as a subset of the measures of institutional effectiveness.
16. Develop a "dashboard" type reporting device for monitoring institutional effectiveness that will be placed on the College website.
17. Continue to develop data cubes in the Data Warehouse to provide data on key measures for all constituents to use.
18. Provide continual training in the use of the Data Warehouse to promote data-driven decision-making.
19. Revise the AI Strategic Planning Budget Process to embrace a broader view of the College and to include a greater focus on the external environment and what it may say to the College community about its strategic direction.
20. Replace all earlier versions with the 2008 revised Mission Statement on the College website and all College templates.
21. Conduct periodic surveys and focus groups of staff and students to seek input on key questions for planning and improving institutional effectiveness.
22. Make a special effort to gain input from students on the Mission and Vision Statements and Strategic Goals on an annual basis.

Standard I: Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

B. Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

Description:

Since the last accreditation, College administrators, managers, and faculty groups including student services have been encouraged to attend workshops on the implementation of a student learning outcomes and assessment cycle. Over the past several years, the Academic Senate, primarily through the Curriculum Committee, has sponsored all-day flex workshops to provide in-service to the faculty including the counseling staff, and allow them time to write student learning outcomes and assessments for their courses and programs. At this point the majority of courses have student learning outcomes included in the official approved curriculum and some have also included assessments. The CurricUNET system, the database used for curriculum development and revision, is the repository for the student learning outcomes and assessment cycle for course and program improvement. The Curriculum Committee and the faculty are currently working on student learning outcomes at the program level and for general education. The institutional-level student learning outcomes and assessments still need to be addressed.

San Joaquin Delta College has organized its key processes and allocated its resources to effectively support student learning as well. The Appreciative Inquiry (AI) Strategic Planning and Budget Process, now in its fourth iteration, provides an annual opportunity for individuals and groups throughout the College to propose projects that will have an institutional impact on student learning outcomes. These projects are always framed in terms of how they support the College's Mission Statement, Vision Statement, and/or Strategic Goals which are all stated in terms of student learning outcomes. The Matriculation and Student Access Committee and the Developmental Education Review Task Force Steering Committee are also sources of resource enhancements to support student learning.

The Instructional Program Review process has been revised to be as automated as possible. Instructional and Student Services Program Reviews are current and available on the College website. Instructional program reviews culminate in plans that take the form of AI Strategic

Planning and Budget project proposals which are reviewed through the entitlement process, the Facilities Planning Committee, Information Services, and/or the Instructional Capital Outlay/VTEA Committee. Recommendations for allocation of resources must eventually be reviewed by the College Planning and Budget Committee which recommends to the Superintendent/President of the College.

Subcommittees of the Management Senate, the Classified Senate, and the Academic Senate have been working to develop institutional performance indicators for the College. These indicators include measures developed by the California Community Colleges System Office for the Accountability Report for Community Colleges in 2006. They also include measures of particular importance to the College or community groups. Once the set of measures has been agreed upon, reviewed and accepted by the President's Council, it will be presented to the Board of Trustees for approval. Ultimately, the measures including benchmarks for improvement and a "dashboard" or "scorecard" for continual assessment of progress will be posted on the College website.

In short, San Joaquin Delta College meets Standard IB, Improving Institutional Effectiveness. In addition, the College has committed itself to plans for continued improvement of these processes on an institutional level as well as within each vice presidential area and division or department.

1. *The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

Self-evaluation:

San Joaquin Delta College maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

San Joaquin Delta College has structured its dialogue by maintaining links between administration, faculty, and staff. Communication within and across members of the campus community models the College's commitment to shared governance. The College embraces and understands the purpose of self-reflective dialogue as evidenced by the many institutional connections related to instructional and student services programs, human resources, physical resources, technology resources, and financial resources.

Dialogue on instructional and student services programs occurs in a multitude of venues. Such groups as the Academic Senate, Curriculum Committee, Matriculation and Student Access Committee, the Division Deans' Council, the Student Services Council, the Equity for All research team, the Developmental Education Review Task Force, and the Retention Task force deal primarily with issues related to Instructional and Student Services programs. The Administrative Reclassification and Entitlement Committee, the Classified Reclassification and Entitlement Committee, Academic Senate and Division Deans' Council through the Faculty Entitlement Process deal with human resources issues. The Facilities Planning Committee, and individual Bond project steering committees take up discussions of new and current facilities. The Planning and Budget Committee receives Instructional and Student Services program review plans, and AI Strategic Planning funding recommendations. The President's Council reviews the work of all College committees and work groups, including the Policies and

Procedures Review Committee and forwards recommendations on College policies and procedures to the Board of Trustees. The College has undertaken a review and revision of its governance committee structure and composition to improve committee functions, to improve communication among and between groups, and to speak to current conditions and needs of students, staff, and the community.

The College's success with self-reflective dialogue is evident in the numerous and ongoing discussions that occur across campus. These include annual participatory workshops and proposal submissions for the AI Strategic Planning and Budget Process and President's Cabinet budget prioritization process; shared governance via 23 standing committees, ad hoc and advisory committees, and adjudication panels. One example of dialogue around student learning occurred on April 13 and 14, 2005 during an intra-faculty dialogue session dedicated to student learning outcomes. Subjects discussed included creative variations of student learning concepts to be applied in curriculum review. Another similar dialogue occurred in August 2007 when faculty again met to begin developing assessments for the student learning outcomes in their courses. This included group learning, attention raising techniques, clear objectives and motivation enhancements. The results are evidenced by the marked rise in timely curricula review submission for 2005-2006 (Curricunet <http://www.deltacollege.edu/info/curricunet/index.html>).

Participation in the Equity for All research project provided opportunities for increasingly larger and more diverse audiences to examine data on the access, placement, and success of underrepresented students as compared to others as well as overall student success. Data from the project were shared within and across faculty disciplines, student services programs, various campus groups and committees and the Board of Trustees. The Accountability Reporting for the Community Colleges reports (ARCC 2006 and 2007) also provided opportunity for broad discussions of student outcomes within the College and across community college peer groups on important outcomes for all California Community Colleges. The focus on student outcomes provided by the report prompted important conversations throughout the College within and across disciplines, Student Services areas, and the Board of Trustees. Moreover, the opportunity to participate as a pilot college in the Basic Skills Initiative led to the formation in spring 2007 of the Developmental Education Review Task Force (DERTF). The Task Force, comprised of academic, vocational, and student services faculty and staff, has met, developed and validated plans for improving all aspects of developmental education at the College and communicated them to the College community. Subcommittees of the Task Force are accomplishing plans throughout the College via the shared governance process.

These dialogues have resulted in a greatly improved collective understanding of the meaning of data and innovative research concerning the evaluation of student learning outcomes and assessment. For example, most faculty and staff are now familiar with the terminology and data that have been disseminated through the Accountability Reporting for the Community Colleges Report, 2007, the Equity for All Report, and the Developmental Education Review Task Force. Throughout the College, program faculty and staff have been trained by the California Community Colleges System Office Research units so that they can take greater ownership of the data that are produced in their areas. Increasingly, faculty and staff use the System Office Data Mart as well as the College Data Warehouse to look at a variety of aspects of their

programs and student characteristics. In fact, both the faculty entitlement process and the program review process require that faculty and staff use data from the College's Data Warehouse to support their proposals and reviews. Prior to completing entitlement requests and program reviews, research staff conduct regular trainings on the use of common data sources.

- 2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

Self-evaluation:

San Joaquin Delta College sets goals to improve its effectiveness consistent with its stated purposes. The College articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Criteria the College uses to determine its priorities are its Mission Statement, Vision Statement and four Strategic Goals developed by the expanded AI Strategic Planning Team. When these documents were developed, it was the intention to develop measurable objectives to determine the extent to which the College was achieving these goals. However, despite considerable dialogue, agreement could not be reached on the measurable objectives against which to evaluate the goals. Recent discussions through a committee comprised of representatives of the Academic Senate, the Management Senate, and the Classified Senate and external forces (Accountability Reporting for Community Colleges, 2007 and the Basic Skills Initiative's Developmental Education Review Task Force) have assisted in specifying direction for developing measurable institutional objectives.

There is broad-based understanding of the goals and the processes to implement them. Continual conversation throughout the College, prompted by internal and external initiatives, have underscored the importance of the goals and the processes that are in place to implement them. The AI Strategic Planning and Budget Process has provided an annual focus on the goals and their relationship to funding. The projects that have been funded over the past few years have communicated the importance of these goals to the campus community, and there has been broad participation in this process. Finally, program review has now been directly tied to the AI process which will lend even greater understanding of the goals, processes, and their relationship to financial support including faculty entitlement positions.

The College implements its goals fairly well. Following extensive dialogue, the College articulates the goals, but individuals and groups have had difficulty finding ways to quantify their success.

The most recent Mission Statement, Vision Statement, and Strategic Goals are very clearly stated. However, to achieve them requires a multitude of sub goals which need to be articulated

in a systematic way and measured. For the past two years, those who participated in the AI Strategic Planning and Budget process have been required to explain how they will determine whether their requested projects have been a success; however, the College has not required funded projects to report on their outcomes at this point. Many projects require multiple years in process before outcomes can be expected.

The College achieves some of its goals more effectively than others. As an example, with the implementation of the Professional Development Center (PDC), hiring of staff, and development of such projects as the New Faculty Academy and ETUDES-NG training, the strategic goal of "Employee Development and Training" has been satisfied more fully than others. The Open Communication goal is more abstract, and therefore it is more difficult to identify measures to indicate the level of achievement.

3. *The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

Self-evaluation:

San Joaquin Delta College assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

The College understands and embraces the notion of ongoing planning as evidenced primarily by the annual AI Strategic Planning and Budget process and the Instructional and Student Services Program Review processes which are now tied to the AI Strategic Planning and Budget process. The AI process and program reviews lead to annual plans for human resources, facilities, technology, and budget allocations.

The College has a cyclical planning process in place that drives the budgeting of its resources—the AI Strategic Planning and Budget Process and the Program Review Process. Planning is integrated through the Planning and Budget System and the Planning and Budget Committee that represents all College governance groups to the President's Council and administration.

Institutional data are readily available from the California Community Colleges System Office Data Mart, the College's Data Warehouse and on the Office of Planning, Research and Regional Education website. These data are used for planning and evaluation purposes. Additionally, College data are available from numerous other sources such as the Great Valley Center, the San Joaquin County Council of Governments, and the State Department of Education website as well as from numerous reports such as Equity for All and ARCC 2006 and 2007. Data are analyzed and interpreted using standard statistical measures that are easily understood. Periodically, data are presented to constituent groups, shared governance committees, councils, and to the Board of Trustees so that the entire College community is well-informed and accustomed to looking at data for planning purposes.

4. *The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

Self-evaluation:

The institution provides evidence that the planning process is broad based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

A wide variety of mechanisms exist for participation in College planning including shared governance committees and ad hoc groups devoted to strategic planning, facilities planning, enrollment planning, and educational planning for facilities and educational centers. While some groups mentioned in evidence are comprised of members of one constituency group rather than all, all groups are invited to participate in most of the committees and input from all is welcomed. Despite considerable attempts to engage students in planning processes, it is difficult to get consistent representation from them.

Broad involvement is guaranteed by communicating opportunities widely and posting opportunities in a variety of venues: board room activities, meetings with constituent groups, DocuShare postings, and emails to the campus community.

Although resources may not prove to be sufficient to fulfill all plans, there is a concerted effort to find resources to fulfill worthy processes and projects. In any case, personnel at several levels are responsible for prioritizing projects within the College's units, divisions and departments. Overall spending is overseen by the College-wide Planning and Budget Committee which is advisory to the Superintendent/President. Original planning for the College's \$250 million facilities bond, however, included considerably more projects than could be fulfilled as the price of land for educational centers and construction costs have skyrocketed. The AI Strategic Planning and Budget Process is completely inclusive and transparent. The entire College community is invited to submit proposals, which are all reviewed for alignment with the College's mission, vision, and strategic goals. Institutionally-compelling projects are regularly funded, but more localized projects have more difficulty securing funding.

While state budgets and enrollment apportionments for the last several years have been reasonably generous, there are never enough resources to fund all worthy projects and initiatives. Consequently, College leadership has pushed administrators and managers to seek outside funding whenever possible through grants and other funding sources. Moreover, the College leadership has invested seed money in professional grant writers to obtain these funds. The results have been gratifying as the College has been successful in attaining a Title V Hispanic-Serving Institutions grant, a TRIO Student Services grant, a CAHSEE (California High School Exit Exam) grant, and a Career Technical Education grant, among others. The College has strong partnerships with the Stockton Unified School District (SUSD), Lodi Unified School District (LUSD), Lincoln Unified School District, Manteca Unified School District, Tracy Unified School District, the San Joaquin County Office of Education and the University of the Pacific (UOP), CSU Stanislaus, and CSU Sacramento, and regularly engages in

cooperative initiatives that will bring resources to the College in the form of grants, services, improved student success, more effective articulation, or student enrollments.

The College has maintained its enrollment base and has grown through implementation of the Distance Education and Regional Development plans established some years ago. Enrollment management planning has begun in earnest to increase apportionment and to provide greater resources for the College. Deans, directors, vice presidents, the Enrollment Management Committee, the Enrollment Management Action Group, as well as faculty and staff have been enlisted for input on ways to improve enrollment and efficiency. Planning for the \$250 million bond outlined building/renovation projects on the Stockton campus and new educational centers in Tracy, Lodi/Galt, Manteca, and the Foothills. Some projects have been completed, and several large-scale projects are due to break ground (Gateway) or begin (Goleman Library) soon, while planning for others continues at more serious levels (Mountain House, Lodi, Stockton Science and Mathematics Building). AI strategic planning has yielded approximately 45 projects over the past three years and represents spending of \$2.25 million on projects. Projects such as KUALI Business System (open source development of a business system), various outreach and enrollment building projects, professional development projects (New Faculty Academy, Adjunct Faculty Academy, Classified Retreat and conference attendance), funding of projects to develop the student learning outcomes and assessment cycle, and a number of projects that target increasing student success among particular groups are some of the projects that have been funded.

5. *The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

Self-evaluation:

The College uses documented assessment results to communicate matters of quality assurance to appropriate constituencies. These results include the Accountability Reporting for the Community Colleges (ARCC, 2006 and 2007), the Equity for All research project, and the Developmental Education Review Task Force (DERTF) plans to review and assess its current programs and to make improvements. Data from these external sources are presented and discussed in a wide variety of venues including constituency groups, governance committees, and College councils. At this point AI projects have been required to develop assessment tools for reviewing their outcomes, but they have not been required to conduct these assessments. In some special programs, assessment data is collected in the form of competency exam results, e.g., Eng 79 attempts to insure that students have met the requisite outcomes via a mastery exam. Skills prerequisite validation studies make sure students are not prevented from enrolling unless the skills prerequisites can be justified by demonstrating that students without the appropriate prerequisites are likely to fail a course. DERTF has indicated the need to review and refine placements and assessments in English, reading, and mathematics, and the mathematics department is in the process of piloting a six-level placement system that should enhance students' options.

By its MIS data submissions to the California Community Colleges System Office, the College makes public a wide variety of data through IPEDS (National Center for Educational Statistics),

CPEC (the California Postsecondary Education Commission), and the System Office Data Mart. The ARCC report, Equity for All, and Basic Skills Initiative are other external reports. Internally, presentations to constituency groups, governance committees, councils, and the Board of Trustees provide data and analyses throughout the College. Internal groups and committees include the Matriculation and Student Access Committee which analyzes data on student access and success. Data are also presented for analysis and discussion at numerous committees and groups: Enrollment Management Committee, Tech Prep Committee, Planning and Budget Committee, Facilities Committee, Policies and Procedures Review Committee, Academic Senate, Management Senate, Classified Senate, Division Deans' Council, Student Services Managers' Meetings, and Board Retreats. The website and various technologies (DocuShare and the Data Warehouse) also provide methods and opportunities to collect and distribute data.

The *College Catalog* and the Student Right to Know Report (SRTK) show transfer rates, program award counts, and enrollment counts. MIS reporting provides data to the California Community Colleges System Office which is published on the System Office Data Mart and used for presentations at Board of Trustee Meetings and in reporting through IPEDS, IPEDS Cool, CPEC, the ARCC Report, and the College's Data Warehouse.

The College annually prepares both an online and paper Catalog describing all of the programs and services it offers. In advance of each academic term, the *Schedule of Classes* is prepared to inform students of programs and services offered for that term. However, these publications do not contain information about student outcomes or measures of institutional effectiveness. The College has recently created a student portal which will allow the College to communicate directly and efficiently with students. It also has direct student email for students and staff. To date, however, other than SRTK data little has been done to provide information to students, parents, and the general public about outcomes or quality data, and the College has not attempted to assess whether or the extent to which the various publications and other communication devices are communicating effectively. Some functions such as the Transfer Center may assess effective communication through program review, but these results are not communicated to the public.

External sources provide outcomes data: IPEDS, IPEDS Cool, CCCSO Data Mart, SRTK, CPEC, ARCC Report, but no attempt has been made to assess the effectiveness of these tools in communicating information about institutional quality to the public. The College participates in various external surveys and questionnaires that publish demographic and success rates to the public (The College Board, Chronicle Guidance Publication, and ACT).

6. *The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

Self-evaluation:

San Joaquin Delta College assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

The College has processes in place to assess the effectiveness of its cycle of evaluation, integrated planning, and resource allocation implementation through the AI Planning and Budget Process. Components of the AI Planning and Budget Process include:

1. Constituent group input, theoretically leading to identification of areas for improvement and subsequent development of strategies.
2. Preliminary planning proceeds to next level for further feasibility analysis and resource allocation planning.
3. An inclusive process whereby initiatives can be submitted by any person or group at the College.

The following steps are taken in choosing which initiatives to fund:

- a. Initiatives are prioritized by the College leadership and the Planning and Budget Committee;
- b. The top initiatives are analyzed for feasibility by the appropriate department, as an example, the IS department analyzes any technology request;
- c. After the state yearly budget is approved, the College Business Office in cooperation with the President's Cabinet recommends an amount that can be used to fund the initiatives for the year or ongoing as part of the tentative budget; and,
- d. The Planning and Budget Committee then recommends to the President what projects should be funded for the year.

What is missing from the process is the systematic evaluation of the projects that have been funded to assess their effectiveness, and ultimately to determine their continued funding. Most of the projects that have been funded need a period of time for implementation before their effectiveness can be assessed, but this activity should begin soon.

The AI Planning and Budget Process is based on improvements and deliverables and must address either accreditation and/or yearly College goals. The AI initiatives can be submitted by any College employee.

7. *The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

Self-evaluation:

The College assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

Mechanisms the College uses to gather evidence about the effectiveness of programs and services include the regular program review process. The Instructional Program Review process has recently been overhauled, revised, and implemented. All programs have completed a full review in the past three years. Student Services Program Reviews have been ongoing and regular. No formal program review process has been implemented for Human Resources and Employee Relations, Business Services and Finance, Information Services, Superintendent/President's Office, or for Divisions and Units above the Division level in the Instructional or Student Services areas. These are areas for future development. Of course, individual areas conduct planning/review retreats and make reports periodically; however, there are no "official" methods of evaluating program/service effectiveness in these areas.

The program review process has recently been linked to the AI Strategic Planning and Budget Process so that Instructional and Student Services programs can see how their recommendations lead to budget allocations. Evaluation/follow up on annual and long-term goals and projects need to be accomplished in order to link evaluation processes and results to improvements in programs and services.

The AI methodology provides some of the tools for measuring success. Evaluation tools need to be developed and used to measure the effectiveness of funded projects.

THEMES

Institutional Commitments:

The College has committed human resources, facilities, technology, equipment, and supplies through the College planning and budgeting process to achieve a greater focus on educational, facilities, technology, and budget planning. Over the past three years the College has funded over \$2.25 million worth of projects submitted from across the College community.

The AI Strategic Planning and Budget Process has funded such projects as the KUALI Financial and Student System Development projects, open source projects for systems that are greatly needed to improve efficiency and effectiveness at the College at a much lower cost than off-the-shelf products. These efficiencies, funded by AI, will provide more resources over the years to Student Services and Instructional programs which will improve student learning.

Enrollment management and planning initiatives such as improving research and staff development capacity through the Planning, Research, and Regional Education function and the Professional Development Center also focus on improving student learning outcomes. College commitment of staff to provide technology for instructors and students and to provide such services as email, online registration, and the student portal also show commitment to student welfare and learning.

The \$250 million bond planning program demonstrates the College's commitment to student learning through developing educational centers to improve services and learning for outlying students, renovating existing facilities to provide updated learning environments, and building projects such as the Gateway Student Services Building which brings together all of the student services that have been dispersed throughout the campus for many years.

The College has also committed to the replacement of retiring faculty on an "automatic replacement with discernment" basis which is combined with a second process that involves a collaboration of the Assistant Superintendent/Vice President of Instructional Services, the Division Dean's Council, and the Academic Senate in developing a priority list for gaining additional faculty positions.

The College has also committed to improving student learning through several initiatives including participation in the Equity for All study, analysis of outcomes from ARCC reports 2006 and 2007, the Developmental Education Review Task Force, and the Student Success Initiative all of which indicate a commitment to data-driven review and decision-making which is focused on creating better learning outcomes for students.

Evaluation, Planning, and Improvement:

Evaluation, planning, and improvement have become the work of the faculty-led Curriculum Committee as it works to institute a focus on student learning outcomes, assessment, and improvement. Through the CurricuNET software, instructors are able to manage these tasks consistently.

An increase in the research capacity of the College through the Title V grant and significant dedication of Information Services resources for the Data Warehouse has improved the College's ability to provide data on demand to users who avail themselves of training and the training materials that the Research Office provides.

The program review process has been revised to focus on the most significant aspects of program effectiveness.

The Academic Senate, Management Senate, and Classified Senate have worked with the Assistant Superintendent/Vice President for Instructional Services to develop a set of institutional effectiveness measures that include some external assessments as well as internal ones believed to demonstrate effectiveness at the College.

Student Learning Outcomes:

Student learning outcomes have been at the heart of educational, facilities and AI strategic planning processes at the College. The 2008 amended Mission Statement, Vision Statement, and four Strategic Goals are all stated in terms of student learning outcomes. The Curriculum Committee currently has the goal of including student learning outcomes in every new and revised course.

Educational planning and program review focus attention on student learning outcomes as an integral part of each program's review of its effectiveness, and for planning new programs. Distance learning, for example, provides students with convenience. Planning for current and future learning management systems, staff, and services also focuses on improving student learning outcomes in online courses and providing students with adequate technological experiences in face-to-face classes.

Facilities planning focuses on current and future student learning outcomes that research indicates the College will need in order to provide current and future students with the education they need to succeed in higher education and the workforce. The new Gateway Student Services Building, the renovated library, the new Science and Math Building, the new physical education and athletics fields and facilities will all focus on providing a student environment that supports student learning outcomes.

The AI Strategic Planning and Budget Process has funded several initiatives whose purposes are to improve student learning outcomes: New Faculty Academy, conference attendance, trainings, and workshops to assist faculty in convincingly stating their student learning outcomes, creating effective assessments, and completing the cycle of improving courses and programs.

Organization:

The College's organizational structure has been changed to include the AI planning process which links planning with the development of the College budget in a way that had not been done before. The College organizational structure has also been modified to put a greater emphasis on research associated with meeting the institutional and academic needs. The shared governance committee structure has been revised and modified to improve communication across the College, and workshops for committee members will be scheduled for spring 2008 so that committee members understand their responsibilities to discuss committee business with their constituents.

Dialogue:

The College community engages in dialogue as they set goals in a variety of ways. Annually, every department and division engages in a goal-setting exercise which involves discussion of the state of their programs and their division. According to schedule, every Instructional and Student Services program reviews its programs using consistent data provided through the College's Data Warehouse; faculty and staff discuss the strengths and weaknesses of their programs.

Planning throughout the College is characterized by inclusiveness and wide participation. Administrators, managers and the Management Senate, faculty and the Academic Senate, classified employees and the Classified Senate, other College-wide groups and official committees, official student groups and the general student body, and members of the College service area community are welcomed to participate and give input on a wide array of processes.

Prior to the passage of the \$250 million facilities bond, during the planning of each project, and throughout the entire bond project, a variety of committees, both standing and ad hoc, have weighed in on the process and product.

Other ad hoc committees such as Equity for All, Developmental Education Review Task Force, Enrollment Management Action Group, etc., have provided opportunities for administrators, faculty, and staff to discuss important information and provide direction for improving the institution for students and staff.

Institutional Integrity:

San Joaquin Delta College demonstrates institutional integrity with its stakeholders through its shared governance system and open communication system. All committees are open to visitors and most meet at regular times and locations so all members of the College community can access them. Unfortunately, the shared governance system does not always work as smoothly as everyone would like. Committee members need training in committee responsibilities and reporting structures including posting of minutes and agendas. A shared governance website has been proposed, the governance committees are being revised, and training will be provided to improve the process. The Facilities Planning Committee and the AI Strategic Planning and Budget Process are inclusive and open to all constituents. The Superintendent/President communicates to the College community by email on a regular basis.

EVIDENCE:

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 - Draft of Conceptual Framework
<http://accreditation.deltacollege.edu/documents/ConceptFrameStrategicPlanningProcesses11205.pdf>
 - FileMaker Template
 - Planning and Budget Process
<http://docushare.deltacollege.edu/docushare/dsweb/View/Collection-5806>
 - Funded Projects: 05-06, 06-07, 07-08
 - Prioritization Process
<http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html>
3. Board of Trustee's Announcements, Agendas and Minutes
<http://www.deltacollege.edu/div/trustees/>
4. Bond planning and current costs of construction in College services area
<http://www.bond.deltacollege.edu/>
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<http://www.cccco.edu/Home/tabid/189/Default.aspx>
6. College Catalog http://deltacollege.edu/dept/ar/catalog/catalog_main.htm
7. College Mission Statement Board Policy 1200 <http://www.deltacollege.edu/info/delta-mission.pdf>
8. College Schedule of Classes - <http://deltacollege.edu/dept/ar/registration/classsched.html>
9. College Strategic Goals - <http://docushare.deltacollege.edu/dsweb/Get/Document-35104/StrategicGoalsPB12705.pdf>
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11. Committee Book - Governance Committee Structure (Policy 2430)
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14. Employee Evaluation Forms <http://docushare.deltacollege.edu/dsweb/View/Collection-3460>
15. English 79 Mastery Process
<http://www.deltacollege.edu/dept/english/samplemasterypacket.pdf>
16. Equity for All Report, June 2007
http://www.deltacollege.edu/div/planning/EquityforallEnglishMathJUNE07REVISE1_000.pps
17. Facilities Committee announcements, agendas and minutes
18. Facilities Planning community outreach meetings
19. Faculty dialogue on student learning outcomes email submissions
http://www.deltacollege.edu/org/acadsen/docushare_000.html
20. Financial Aid Grants from federal/state sources, Facilities Matching Grants, Facilities Bond for Major Campus and Outreach Renovations, and Building Projects, SUSD, UOP Partnership documents
21. Grant Awards: Title V Hispanic-Serving Institution Grant, TRIO Student Services Grant, TRIO Talent Search Grant Proposal (unfunded) CAHSEE Grant, AmeriCorp Grant, CTE Teacher Pipeline Grant, Middle College High School Grant, Early College Redesign Grant, VTEA Grant for Vocational Education Programs, and Delta Gold
22. Institutional Effectiveness Report (Dr. M. Wetstein), part II Student Success
<http://www.deltacollege.edu/div/planning/INSTITUTIONALEFFECTIVENESS/INSTITUTIONALEFFECT.html>
23. Institutional Outcomes Draft, 2007
24. IPEDS Reports
25. Master Plan <http://www.deltacollege.edu/div/planning/PLANNINGINDEX/Masterplan.html>
26. Mathematics Placement System
27. Minutes: Academic Senate, Classified Senate
<http://www.deltacollege.edu/org/classsen/Agenda-Minutes.html>
28. Planning and Budget Committee Agendas and Minutes
<http://docushare.deltacollege.edu/dsweb/View/Collection-2146>

29. Prerequisite Validation Process
<http://www.deltacollege.edu/div/planning/PREREQUISITES/PREREQUISITEMAIN.html>
30. Presentations at Governance groups including invitations to participate in planning process, e.g., AI Strategic and facilities planning, development of measures of institutional effectiveness, reports on Chancellor's Office measure of effectiveness
31. Program Reviews Instructional and Student Services
<http://docushare.deltacollege.edu/dsweb/View/Collection-4787>
32. Student email - College Website, (revised to focus on students), student portal, other online forms of communication to students (registration, calling out system)
<http://www.deltacollege.edu/e-mail.html>;
33. Student Learning Outcomes Workshop
<http://docushare.deltacollege.edu/dscgi/ds.py/View/Collection-4155>
34. Student Right to Know Report (SRTK)
<http://www.deltacollege.edu/div/planning/StudentRighttoKnow.html>
35. Superintendent/President's campus-wide communications (e-mails)
http://www.deltacollege.edu/div/planning/accred_study_evidence/PRESIDENTSEMAILMESSAGES/PRESIDENTSINDEX1.html

PLANNING AGENDA:

1. Revise the Appreciative Inquiry Strategic Planning and Budget process to include a focus on communicating the needs and demands of the external environment to internal constituencies for planning purposes.
2. Complete the revision of the shared governance structure.
3. Develop workshops in the Professional Development Center to educate committee members in providing greater two-way communication to and from their constituents.
4. Continue to review and revise shared governance processes and procedures to promote greater communication and participation across constituency groups.
5. Continue the faculty dialogue around student learning outcomes and assessments as they relate to the College's Mission and Vision.
6. Continue to provide training for those who produce and retain MIS data to allow them to take ownership of the data and participate in interpreting it.
7. Continue to provide training for faculty and staff in the use of the Chancellor's Office Data Mart, the College's Data Warehouse, and other common data sources.
8. Continue to encourage faculty and staff to support AI Strategic Planning Funding Proposals, Developmental Education Funding Proposals, and Matriculation Funding Proposals with data to support and evaluate proposals and outcomes.
9. Continue using the College's Mission, Vision, and Strategic Goals to guide dialogue.
10. Continue to develop institutional measures of effectiveness including those provided by the ARCC report and Basic Skills Initiative.
11. Continue internal conversations about goals and processes.
12. Continue to offer presentations to governance constituency groups providing internal/external data to inform and accustom the College administrators, faculty, and staff to reviewing data and using them for decision-making.
13. Present data, develop external goals, add external goals to the AI Process, develop measures, and provide data on outcomes.
14. Finalize benchmark institutional effectiveness indicators and develop a calendar and review process for comparing annual institutional performance with benchmark indicators.

15. Continue to articulate sub-goals and institutional effectiveness indicators for assessment.
16. Continue to articulate, attempt to measure, and communicate outcomes to the College community.
17. Continue to develop relationships among the various planning that occurs throughout the organization.
18. Continue development of Appreciative Inquiry project review and evaluation process for program continuance.
19. Continue to expand the research function throughout the College
20. Continue to develop the Data Warehouse and the skill level of users to successfully retrieve data they need.
21. Continue working with groups and committees to articulate important research questions.
22. Continue to provide and demand data to support proposals for funding and assertions about the effectiveness of programs and processes.
23. Continue to involve all constituents in the various methods of planning throughout the institution.
24. Continue to provide training to College community members on effective two-way communication as a trait of an effective committee/council member.
25. Continue to encourage students to participate in the shared governance process.
26. Conduct focus groups with students to determine ways of including them in the planning and shared governance process.
27. Conduct focus groups with all constituent groups to determine ways to make involvement more accessible to all groups.
28. Devise a way to provide budget to each vice-presidential area so that more localized additional needs can be addressed.
29. Consider ways of reviewing current budgets and reallocating where programs or processes are deemed to be ineffective or dormant.
30. Consider ways of revising processes for greater efficiency and cost-savings to provide budget for worthy projects in specific areas.

31. Continue to seek outside funding using professional grant writers where possible; with emphasis on grant designs that support the institutional mission, vision, and strategic goals.
32. Consider hiring a grants coordinator who can assist in developing a more comprehensive and coherent grant-seeking agenda consistent with the institutional mission, vision, and strategic goals.
33. Continue development of tools to assess effectiveness of funded projects.
34. Continue to develop more refined placement systems for basic skills so that students are placed in courses more effectively.
35. Continue to develop assessments in basic courses to demonstrate that students are prepared for college-level work.
36. Continue to widely disseminate internal/external assessment data and require the use of data to support requests for funding and other support.
37. Continue to enhance the Planning, Research, and Regional Education website as a repository for reports and data to be used throughout the College.
38. Develop the College web pages to include statistics on student achievement and student learning from program reviews.
39. Include information from national and state level reports on student achievement and student learning to provide comparisons the College web site.
40. After all internal/external sources of information about outcomes and institutional quality have been identified and made available to the public, conduct focus groups to assess effectiveness.
41. Develop criteria for assessing the effectiveness of Appreciative Inquiry Planning and Budget proposals that have been funded in the past.
42. Identify a timeline for each Appreciative Inquiry proposal that indicates when/how it must demonstrate effectiveness.
43. Develop outcomes assessment process so that Appreciative Inquiry projects can be evaluated for continuation or discontinuation.
44. Develop appropriate program/service review processes in all areas of the College.
45. Develop appropriate measures of effectiveness in all areas of the College and at various levels of the organization.
46. Continue linking the Program Review Process to the Appreciative Inquiry Planning and Budget Process so that areas may not seek additional funds without a documented program review.

Standard II: Student Learning and Programs Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Descriptive Summary:

San Joaquin Delta College has deep roots in the history of the community. The College was founded in 1934 as College of the Pacific Junior College. In 1935 College of the Pacific Junior College under the name of Stockton Junior College became part of the Stockton Unified School District.

Since that time, San Joaquin Delta College has fulfilled the community's dream of becoming an affordable first-class post secondary option for students seeking high-quality instructional programs. Several programs, because of their quality and the high level of employability of graduates such as electron microscopy and nursing, are sought after by students outside the District as well as in-district students.

Students throughout the District depend upon the College to provide excellent general education programs that prepare them for associate of arts and associate of science degrees, and to transfer to the University of California, the California State Universities, and other in-state and out-of-state institutions. Students also depend upon the College to provide high quality preparation in career and technical programs that culminate in certificates and prepare them to effectively enter the local, regional, and national workforce.

Individuals currently in the workforce and those who have been away from it look toward the College to acquire new career and technical skills or to update their skills for promotion and greater marketability. Each year more than a thousand high school students get a head start on college while in high school through the College Early Start Program or via the Middle College High School, the highly-acclaimed Lodi Unified High School located on the College's Stockton campus. Still others come to the College for life-long learning through Kids' College, Adult Community Education, or through enrollment in a variety of credit-bearing courses in humanities, arts, sciences, social sciences, physical education, athletics, or career and technical areas.

Student success related to student learning outcomes is at the heart of the College which provides an environment that promotes and supports learning and enhances understanding and appreciation of diversity. The College encourages personal and community responsibility as well as aesthetic and behavioral development of students. The College assesses its programs through a rigorous program review process that requires data to support assertions about outcomes and effectiveness, justifies the program in terms of the College's mission, vision, and strategic goals, and is tied to the Appreciative Inquiry Strategic Planning and Budget Process.

The College's instructional program meets all areas of this standard. At the same time, an ambitious and aggressive planning agenda is included so that the College can meet the outer limits of excellence this section represents. This planning agenda includes enhancements of data collection and analysis of student learning outcomes at the course and program level. Professional development activities for faculty and student service professionals will continue and increase. The College is committed to continually improving instructional services by expanding and enhancing programs for students.

1. *The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

Self-evaluation:

San Joaquin Delta College demonstrates that all instructional programs, regardless of location or means of delivery, address its mission while upholding its integrity.

All new courses and curriculum revisions are subjected to an extensive review and approval process. A new course and/or course revision may begin with an individual faculty member or discipline group, but it is eventually subject to the scrutiny of the College's Curriculum Committee, the Academic Senate, and finally the Board of Trustees. New courses and curriculum revisions follow Board policy, California Education Code and Title 5 Regulations, and the Academic Senate of California Community Colleges best practices recommendations, all of which speak to currency, high quality, and appropriateness for an institution of higher education. Courses that faculty wish to offer via distance learning are subject to a special review to ensure they are equivalent to a "face-to-face" version and allow for regular and effective contact with students.

The College Curriculum Committee considers the College's Mission Statement when they review new or revised courses. The Curriculum Committee and the Academic Senate display the College's Vision and Mission Statements on their meeting agendas and minutes to reinforce that their actions should be consistent with the statements.

At least every five years, all courses and programs are required to complete a curriculum review. The Curriculum Committee ensures that new courses and course revisions are based on current best practices including requiring student learning outcomes and assessments and up-to-date textbooks and course materials. No course may be offered if the curriculum review is not in good standing or at minimum in a pending stage of the review process.

High quality and currency are also ensured in other ways. The Assistant Superintendent/Vice President of Instructional Services and the Division Deans meet regularly and their agendas, which also display the College mission, include topics related to course offerings, program review, teaching and learning improvement, and the mission of the College.

Courses and programs are reviewed, approved, and evaluated for articulation with other institutions of higher learning such as the University of California (UC) and the California State Universities (CSU). To ensure quality in articulation, the College has a dedicated full-time articulation officer who maintains current information and tools to assist students in the transfer process. The College has also dedicated resources to assist transfer by maintaining a Transfer Center as a service to students. The Articulation Officer is in constant communication with the College's primary-receiving baccalaureate institutions including the CSU and the UC campuses as well as its neighbor the University of the Pacific. The Articulation Officer attends state and regional meetings relevant to transfer and is a voting member of the College Curriculum Committee.

As another important measure to ensure quality and currency, College faculty have established a cycle of learning outcomes, assessment, evaluation, and modification to improve the learning outcomes of all new and revised courses. This information is stored in the CurricUNET system and is readily available for reference by faculty.

The College has a full complement of established courses and programs that have been approved through the California Community Colleges System Office. The College follows the System Office guidelines for establishing a new and/or maintaining a current program. All established programs go through a regular comprehensive program review process every five years. Career and technical programs conduct abbreviated reviews every two years, comprehensive reviews every six years, and hold regular meetings with local advisory committees and discipline faculty to make sure that the curriculum is current and appropriately prepare students to enter the workforce.

The employment market is one of the primary determining factors for whether a program is successful or not. As long as sufficient student enrollment and support from the community exists, a program is likely to continue. New programs grow from an unmet need expressed by the community or changes in society and or technology that require additions to the curriculum of programs. To speak to market forces, the College is currently exploring the possibility of adding programs in nanotechnology and biotechnology, applying for National Science Foundation grants to improve curriculum delivery in Science, Technology, Engineering, and Mathematics (STEM), and considering a viticulture, oenology, hospitality, and culinary arts emphasis for its proposed Lodi/Galt center.

Recently the College participated in several projects that have focused the attention of faculty on the outcomes of basic skills programs in English composition, reading, mathematics, and ESL, and the ability of these programs to successfully prepare students for transfer and college-level courses across the curriculum in a timely manner. The first project, Equity for All, was a collaboration with the University of Southern California's Center for Urban Education. The data collected on student success in basic skills classes confirmed concerns held by faculty and administration throughout the community college system about the

limited success of under-prepared minority students. The project focused on the extent to which students were meeting goals equitably across ethnic and racial demographic groups. However, it also revealed that no group, including the slight majority of Caucasian, is doing very well in reaching educational goals such as certificate and degree attainment and transfer.

The Equity for All focused on students that had attempted college-level English, intermediate-level Algebra and completed at least 12 units; these students were identified as the “Transfer Potentials.” Following this cohort of “transfer potential” students over five years, the researchers looked to see how many had completed the “Critical Four,” another transfer milestone, and how many had achieved certificates and AA/AS degrees. There was a significant inequity in the performance among African American and Hispanic students among the “transfer potential” cohort. Although many students have attained their goals at the College, the goal is to increase the success rates equitably among all ethnic groups. A number of initiatives are currently in place to address these inequities: for example, Delta Goldddd, the Title V Hispanic-Serving Institution grant, Project AFFIRM (specifically directed toward African American students), and the Developmental Education Review Task Force.

Arising out of the concerns identified by Equity for All and the Accountability Reporting for the Community Colleges (ARCC 2006) report, Superintendent/President Rodríguez convened the Developmental Education Review Task Force. The Task Force, comprised of approximately 50 administrators, managers, faculty and counselors, and staff across the College curriculum, met for three full days to develop plans for improving the College’s basic skills and ESL program outcomes. Using the state-wide basic skills literature review and tool for evaluating basic skills programs, the Task Force has developed plans to address Organizational and Administrative practices, Program Components, Staff Development, and Instructional Practices that will eventuate in assessment and curriculum reform leading to improved student outcomes in basic skills areas.

Regular discipline group meetings give faculty an opportunity to discuss and evaluate their curricula for currency, effective teaching and learning strategies, and desired student learning outcomes and assessments. Discipline faculty also review their curricula through annual goal-setting processes and the regular program review process.

Encouraging faculty professional development is another way the College promotes quality and currency in its curriculum. Three percent of the faculty is provided with sabbaticals each year to bring updated information to their programs and new skills related to all educational programs. The College provides limited funding (\$225/full-time faculty member) on an annual basis for professional development through conference attendance. The College also provides in-service workshops for all faculty and faculty in specific disciplines or programs on a limited basis, e.g., student learning outcomes workshop, fall 2005; student learning outcomes and assessment workshop, fall 2007.

Funding for professional development from state sources was non-existent for several years. However, state sources for particular targeted outcomes such as improvement of matriculation processes and improvement of basic skills outcomes have recently become available. In addition, the AI Strategic Planning and Budget Process has funded projects to

improve teaching and student learning outcomes, e.g., New Faculty Academy, Grants such as Title V have also provided a variety of workshops by nationally-known presenters.

Since the last accreditation, the College has invested quite heavily in professional development for faculty, staff, and administration through the creation of the campus-wide Professional Development Center (PDC). The Center provides training in curriculum design and teaching methodologies for faculty who teach face-to-face as well as in distance education courses and programs.

- a. *The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

Self-evaluation:

The College identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

The College has conducted and participated in a variety of research activities to identify student learning needs and to assess students' progress toward achieving stated learning outcomes. Established in 2003, the College's Data Warehouse now contains 18 data cubes that are updated annually. The Cubes are organized according to research interests such as Assessment Levels, Institutional Outcomes, Program Review, Regional Education, and Student Demographic Information. Regular trainings are conducted for managers, faculty, and classified professional staff to develop their ability to use the data cubes effectively. Data and local, state, and national research reports are also collected and disseminated to appropriate individuals and committees such as the Matriculation and Student Access Committee (MSAC), the Curriculum Committee, and the Academic Senate through the Office of Planning, Research, and Regional Education. Results of the College's participation in studies described earlier are also disseminated widely throughout the College: the Equity for All research project which gave the college a chance to gather information about the progress of students from minority groups in reaching program achievements, the Developmental Education Review Task Force, which continues to focus on basic skills outcomes and progress toward college-level course participation, and annual analysis of the Accountability Reporting for the Community College (ARCC) which provides outcomes data on certificate, degree, and transfer attainment and basic skills/ESL progress for comparison groups of California Community Colleges.

According to the Assessment information in the *College Catalog* and on its website, "The purpose of academic assessment is to ensure that students have a productive and

rewarding educational experience at San Joaquin Delta College. It is important that students get involved with coursework in which they can be successful.” All assessments utilized at the College adhere to state-wide Matriculation standards governing their application including the use of multiple measures. Assessment results place students in an academic level in reading, writing, and math, and ESL. Assessment exams are offered during the day and evening before and throughout the term.

New and non-exempt students are required to go through the Assessment COMPASS Evaluation (ACE) program. ACE combines both an academic skills assessment using a computerized test called COMPASS with a counselor-led orientation where students are advised on the registration process, informed on matters pertaining to student conduct, and learn of their assessment results. The Developmental Education Review Task Force is currently considering expanding the assessment process to include assessments of career and aptitude as well as student engagement in order to provide students with more effective counseling and advisement leading to a Student Educational Plan (SEP). In addition, the Mathematics department is experimenting with an expanded placement system using COMPASS to place students at six levels of mathematics rather than the three current levels. More finely grained assessment is also needed in Basic Skills Mathematics as well as Reading and English composition. Reading and English faculty will begin working with the Assessment instructor to develop additional assessment levels in spring 2008.

Combined English Language Skills Assessment (CELSA) is taken by ESL students who do not have a high school diploma or equivalency from the United States. Some ESL students with a high school diploma or equivalency may also choose to take the CELSA.

CPAt is taken by students seeking to qualify for federal financial aid monies to satisfy Ability to Benefit (ATB) regulations. These students are referred to the test by the College’s Financial Aid and Veteran’s Services Office.

The College requires a regular cycle of program and course review which includes reviewing the results of the assessment of student learning outcomes and modification of courses to improve those outcomes. The discipline-level curriculum committee reviews course and program curriculum, student learning outcomes, assessment results, and recommends revision as needed. These faculty committees review course and program curriculum with an eye for areas in which there is a need for developmental instruction. Faculty members are responsible for tracking the achievement of course and program learning outcomes.

Faculty-collected data are housed in CurricUNET and reviewed by the discipline faculty to evaluate and consider course modifications. Faculty use student learning outcomes and share assessment data to gauge student success. Departments review results collaboratively, evaluate and modify as needed.

The Planning and Budget Committee is responsible for reviewing the future needs and plans of College programs. Instructional Services, Student Services, and Business Services have maintained program review committees made up of cross-constituent

members. However, in the recent reorganization of the governance groups, program review committees will now be comprised of individuals within the particular vice presidential area, and the cross institutional perspective will be provided by the Planning and Budget Committee. Each vice presidential area including Instructional Services, Student Services, Business Services, Human Resources and Employee Relations, Information Services, and the Superintendent/President's Office will constitute its own program review committee.

In spring 2007, the College administered a survey to all graduates. Results of the survey which will be repeated in spring 2008 show that students are generally quite satisfied with the outcomes they achieved in critical thinking, oral and written communication, and mathematics.

A number of grant-funded projects provide data for the improvement of instruction and student services including the Nursing Success grant, the Title V Hispanic-Serving Institution grant, the TRIO program Delta Gold grant, the Puente Project, the AFFIRM project, the CAHSEE project, the Tech Prep grant, and the Career Technical Education grant.

- b. *The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

Self-evaluation:

San Joaquin Delta College uses delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students. College faculty members follow the regular curriculum review cycle and may recommend changes in instructional delivery if learning outcomes are not met. Program review identifies areas where faculty positions or instructional capital outlay funds are needed to assist faculty in achieving desired student learning outcomes. When validated, those recommendations go into the AI Strategic Planning and Budget Process and/or through the Instructional Capital Outlay/VTEA process, and lastly, through the Planning and Budget Committee process.

Several groups of faculty are discussing greater collaboration to maintain alignment. As part of the data gathering for the Developmental Education Review Task Force, English composition, reading, and math faculty conducted informal email surveys to help them assess the effectiveness of their instruction in courses across the College curriculum.

Faculty are responsible for reviewing the effectiveness of instructional delivery. Data are collected in CurricUNET and reviewed by the discipline faculty to evaluate and consider modifications. The Distance Education Committee is preparing a plan for distance education which will contain guidelines for conducting effective distance education courses to present to the Curriculum Committee and the Academic Senate.

The Distance Education Committee, Curriculum Committee, General Education Review Committee, and SLOA Committee (to be appointed) all discuss instructional modes and delivery systems as the agenda items require. There is specific discussion and consensus achieved when a course is first approved for delivery at a distance to ensure that the course delivered via distance education will be equivalent to the “face-to-face” version and allow for regular and effective contact with students.

Assessment of delivery systems and modes of instruction is an ongoing process involving continual evaluation and modification. Data are being gathered for the first wave of course learning outcomes. Faculty began to review the assessment results in fall 2007. Evaluation and modification will continue through the next academic year as the data initially gathered are examined. Along with outcomes faculty are discussing methods of instruction as well as tools such as the student response system that have evidence of increasing student success.

- c. *The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

Self-evaluation:

The College identifies student learning outcomes for courses, programs, certificates, and degrees, and assesses student achievement of the specified outcomes using assessment results to make improvement.

Prior to the 2005 faculty in-service day, many faculty across the College attended a variety of workshops and presentations devoted to the development of student learning outcomes and assessments, and some had begun developing student learning outcomes and assessments for their courses in earnest. In August 2005, the Academic Senate and the Curriculum Committee devoted an in-service day to training faculty and assisting them in developing student learning outcomes for their courses. In August 2007, the Senate and Curriculum Committee again devoted a half day of the fall in-service to training faculty and assisting them in developing assessments for their courses. Both days required faculty attendance.

Faculty in each discipline area develop the learning outcomes and assessments for courses and programs (certificates and degrees). Faculty are responsible for establishing learning outcomes, for reviewing effectiveness of instructional delivery, and evaluating the resulting data. Data are collected in the CurricUNET system, and they are reviewed by the discipline faculty to evaluate and consider modifications. The faculty have not completed a full cycle of review to date. The results are recorded and disseminated in a transparent manner via CurricUNET reports.

The College’s participation in the Equity for All project, the Developmental Education Review Task Force, and the discussions of the Accountability Reporting for Community Colleges (ARCC, 2006) have prompted considerable discussion and dialogue about

student achievement of learning outcomes and student success in general. All three initiatives have led to discussions within disciplines as well as across the curriculum, and faculty groups have begun to form to experiment with alternative methods of assessment. Many faculty have been attending workshops, conferences, and trainings to enhance their knowledge of ways to retain students and more effectively assist them in achieving the student learning outcomes they have specified. Grant programs such as the Title V Hispanic-Serving Institutions grant, TRIO Delta Gold, other initiatives such as AFFIRM for improvement of outcomes of African American students, EOPS programs, DSPS programs, and professional development opportunities such as the Digital Bridge Academy presentation, the Student Success Conference, 2006 and 2007, and the Professional Development Center have provided opportunities to see new ways of achieving and assessing student learning outcomes that may be more effective than the current ones used. Faculty have eagerly attended and benefited from these development opportunities.

2. *The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

Self-evaluation:

San Joaquin Delta College assures the quality and improvement of all instructional courses and programs including collegiate, developmental, and precollegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.

By adhering to the College's Mission Statement, Board policies on curriculum and its delivery, the California Code of Education, Title 5, and state-wide Academic Senate Best Practices as well as other external regulatory agencies' criteria, the Curriculum Committee, the Academic Senate, and the College's Board of Trustees assure the quality and improvement of all instructional courses and programs. Moreover, the regular curriculum review process and the instructional program review process further focus on ensuring quality and improvement.

In addition, recently the Developmental Education Review Task Force (DERTF) and the Matriculation and Student Access Committee (MSAC) have focused on improvement of the College's basic skills programs in English composition, reading, and mathematics, and ESL. The Task Force and MSAC believe that students who need instruction and practice in Basic Skills and ESL should be able to achieve greater success in a timelier manner. Moreover, discipline faculty and career/technical faculty both express concern that students who enter their programs are unprepared to complete the reading, writing, and mathematics tasks they assign. Both the DERTF and the MSAC will continue to work with the English, reading, mathematics, and ESL faculty to improve outcomes in basic skills and increase the number

of basic skills students who achieve success in degree and certificate attainment and transfer.

The 2007 Graduation Survey indicates that students who graduate with AA or AS degrees believe their education has been of high quality. Students rated each item on a five-point scale with five indicating the item reflected their experience to a great degree. Students were overwhelmingly positive. All items had a mean response of four or greater. Students agreed their experiences at the College gave them an opportunity to appreciate the value and importance of history; increased their respect for cultural diversity; helped them achieve a deeper understanding of the ethical choices faced by individuals in contemporary society, prepared them for upper division college work to gain employment in their chosen field; developed their capacity for self-understanding; developed their ability to evaluate information for accuracy and validity; developed their ability to think and communicate clearly and effectively through the use of oral, written, and mathematical skills; and gave them an appreciation for lifelong learning. Another indicator that the College is succeeding with those students who attain degrees, certificates, and transfer status is the ARCC 2006 and 2007 report from the California Community Colleges Systems Office. Both reports show an above average number of students transferring to a college or university. *Community College Week* reported San Joaquin Delta Community College 58th in awarding degrees in the nation for 2005-06.

Quality of precollegiate, developmental, and collegiate courses is ensured through ongoing faculty review and dialogue. In addition, every three years all faculty are given a performance review which assesses their instructional competence. As part of the review faculty are also required to have a peer evaluation and to conduct student evaluations. This performance review process is designed to ensure that each faculty member is doing his/her part to teach the curriculum as written and to assist students in achieving the student learning outcomes of the courses.

The College ensures quality in continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs through regular review of curriculum, evaluation of faculty, and review of student evaluations in courses.

- a. *The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

Self-evaluation:

San Joaquin Delta College uses established procedures to design and identify learning outcomes for, approval, administer, delivery, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

All new courses and course revisions are subject to an extensive review and approval process in the following order:

Discipline faculty • Curriculum Committee • Academic Senate • Board of Trustees

This process adheres to Board policy, the California Code of Regulations, Title 5, and the Academic Senate of California Community Colleges Best Practices recommendations. The Curriculum Committee is responsible for course review and program revision, adoption and deactivation, but the Planning and Budget Committee with recommendations from program reviews is responsible for reviewing the future needs and plans of College programs. Policies and procedures are defined in the Policy and Procedures Manual, sections 6000-6231. Records of all curriculum transactions including student learning outcomes and assessments are kept in the CurricUNET system. Course and program information is uploaded from CurricUNET to the College's System 2000 program which, in turn, is uploaded to the California Community College MIS system.

The faculty leadership as well as most of the Division Deans have been trained to assist the faculty in designing student learning outcomes and assessments. Faculty leaders have attended several workshops and conferences on these subjects including the state-wide Academic Senate Curriculum Institute and the 2006 and 2007 Student Success Conferences sponsored by the Research and Planning Group. Trained faculty leaders conducted mandatory in-service workshops for all College faculty in August 2005 to develop student learning outcomes for their courses and in August 2007 to develop appropriate assessments of the student learning outcomes they have identified.

Instructionally, the College is organized according to divisions. Each division includes a set of related disciplines, some of which are organized into systematic programs and others that represent a set of courses. Official programs are reviewed and approved by the California Community Colleges Systems Office in addition to the local review and approval process described earlier. For the purposes of program review, programs have been defined using a combination of state-approved definitions and local definitions that have been developed with the advice and consent of the division faculty. Quality is ensured through ongoing faculty review and dialogue.

Course and program review begins with the faculty who teach the courses and in the programs. At a minimum of every five years and when necessary or desirable, faculty discipline groups review current curriculum and ascertain the need for a given piece of curriculum. Full program reviews occur in non-vocational programs every five years; in vocational programs, full reviews occur every six years with updates required every two years. Program reviews are currently up-to-date, and continual efforts are being made to provide faculty with data and to make the program review process as meaningful as possible. Beginning spring 2008, the program review process has been tied directly to the AI Strategic Planning and Budgeting Process so that faculty can identify their staff, space, equipment, and other needs, and request budget augmentations at the end of the program review process.

Scheduling and offering courses is accomplished through established procedures within the Office of Instructional Services and through the divisions with the System 2000 scheduling system. Actual registration and enrollment of students is handled through the admission and records procedures. No course may be offered if the curriculum review is not in good standing or at minimum in a pending stage of the review process. The College faculty is the primary authority over course and program development and evaluation.

- b. *The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

Self-evaluation:

San Joaquin Delta College relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The College regularly assesses student progress towards achieving those outcomes.

Arts and sciences discipline faculty members determine the competency levels and measurable learning outcomes for each course and program. Career/technical discipline faculty members, working with their advisory committee members, determine the competency levels and measurable learning outcomes for their courses and program in line with industry standards and values. These determinations are made according to policy and procedures developed through the Academic Senate, the Policy and Procedures Review Committee, and the Board of Trustees as well as California Community Colleges System Office mandates.

The faculty continually review and evaluate the structure and sequence of learning outcomes within the respective courses and programs. The CurricUNET system requires a match of objectives for prerequisite courses within a discipline or program. This automated feature in the curriculum management system allows faculty to link specific objectives and related outcomes to appropriate courses and programs.

The *College Catalog* is published annually in two formats: a bound book and in electronic format on the College website. The Catalog clearly outlines the path for students to achieve a degree or certificate. Section V of the *College Catalog* begins with a section entitled “Defining Your Educational Goals,” which explains the various options the College offers such as transfer preparation, associate degrees, certificate programs, and other educational goals. This section is followed by a thorough explanation of English composition, reading, English as a Second Language (ESL), and mathematics requirements. The next section of the Catalog discusses Associate in Arts and Associate in Science degrees, detailing the student learning outcomes and assessments associated

with each one, outlining the suggested course sequences for each degree, and explaining AA and AS degree general education requirements. Degrees are followed by thorough information for students who intend to transfer. This information includes the California State University General Education Requirements and Intersegmental General Education Transfer Curriculum (IGETC), and detailed instructions to assist students in preparing for transfer. The section on certificate programs includes a listing and detailed description of all certificates including the student learning outcomes and assessments, outlining the suggested course sequences for each.

Each instructor plays a role in making sure students have a clear path to achieving the student learning outcomes required of a course, program, degree, and/or certificate. Each instructor opens the semester in his/her courses by disseminating the course information sheets which alert students to the specific learning outcomes, assessments, grading system, and other requirements of the courses. Most faculty also discuss the relationship of the particular course they are teaching to programs, degrees, and/or certificates so students understand the context for what they are learning. Faculty generally assess learning outcomes for programs, degrees, and certificates on a course-by-course basis although a few courses and programs have more global assessments in the form of departmental exams, capstone courses, and/or portfolios.

The Accountability Reporting for Community Colleges (ARCC) Reports for 2006 and 2007 show an above average number of students in the College's comparison group who are transferring to colleges and universities. Moreover, the *Community College Week* recently identified the College as 58th in the nation in awarding associates degrees.

- c. *High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

Self-evaluation:

At San Joaquin Delta College high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

The College's Mission Statement speaks clearly to the importance of "providing excellent post-secondary education" and of the commitment of faculty and staff to "providing comprehensive instructional programs, student services and public services that are high quality."

The quality of instruction is demonstrated through the comparison group data published by the Community Colleges Systems Office in the Accountability Reporting for Community Colleges reports (ARCC 2006 and 2007) which shows that the College is above average among its peers in degree/certificate/transfer achievement rate, percent of students earning 30 or more units, persistence rate, and annual successful basic skills course completion rate.

Community College Week found that the College is 58th in the nation in associates degrees awarded in 2005-06. The IPEDS Data Feedback Report for 2007 (2005-06) parallels that achievement by reporting that the College conferred 1,457 associate's degrees while its comparison group mean was 951 degrees.

The IPEDS Data Feedback Report for 2007 indicates that the College's graduation rate of full-time, first-time, degree/certificate-seeking undergraduates (2003 cohort) within 150% of normal time to program completion is higher than the median among 19 peer institutions. Moreover, overall graduation rates (2003 cohort) and retention rates (fall 2006) are higher than the comparison group median as well.

Discipline faculty deliberate and determine the criteria for the breadth, depth, rigor, sequencing, time to completions, and synthesis of learning expected in each of the programs offered by the College. The *College Catalog* provides students with complete information about these programs including outcomes and assessments expected and approximate time to completion for full-time, fully-prepared enrollees.

Following a complete dialogue about the nature and purpose of general education, the General Education sub committee of the Curriculum Committee has completed a two-year process of reviewing general education policies and procedures and comparing them to the current general education pattern.

The Curriculum Committee recently began a review of courses designated as collegiate and pre-collegiate. The mathematics, English composition, reading, and ESL faculty are participating in making a full review of their pre-collegiate courses to ensure that the initial placements, outcomes, and assessments can be differentiated from outcomes expected in collegiate-level courses.

Overall, the faculty bears the primary responsibility for creating, reviewing, and making decisions about curriculum. They accomplish this through discipline group meetings, division meetings, and meetings of the Curriculum Committee and Academic Senate. All decisions regarding curricula must ultimately be approved by the Board of Trustees who generally support the recommendations of the faculty.

- d. *The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.*

Self-evaluation:

The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students. While no systematic analysis of students' learning styles has been conducted, several recent speakers, workshops, and conferences have addressed the importance of presenting material to students in a variety of different modalities to appeal to students' different learning styles.

Within certain courses, especially study skills and some developmental education courses, students have their learning styles analyzed and are informed about their individual learning styles so that they can begin to monitor their own learning more effectively. In response to the recommendations made by the Developmental Education Review Task Force, some developmental reading and writing instructors have begun to meet with discipline and career/technical education faculty to discuss their common concerns about the preparation and success of students. Guidance and Counseling, the Title V Hispanic-Serving Institutions Grant, and the TRIO program grant have sponsored workshops designed to instruct faculty about learning styles and how they can adjust their instruction to accommodate them.

To reinforce the College's emphasis on the importance of presenting course information to accommodate a variety of learning styles, each course's curriculum specifies that multiple measures of assessment should be employed to evaluate students' achievement in a course. Established policy for curriculum creation and review requires all courses and programs to use multiple measures of assessment of student learning. The curriculum committee addresses modes of delivery and requires a separate addendum for Distance Education modes with a separate action by the committee to ensure equivalency. In some courses, the lecture/test method is still used since this is the predominant style in many upper division courses. Experienced K-12 instructors are usually well-versed in a variety of teaching and assessment methodologies. These individuals often hired as adjuncts have been effective in providing regular and other adjunct faculty with methods of instruction and assessment that speak to the diverse learning styles of students.

The English composition program has a long history of using a mastery exam process with a holistic assessment of each students' composition skills within a course sequence, specifically English 70, 87, and 79. This process requires that faculty specify their expectations for exiting each course, develop a rubric that can be used throughout the class and applied on the final assessment, and establish a process for multiple evaluations of student work to determine whether the students have met the exit standards. This meeting of the minds provides a base line of the appropriate skills needed to succeed in subsequent classes. This opportunity also provides a chance for dialogue which is especially important for consistency of standards between full-time faculty and adjuncts. Results of these discussions about curriculum, course delivery, methodology, and assessment are reported in program review.

- e. *The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

Self-evaluation:

San Joaquin Delta College evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

The College requires a regular cycle of course and program review. The Curriculum Committee is responsible for the course review process. Board Policies 6000 - 6231 state that all courses and programs with reviews which are not completed in a five year period will be removed from the *College Catalog* and will not be offered, but this policy has not been strictly enforced.

The Instructional Services area also has a program review committee which oversees the program review process and initially accepts or returns for revision individual program reviews. Course and program review criteria include relevancy, appropriateness, student learning outcomes, currency, and planning for the future.

Discipline programs must be reviewed fully at least every five years; career/technical programs must be reviewed fully at least every six years with an abbreviated update every two years to insure currency. Relevancy of programs is determined in part by the data from the program review. Advisory committees add guidance on relevancy for career/technical education programs. Program review also includes a review of data on student enrollment, demographic characteristics, retention in courses, persistence from course to course, and student success in courses and program completion. During program review faculty establish and/or reaffirm existing learning outcomes and assessments, and commit to making adjustment in the program and the curriculum as needed to meet the needs of students as they acquire the skills and knowledge specified by the program. All currently-defined programs are reviewed following the same criteria, and each review culminates in a needs assessment that is tied to the AI Strategic Planning and Budget Process. Ultimately, the Planning and Budget Committee is responsible for reviewing the future needs and plans of all College programs.

Program review evaluations are also used in justifying new faculty entitlements and classified staff positions, expanded space allocations and facilities modifications, field trip, equipment and supply budgets, and expanded course section offerings.

- f. *The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

The College engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and career/technical education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

The College has embarked on a path of ongoing planning based on an Appreciative Inquiry Model of Strategic Planning. The basic premise of this form of planning is to identify the positive core of the organization and to propose enhancements that create

more positive outcomes. Stated in terms of “projects” in service of the mission, vision, and strategic goals of the College, all of which focus on positive student learning outcomes, this planning methodology has yielded a process that is annual, fair, systematic, and tied to instructional program review. This planning has been used for four consecutive years and has yielded many fruitful dialogues among faculty, classified staff, and managers. The process has made possible many new programs and services.

Instruction-related endeavors and positions:

- Professional Development Center
- New Faculty Academy
- Student Learning Outcomes In-Service for fall 2005
- Online Instructional Support Coordinator
- Research Analyst
- Computerized Assessment/Placement laboratory
- Annual funding for the Horton Art Gallery
- Plagiarism Prevention Week
- Evening and Weekend Library Instruction
- Fine Arts Festival
- Degree/Certificate Audit Project
- Project AFFIRM for African American Student Success
- Enhancement Tutoring:
 - Reading Writing Learning Center and the Math Science Learning Center

As of 2007-08, the program review process is tied directly to the AI Strategic Planning and Budget Process and to annual goal setting and review. Results of the AI Strategic Planning and Budget Process for 2005-06, 2006-07, and 2007-08 are posted on the Planning, Research, and Regional Education website. The results for 2008-09 will be completed by June of 2008 for funding in December of 2008.

- g. *If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

Self-evaluation:

The College validates the effectiveness of course and/or program examinations in measuring student learning and minimizes test biases. Faculty discipline groups are responsible for the establishment, assessment, evaluation, and modification of learning outcomes and assessments. Each discipline determines the extent to which the measure they use are valid and evaluates the results. These outcomes and assessments are recorded through the curriculum process and in the curriculum management system, CurricUNET.

When the College uses departmental or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases. Course-wide examinations and/or portfolios are used in the English 70, 87, and 79 mastery

examination process. Prompts are reviewed for bias by a committee of diverse faculty members. Each exam is read by at least two readers other than the student's own instructor. A third reader breaks ties. To further err on the side of fairness to the student, any student who fails the exam may present a portfolio of work to convince a pair of readers' of the student's ability to write a passing essay. English 70 and 87 use portfolios exclusively.

- h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

Self-evaluation:

San Joaquin Delta College awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

Achieving learning outcomes is part of the basis on which credits are awarded. This standard is established through the regular curriculum development process. Courses are approved to be offered in the curriculum only after comparing them with courses in other California Community Colleges, California State Universities, and the University of California. A certain number of weekly student contact hours for lecture and lab determine the number of units for each course.

- i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

Self-evaluation:

Degrees and certificates are awarded based on student achievement of a program's stated learning outcomes.

Some programs and certificates, especially in the career/technical education areas, have external accreditation and approval agencies that scrutinize course and program outcomes, such as nursing and culinary arts. Other programs ensure achievement of learning outcomes as the basis for awarding degrees and certificates through the sequential layering of foundational knowledge in prerequisite course work leading to a culminating experience tying all earlier outcomes together.

This process is a topic of state-wide discussion and has been discussed by the College's Curriculum Committee for several semesters; specifically discussed is how to meet the changes in the Title 5 regulations regarding degree and certificate requirements. The Academic Senate and discipline faculty are also joining in the dialogue.

Student learning outcomes for programs and their assessments are being identified through discipline faculty dialogue and through the curriculum development process.

3. *The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.*

Self-evaluation:

The College requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its Catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

The *College Catalog* documents the general education pattern and the units required for an AA or AS degree from the College. It also documents the general education patterns for transfer, i.e., the California State University general education pattern and the Intersegmental General Education Transfer Curriculum as agreed upon by the University of California and California State Universities. The *College Catalog* contains reference to the California Community Colleges Systems Office mandate that the governing board of community colleges “shall establish a general education program that symbolizes a successful attempt on the part of the college to lead students through patterns of learning experiences to develop certain capabilities and insights.” The *College Catalog* details these capabilities and insights, and the Board policy of the philosophy and criteria for a general education. The College General Education philosophy is reflected by the degree requirement of 24 units of general education coursework for an associate in arts or associate in science degree.

The General Education sub committee and the Curriculum Committee review the learning outcomes of courses that are proposed for inclusion in the general education pattern. Periodically, all courses included in the general education pattern are reviewed to ensure that they continue to meet the guidelines for inclusion.

General education has comprehensive learning outcomes for the students who complete it, including the following:

- a. *An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

Self-evaluation:

The General Education pattern of courses has comprehensive learning outcomes including an understanding of the basic content and methodology of the major areas of knowledge including the humanities and fine arts, the natural sciences, and the social sciences. The General Education philosophy and rationale contained in Board Policies 6001 and 6002 provide the criteria for determining whether a course is eligible for

inclusion in the general education pattern. The discipline faculty, the Curriculum Committee, and the General Education sub committee review the content of each course for suitability for inclusion in the General Education pattern and to ensure that it meets the criteria for inclusion in general education.

The General Education pattern and its learning outcomes are reviewed on a regular basis. The most recent review is nearing completion.

The General Education sub committee's next charge will be to begin developing specific learning outcomes for each area of the General Education pattern that are consistent with the description of general education in Title 5 and Board Policy. Current courses in the pattern have learning outcomes that fit the rationale and criteria established through Board Policy.

- b. *A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

Self-evaluation:

The General Education pattern of courses has comprehensive learning outcomes including capability to be a productive individual and life-long learner. These skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means. The General Education philosophy and rationale contained in Board Policies 6001 and 6002 provide the criteria for determining whether a course is eligible for inclusion in the general education pattern. The discipline faculty, the Curriculum Committee, and the General Education sub committee review the content of each course for suitability for inclusion in the General Education pattern and assures it meets the criteria.

The General Education pattern and its learning outcomes are reviewed on a regular basis. The most recent review is nearing completion.

The General Education sub committee's next charge will be to begin developing specific learning outcomes for each area of the General Education Pattern that are consistent with the description of general education in Title 5 and Board Policy. Current courses in the pattern have learning outcomes that fit the rationale and criteria established through Board Policy.

- c. *A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.*

Self-evaluation:

The General Education pattern of courses has comprehensive learning outcomes including a recognition of what it means to be an ethical human being and effective citizen. These qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and, the willingness to assume civic, political, and social responsibilities locally, nationally, and globally. The General Education philosophy and rationale contained in Board Policies 6001 and 6002 provide the criteria for determining whether a course is eligible for inclusion in the general education pattern. The discipline faculty, the Curriculum Committee, and the General Education sub committee review the content of each course for suitability for inclusion in the General Education pattern and assures it meets the criteria.

The General Education pattern and its learning outcomes are reviewed on a regular basis. The most recent review is nearing completion.

The General Education sub committee's next charge will be to begin developing specific learning outcomes for each area of the General Education Pattern that are consistent with the description of general education in Title 5 and Board Policy. Current courses in the pattern have learning outcomes that fit the rationale and criteria established through Board Policy.

4. *All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.*

Self-evaluation:

At San Joaquin Delta College all degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The *College Catalog* specifies that each AA or AS degree must have an approved major or area of concentration. This major or area of concentration general is defined as a minimum of 18 semester units as identified under "Area of Concentration."

5. *Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

Self-evaluation:

Students completing vocational and occupational certificates and degrees at the College demonstrate technical and professional competencies that meet employment and other applicable standards. The *College Catalog* specifies the student learning outcomes for each certificate. These outcomes include technical and professional competencies that meet employment and other applicable standards, and assurances that students are prepared for external licensure and certification.

6. *The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.*

Self-evaluation:

San Joaquin Delta College assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially-approved course outline.

The *College Catalog*, available in both paper and online format, assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The Catalog describes each of the College's degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. Moreover, the Catalog details a student learning plan indicating a semester-by-semester course plan and expected timeline for completion by a full-time student. In every class section students receive a course information sheet and syllabus that specifies learning objectives consistent with those in the College's officially-approved course outline and details the individual instructor's rules and regulations, grading policy, and other important information.

- a. *The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

Self-evaluation:

San Joaquin Delta College makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

The *College Catalog* outlines transfer-of-credit policies and procedures to facilitate the mobility of students without penalty. In addition, the College provides Counselors and a Career and Transfer Center, both of which offer individual assistance to students who plan to transfer to another institution to complete their baccalaureate degrees through a variety of services. The College also has a full-time Articulation Officer who facilitates the development of articulation agreements with colleges and universities to which a number of its students transfer.

- b. *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.*

Self-evaluation:

When programs are eliminated or program requirements are significantly changed, the College makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

- c. *The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

Self-evaluation:

The College represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its Catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

The *College Catalog* is published annually in paper format and is available electronically on its website. Students have “catalog rights” so they can be assured of consistency in applying curricular requirements. All other publications, including those in electronic formats, are regularly reviewed to insure accuracy and the integrity of the College mission, programs, and regulations. A variety of reports such as Students’ Right to Know (SRTK) and Equity for All are available on the College website. The SRTK information is a direct link to the Chancellor’s Office data mart.

7. *In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.*

Self-evaluation:

In order to assure the academic integrity of the teaching-learning process, the College uses and makes public governing Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Board-adopted policies on academic freedom and responsibility, academic honesty, as well as other specific institutional beliefs or worldviews are published in the *College Catalog*. These policies are also published in other venues such as the Student Handbook, and they may also be the subject of initiatives across campus, e.g., in fall 2007, the College sponsored a “Plagiarism Prevention Week” which focused students on the importance of and meaning of academic honesty.

- a. *Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Self-evaluation:

San Joaquin Delta College faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively. College Policies 6600 “Presentation of Controversial Issues” and 6620 “Academic Freedom and Responsibility” specify the College’s position with regard to presentation of controversial issues and academic freedom and responsibility. The faculty evaluation process and the College’s student grievance process are means by which the College determines how successfully faculty meet the expectations that they distinguish between personal conviction and professionally-accepted views in a discipline.

- b. *The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

Self-evaluation:

San Joaquin Delta College establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty in the Student Handbook, the *College Catalog*, and the *Schedule of Classes*. In addition, most instructors include statements about academic honesty and the consequences of academic dishonesty in their course information sheets and syllabi. In fall 2007, the Academic Senate sponsored a “Plagiarism Prevention Week” in order to raise students’ awareness of the importance of academic honesty and the consequences of academic dishonesty. The College has engaged a plagiarism service “Turnitin.com” to assist faculty in identifying when students have used sources inappropriately or without proper citations.

- c. *Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

Self-evaluation:

As a public community college, San Joaquin Delta College does not require conformity to specific codes of conduct or seek to instill specific beliefs or worldviews.

8. *Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

Self-evaluation:

San Joaquin Delta College does not offer curricula in foreign locations to students other than U.S. nationals operating in conformity with standards and applicable Commission policies.

THEMES

Institutional Commitments:

Throughout Standard IIA Instructional Services, San Joaquin Delta College demonstrates its commitments through actions that aim to provide high quality education for students consistent with its mission. The Academic Senate's revision of the 2002 Mission Statement to reflect attention to student learning outcomes resulted in the 2005 Mission Statement. The 2008 amended Mission Statement further reflects the institution's commitment to serve the population of its District, a population desperately in need of effective basic skills instruction and training for gainful employment.

The College has further shown its commitment to high-quality student learning through its willingness to participate in activities that cast a critical eye on its programs. A revised program review process connected directly to planning and budgeting, the Equity for All research project, the wide dissemination of the Accountability Reporting for Community Colleges 2006 and 2007 reports, the movement to revise curricula to include a student learning outcomes and assessment cycle, and the Developmental Education Review Task Force all indicate that the College is willing to look at itself critically and grow and change for the improvement of instruction for students.

The College is further committed to an annual review of its Mission Statement. The College is fulfilling its commitments to provide high quality instructional programs for its growing outlying communities through the building projects planned for Tracy/Mountain House, Lodi/Galt, Manteca/Lathrop and the Foothills. The College plans to continue to offer high-quality distance education courses to provide convenient and technologically-rich instruction to those interested. Finally, the College has begun a renewed AI Strategic Planning and Budget Process which turns its attention outward to the needs of the District's community as well as inward to the needs of the current College community.

Evaluation, Planning, and Improvement:

Over the past several years, the College has proved that it is willing to engage in ongoing evaluation and improvement to help serve students better. The College has revised its program review process which now more effectively focuses faculty on using data to assess program effectiveness and ties the program review process more closely to the AI Strategic Planning and Budgeting Process as well as annual goal-setting activities. Faculty effort in program review is rewarded because the results are used in decision-making throughout the College.

Over the past three years, the AI Strategic Planning and Budget Process has succeeded in funding a wide variety of initiatives that have focused on improvement of student learning. The 2008-09 process marks its fourth iteration. Plans are in place to reconvene an Ad Hoc Strategic Planning Committee which will expand the horizons of the current process to include a serious environmental scan of the College service area and its needs.

Through updating the College Equity for All Report, continuing the Developmental Education Review Task Force work to improve basic skills and ESL student learning outcomes, and studying of the Accountability Reporting for Community Colleges (ARCC 2006 and 2007) reports, faculty as well as management, classified employees, and students will continue discussions on ways in which to improve not only basic skills outcomes but degree, certificate, and transfer achievement as well.

Student Learning Outcomes:

The College faculty has made significant progress in developing student learning outcomes for its instructional programs. Faculty have completed student learning outcomes and assessments for a majority of active courses, and have begun to develop them for General Education as well as certificate, degree, and transfer programs.

Processes and personnel are in place through the Academic Senate, the Curriculum Committee, the General Education Committee, the Student Learning Outcomes and Assessment Coordinator, the Developmental Education Review Task Force, and the Student Success Coordinator to continue to make progress in determining how well learning is occurring throughout the College and to recommend and monitor changes for improvement.

Faculty will continue to engage in regular discussions about student learning outcomes, assessment, and improvement of instruction in their discipline groups as they review and revise courses and programs. Improvement of initial placement processes will also allow students to begin their course of study at levels and in classes that more nearly match their current skills and move them toward college-level coursework as quickly as possible.

Organization:

San Joaquin Delta College has the organizational means in place to support student learning and to evaluate how well learning is occurring. Organized according to somewhat traditional areas such as instruction and student services, the College Instructional Services and Student Services areas work very closely together. From the top-level administrators, both Vice Presidents, through the Deans and Directors who meet together on a regular basis, College administrators focus on improving student learning and achievement throughout the College. The College's committee structure which has been reviewed and revised to achieve greater communication and to more closely reflect the current concerns of the College supports student learning and achievement as well.

Through the Curriculum Committee and the leadership of the Curriculum Committee Chair, the College has adopted CurricUNET, an automated curriculum system that contains a variety of report forms and serves as a repository for student learning outcomes and assessments. CurricUNET information can be uploaded to System 2000 and synchronized with the MIS data that the College reports to the California Community Colleges System Office.

The current efforts, Program Review, AI Strategic Planning and Budget, Entitlement, and Instructional Capital Outlay/VTEA, and their relationships to the Planning and Budget

Committee have come a long way in making the planning and budget process fair and transparent. Yet this process continues to need improvement in order to satisfy all of the needs of programs and services for students.

Dialogue:

The importance of dialogue among faculty, across faculty groups, within instructional divisions and across them, between faculty and administration as well as faculty and students runs throughout Standard II. The College's instructional programs are all the result of continual dialogue among and across these groups, informally in faculty discussion groups and formally through a variety of College committees and groups i.e., Curriculum Committee, the Planning and Budget Committee, the President's Council, and the Academic Senate. Dialogue occurs around the academic and social/behavioral expectations faculty have for students and about the importance of cultural and ethnic diversity, and equity in achievement of student learning outcomes among diverse groups. Task forces on such topics as improving developmental education, enhancing academic assessment, and retaining students in classes and programs more effectively provide plans and possible solutions for the College to test.

Institutional Integrity:

The College has a history of representing itself to students and to the community in an honest, truthful way. Through the ongoing review of its mission, vision, strategic goals, and data about its programs and services, the College demonstrates its intention to serve its internal and external stakeholders and especially its current and prospective students. College leaders take institutional assessment of College policies and procedures, particularly those that affect the provision of quality instructional programs and services to students, very seriously, and the College's Mission Statement is before policy-making bodies at all times.

Likewise, the College intends to communicate with its public in a variety of effective ways. The *College Catalog*, both its paper and electronic format, are in continual revision with an eye toward greater clarity in communicating the College's mission, vision, goals, policies, and procedures to students and to improve student learning outcomes. The provision of student email accounts for all students and the new student portal are also examples of significant attempts by the College to improve communication of information to students, and both provide equally effective opportunities for students to communicate with College administrators, faculty, and staff when they have questions, concerns, and/or need assistance.

Faculty throughout the institution recognize the need to provide students with opportunities for open inquiry in their classes, and they take the evaluation and grading process seriously in an attempt to honestly communicate to each student his or her level of performance as compared to their academic and professional standards. A significant initiative to raise the awareness of students to the importance of academic honesty further indicates the faculty's desire to enhance students' learning and skills rather than to simply punish academic dishonesty.

Initiatives such as the College Diversity Committee and the Cultural Awareness Program (CAP) provide activities to bring greater awareness of diversity of all types to the College community.

Moreover, the Equity for All research project, the Title V Hispanic-Serving Institution grant, the TRIO Student Services Delta Goldddd grant, and the AFFIRM project for enhanced achievement for African American Students as well as long-time categorical programs such as EOPS and DSPS demonstrate the College's commitment to access, equity, and diversity.

EVIDENCE:

1. Accountability Reporting for Community Colleges (ARCC 2006 and 2007) Reports
2. AFFIRM Project
3. Agendas – Academic Senate, Curriculum Committee, Weekly Division Deans Meeting
http://www.deltacollege.edu/org/acadsen/docushare_000.html
4. Announcements/Flyers from College-wide programs
5. Appreciative Inquiry Strategic Planning and Budget Process
6. Articles - *Community College Week*
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html
7. Articulation Office web site <http://www.deltacollege.edu/dept/articulation/index.html>
8. Assessment – COMPASS
9. California Community Colleges System Office Data Mart, Mission Statement and Strategic Plan <http://www.cccco.edu/Home/tabid/189/Default.aspx>
10. College Catalog http://deltacollege.edu/dept/ar/catalog/catalog_main.html
11. Committee Book - Governance Committee Structure (Policy 2430)
http://www.deltacollege.edu/div/planning/HTMLCommitteeBook00-01/CMTE_TOC.html
12. College Mission Statement, Board Policy 1200, Adopted May 17, 2005; Amended spring 2008 - <http://docushare.deltacollege.edu/dsweb/Get/Document-18733/BP1200MissionStatementFINAL.doc>
13. College Policies and Procedures
 - Policy 140 Instructional Program Review
 - Policy 6141 Instructional Planning and Review Process
 - Policy 6150 Curriculum Development (Credit, Noncredit, and Not-for-Credit)
 - Policy 6151 Curriculum Development Process (Credit, Noncredit, Not-for-Credit)
 - Policy 6151.1a Curriculum Proposal Form New or Revised Course
 - Policy 6151.1b Curriculum Resource Review Form
 - Policy 6151.1c Community Service Class Proposal Form
 - Policy 6151.1d Credit Course Outline
 - Policy 6151.1e Information Sheet
 - Policy 6151.5 Program Development Process
 - Policy 6151.6 Curriculum Proposal Form New or Revised Program
 - Policy 6156 Prerequisites, Corequisites, and Limitations on Enrollment
 - Policy 6156.1 Requisites, Advisories, and Limitations on Enrollment in the Catalog,

Schedule of Classes, and Student Handbook
 Policy 6156.2 Standards for Establishing Requisites, Advisories, and Limitations on Enrollment
 Policy 6156.3 Regular Review of Requisites, Advisories, and Limitations on Enrollment
 Policy 6156.4 Implementing Prerequisites, Corequisites, and Limitations on Enrollment
 Policy 6156.5 Procedures for Establishment of Requisites, Advisories, and Limitations on Enrollment
 Policy 6156.6 Procedures for Establishment, Revision, and Renewal of Prerequisites, Corequisites,
 Policy 6160 Teacher Units and Bonus for Large Lecture Classes Definition
 Policy 6161 Criteria and Classification for Forum Classes
 Policy 6162 Lecture-Type Classes
 Policy 6170 Specially Funded Programs
 Policy 6200 Community Service Classes
 Policy 6211 Policy Statement for Remedial Coursework Limitations
 Policy 6220 Honors Policy
 Policy 6230 Finals
 Policy 6231 Finals

14. College Schedule of Classes
<http://www.deltacollege.edu/dept/ar/registration/classsched.html>
15. College Strategic Goals <http://docushare.deltacollege.edu/dsweb/Get/Document-35104/StrategicGoalsPB12705.pdf>
16. College Vision Statement, Board Policy 1201, Adopted May 17, 2005; Amended spring 2008 - <http://docushare.deltacollege.edu/dsweb/Get/Document-39913/BP1201VisionStatemenFINALt.doc>
17. College Web Page - <http://deltacollege.edu/>
18. Conferences/Seminars - developmental and study skills faculty
19. CurricUNET database of curriculum <http://www.curricunet.com/Delta>
20. Data Warehouse
<http://datawarehouse.deltacollege.edu/rele/user/output/index2.html?hint=207.62.178.149-1118341233>
21. Developmental Education Review Task Force
<http://docushare.deltacollege.edu/dsweb/View/Collection-7044>
22. Equity for All – Institutional Responsibility for Student Success
http://www.deltacollege.edu/div/planning/EquityforallEnglishMathJUNE07REVISE1_000.pps

23. Graduation Survey Results
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#S
24. Grants Awards - Title V Hispanic-Serving Institution, TRIO, Delta Golddd
25. Minutes – Academic Senate, Curriculum Committee, Weekly Division Deans Meeting
http://www.deltacollege.edu/org/acadsen/docushare_000.html
26. Planning and Budget Committee Agendas and Minutes
<http://docushare.deltacollege.edu/dsweb/View/Collection-2146>
27. Professional Development Center (PDC) offerings
28. Program Reviews Instructional and Student Services (Archive and Current with 05-06 Template) - <http://docushare.deltacollege.edu/dsweb/View/Collection-4787>
29. Reading Writing Learning Center announcements
30. Regional Education - <http://www.deltacollege.edu/dept/regedu/index.html>
31. Reports from the English 79 and English 70's evaluation of the holistic scoring
32. Student Handbook - <http://www.deltacollege.org/div/stuserv/curr-yr-hndbk/stuhandbook.pdf>
33. Title V Workshop announcements
34. Turnitin.com
35. Valdés Math Institute - <http://www.deltacollege.edu/div/planning/PLANNINGINDEX/MathInstituteDescription2005.pdf>
36. Workshops for individual departments given by developmental faculty

PLANNING AGENDA:

1. Through the work of the Distance Education Committee, develop Distance Education policies and procedures that continue to ensure that all courses approved for and offered through distance education (fully-online, hybrid, and web-enhanced) address and meet the mission of the College and uphold its integrity.
2. Continue to ensure that all courses offered at regional education sites address and meet the mission of the College and uphold its integrity.
3. Continue to seek the advice of the Tracy/Mountain House Advisory Committee to make sure that course and program offerings at the Mountain House site address and meet the mission of the College and uphold its integrity
4. Recommend enhancements in staffing, facilities, equipment, technology, scheduling, and governance to the Tracy/Mountain House Advisory Committee.
5. Employ the Tracy/Mountain House Advisory Committee model for the Lodi/Galt, Manteca, and Foothills projects.
6. Continue effective curriculum practices that focus on the student learning outcomes and assessment cycle and that ensure high quality courses and programs.
7. Continue to develop articulation agreements with primary-receiving colleges and universities, both public and private, to assist College students in achieving a seamless transfer process.
8. Develop a policy and procedures for discontinuing ineffective programs.
9. Consider developing or adopting a needs assessment tool to identify when a new program should be adopted, and consider procedures for creating the necessary faculty, staff, facilities, technology, equipment and supply budgets to support the new program as part of the program approval process.
10. Continue to revise assessment/placement, curriculum, outcomes assessment, and review processes in basic skills courses that lead to college-level courses and consider developing and instituting a College-wide approval process for courses and programs like basic skills that have an institutional effect.
11. Continue the College's commitment to student success through the full-time Student Success Coordinator position and the work of the Developmental Education Review Task Force and its Steering Committee.

12. Develop a process for disseminating Basic Skills funding to projects that can demonstrate that they can move students through basic skills courses more effectively and expeditiously and propose placement processes that demonstrate the greatest student success.
13. Continue to monitor student success in a variety of ways such as updating Equity for All, the Developmental Education Review Task Force, and ARCC reports.
14. Continue to encourage faculty discipline groups to discuss their discipline's student learning outcomes, assessments, and teaching methodologies that lead to the greatest student success.
15. Encourage faculty to seek out professional development opportunities both within and outside the College that focus on ways to improve student learning outcomes.
16. Continue to develop the College's Data Warehouse to provide data to faculty and staff on topics leading to student success and continue regular training for faculty and staff on the use of the Data Warehouse and other data sources.
17. Consider using the COMPASS diagnostic tests to inform instruction where possible; seek other diagnostic tools to provide this information when COMPASS is not adequate.
18. Identify assessment tools that help to assess student interests, abilities, and engagement and use them in orientation and counseling situations to create more effective learning plans for students.
19. Continue to survey graduating students to determine their satisfaction with their education at the College and determine the extent to which they believe they have achieved the College's desired student learning outcomes.
20. Codify all current curriculum processes in formally-approved procedure or written policy as soon as possible without curtailing important dialogue and experimentation.
21. Through the Student Success Coordinator, identify all programs and services at the College that promote student success, identify the student audience to which they appeal or to which they are restricted, and publish this information for students and staff.
22. Continue to encourage faculty in all areas of the College to experiment and use alternative delivery methods and new technologies, and evaluate them to identify the most successful models.

23. Continue partnerships such as NCEPP, Valdes Math Institute, Middle College High School at San Joaquin Delta College and others with local school districts and primary-receiving baccalaureate institutions to improve secondary school student preparation and to check the preparation of College students after transfer.
24. Continue to invest in Professional Development Center for all faculty and staff.
25. Create a Professional Development and Technology Advisory Committee that can assist the Professional Development Center staff in prioritizing needs and developing programs for College staff.
26. Complete student learning outcomes and assessments for general education courses and for degree and certificate programs.
27. Continue the Academic Senate Executive Board leadership on identifying and prioritizing the academic agenda and the processes and activities that will encourage faculty at large to maintain their commitment to ongoing examination into their methods of instruction and the intended learning outcomes.
28. Consider creating a better-defined leadership role for division deans in the curriculum process.
29. Consider revising the process for establishing skill requisites and other prerequisites for courses.
30. Consider providing training in discipline groups for adjunct and full-time faculty together to develop and calibrate curricular and outcomes assessment standards.
31. Continue to develop the program review process to encourage faculty dialogue about their programs and make the process as meaningful as possible by connecting it to as many College activities as possible.
32. Begin to make changes in the policy, procedures, and curriculum to accommodate Title 5 revisions.
33. Consider greater integration of basic skills and foundational courses such as English and mathematics with content area disciplines and career and technical education areas.
34. Repeat the Plagiarism Prevention Week and continue the Turnitin.com contract to increase faculty and student awareness of the importance of academic honesty and the consequences of academic dishonesty.
35. Consider having discussions in a variety of venues of academic freedom and responsibility to raise faculty, staff, and managers awareness of the meaning of these terms.

Standard II: Student Learning and Programs Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Descriptive Summary:

Through a variety of methods including its Office of Outreach and Community Relations, San Joaquin Delta College actively recruits students throughout its large and diverse service area. The student body represents the diversity of the service area in terms of race and ethnicity, age, and gender. The College uses appropriate initial skills assessments such as the ESL/CELSA, the CPAT, or the COMPASS along with academic and personal counseling to assist students in finding the best programs and services for their needs. This focus on assessment and counseling is to help students benefit from instructional and student services programs and to promote their attainment of the outcomes of “good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning” as specified in the 2005 and 2008 Mission Statement.

Several committees, work groups, task forces, and regular program staff meetings focus on making the student pathway through the College as seamless as possible. Using the Mission Statement, Vision Statement, and Strategic Goals as a guide, Student Services programs and services seek to improve access, progress, learning, and success as students make their way through the College. Cross-departmental and cross-divisional conversations have focused on concerns about student progress, particularly from basic skills to college-level courses and programs, and student services programs and services have taken their role in improving these outcomes very seriously as demonstrated by the plans that have been made.

Student Services has been completing student learning outcomes and assessments so that their programs and services can be systematically assessed with a focus on program improvement. Program review is systematic and rigorous.

San Joaquin Delta College meets the standards for student support services and looks forward to accomplishing the plans it has made for continuous improvement of student learning outcomes.

Self-evaluation:

Although the practice of the California Community Colleges is to admit all students regardless of their skill levels, the College uses a number of approaches to determine if a student is able to benefit from instruction and programs. These approaches include assessment testing to determine performance levels in the basic skills including reading, mathematics and English composition; ability-to-benefit testing for students seeking financial aid but in lack of a high school diploma, and assessment testing of English language proficiency for ESL students who do not possess a high school diploma from the United States. The assessment process also involves other factors such as review of high school transcripts and advisories through the Guidance and Counseling. In addition, the College offers more in depth discussions of its expectations for student learning and behavior through guidance classes:

- New Student Orientation (GUID 011)
- Education and Interpersonal Growth (GUID 001)
- Introduction to College & Educational Planning for Re-Entry Students (GUID 017)
- Single Parents as Students (GUID 18A, 18B, 18C)
- Orientation for English As a Second Language (ESL) Students (GUID 085)

Further, the College assists students in benefitting from the College experience through educational and career planning classes:

- Introduction to College and Educational Planning (GUID 012)
- Career Self-Assessment (GUID 030)
- Career Exploration (GUID 031)
- Career Information Interviewing (GUID 032)

Special-admit programs have delineated admission criteria which students must meet before they are admitted to specific programs. These criteria include successful completion of prerequisite courses, acceptable entrance exam scores, and/or recommendations from high school counselors or principals:

- College Early Start
- Nursing, Associate of Science Degree
- Police Basic Academy Training
- Psychiatric Technician
- Radiologic Technology
- Vocational Nursing

Once students are fully matriculated and participating in College courses, other processes come into play. Students who are not performing well or not attending regularly are identified by their instructors through the College's Academic Alert System. These students are contacted by letter or email and directed to recommended services. Many College instructors and counselors also provide one-on-one advice to students who are struggling with academics or other issues. Student Services departments, Instructional divisions, and often individual programs across the College hold meetings where discussions take place on student access, progress, learning, and success.

The recent Developmental Education Review Task Force (DERTF) initiative involved nearly 50 faculty and staff from across the College in three full days of discussion of basic skills outcomes and planning for improvement of student success in basic skills programs. The Equity for All research project with the University of Southern California's Center for Urban Education, and the California Community Colleges Systems Office's Accountability Reporting for the Community Colleges (ARCC 2006 and 2007) have also provided opportunities for faculty, staff, and management to participate in wide ranging discussions of student access, progress, learning, and success across the College. Periodic meetings of Instructional Services and Student Services personnel provide additional opportunities for mutual discussion of programs and services.

The College Matriculation and Student Access Committee (MSAC) meets regularly to review and make recommendations concerning matters of student assessment/placement, matriculation, and student access. Recent discussions have centered on such topics as student demographics, placement levels for incoming students, the need for greater precision in placement in basic skills courses, and the types of services students need in order to improve their ability for success in courses and programs.

The College provides a range of services to students who are on academic probation. These include probation workshops (first semester probation), specialized and extended counseling sessions (second semester probation), and college success classes (third semester and returning probation students). Currently, Student Services managers, faculty, and staff are using "intrusive intervention" strategies that will more aggressively connect probation students to appropriate services. This process is discussed regularly through MSAC.

Staff development opportunities such as the Understanding Poverty workshops, Emotional Intelligence presentation, Strengths Quest workshop, Digital Bridge Academy presentation, Student Success Conferences, Umoja Conference, Retention 2007 Conference, and customer services workshops conducted by the College's Professional Development Center (PDC) have also provided opportunities to discuss ways to improve programs and services.

Data for discussion, entitlement requests, and program reviews are readily available from a variety of sources. Most accessible are the California Community Colleges Systems Office Data Mart and the College's Data Warehouse which provide data on programs and students that can be viewed from a variety of demographic perspectives. Training in the use of these research tools is available through the Office of Planning, Research, and Regional Education or the PDC. Further, the Dean of Planning, Research, and Regional Education makes periodic reports to stimulate discussion among faculty and staff on access, student preparation, student learning, and

student success. Such discussions regularly broaden to include conversations on services that would assist students in their academic, social, and personal endeavors.

Undoubtedly the greatest commitment the College has made toward providing excellent support services to students is reflected in the physical reorganization of Student Services to a convenient, one-stop location where many student needs can be met. The new Student Services “Gateway” building has been the result of several years of planning by Instructional and Student Services managers, faculty/counselors, and staff. The College looks forward to being able to serve students in the new “Gateway” building which begins construction in spring 2008.

- 1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

Self-evaluation:

The College assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Student Services engages in a variety of activities which assure the quality of College student support services. These activities include regularly-scheduled combined counselor (General counselors, EOPS counselors, and DSPS counselors) meetings and separate department counselor and staff meetings. Several counselors located at a particular educational center or assigned to a special program such as the Tracy/Mountain House Center, Middle College High School, TRIO Delta Goldddd, Project AFFIRM for African American students, and the Title V Hispanic-Serving Institution Grant program enrich the dialogue at the combined counselor meetings by bringing new ideas and processes from these experiences to the group.

All three counseling departments have developed student learning outcomes which address major student competency areas and learning expectations. These were developed through a series of counseling retreats and separate subcommittee meetings. Currently, faculty are incorporating assessment instruments which will measure student learning through an organized program of pre/post service assessment.

The Matriculation and Student Access Committee (MSAC) which meets monthly is the site of periodic review of Student Services areas, matriculation, equity planning, and discussions of ways to improve services and student outcomes for all students.

Student Services programs complete program reviews every five to six years. Categorically-funded programs such as EOPS and DSPS undergo program compliance reviews and are required to submit annual program plans to the California Community Colleges System Office. Some Student Services programs such as general counseling and DSPS conduct ongoing surveys to assess the extent to which their services are supporting student learning.

College-wide participation in the Developmental Education Task Force Review (DERTF), the Retention Task Force, and the Equity for All project discussions have also provided ways of assessing the effectiveness of student support services.

2. *The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

a. *General Information*

- *Official Name, Address(es), Telephone Number(s), and Web Site Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

b. *Requirements*

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

c. *Major Policies Affecting Students*

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

d. *Locations or publications where other policies may be found*

Self-evaluation:

The *College Catalog* provides its constituencies with precise, accurate, and current information. The *College Catalog* is published each spring in bound format and is simultaneously released online on the College's website. Bound copies are available in the library, the Guidance and Counseling, and for purchase in the Bookstore. Bound copies are also sent to all the high schools in the District, area libraries, and California State Universities (CSU), Universities of California (UC), and private colleges and universities.

The *College Catalog* is designed for ease of use and is logically organized. It includes an introduction “About San Joaquin Delta College,” information on services available to students, a list of degree and certificate offerings and requirements; detailed course descriptions; College policies and regulations including its Mission and Vision Statements, the Academic Calendar, the College’s status as an accredited institution, a current list of the Board of Trustees and College Administrators. The Catalog also includes detailed processes for defining educational goals, educational planning, general education requirements for the College, information on course equivalencies and college credit for high school courses, and transfer requirements for CSU, UC, and IGETC.

Section VI of the Catalog contains an alphabetical listing of all courses organized by course, department, name and number. Section VII contains a comprehensive alphabetical list of relevant policies and regulations not included in the Catalog’s earlier sections, e.g., Academic Dishonesty, Admission to a Class, Course Audit, Grade Option, and Prerequisites. Policies of importance to students that are not included in the *College Catalog* are included in the Student Handbook which is published on an annual basis.

The Student Handbook, Orientation Guide, and the Policies and Procedures Manual are available on the College website and are also on reserve in the Library. Specific policies are also printed on the forms students use for petitioning such as the Matriculation Appeal Petition, Petition for Change to Academic Record, College Early Start Enrollment Form, Credit by Examination Petition, etc. Relevant policies are also provided on College web pages dealing with specific programs such as College Early Start, AB 540 Waiver, Residency, Financial Aid, etc. Policies specific to attendance accounting and grading are included in the *College Catalog* and are also provided in the online roster system and the Manual for Student Attendance and Grade Reporting. The Faculty Handbook and the Regional Education Handbook also contain relevant policies and procedures for faculty.

The content of the *College Catalog* is reviewed annually by various areas of the campus including Student Services, Instructional Services and the division deans, faculty, staff and administrators. All reviewers provide information for the Catalog and are given an opportunity to edit, review, and update information for their area. The Instructional Publications Advisory Group meets regularly to review and revise the structure and format of the publication. As a result of the collaborative review process the College’s 2007-08 Catalog took on a different format than previous publications.

The Student Handbook and Orientation Guide is provided at no cost to all new students taking an assessment/placement test. It is also available for purchase in the College Bookstore.

- 3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

Self-evaluation:

San Joaquin Delta College researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

The College researches the support needs of students in a variety of ways. Students self-identify their needs through CCC Apply and during the assessment process. The Matriculation and Student Access Committee meets monthly, and discussions regularly focus on what various students and student groups need to achieve success in courses and degrees and certificate programs. Regular reports from the Office of Planning, Research, and Regional Education highlight student demographics, assessment levels, and student outcomes.

Individual programs and services hold regular discussions to discover ways to improve their services to students and aid them in achieving their educational goals. Research from the particular programs often form the base of these discussions. Several Student Services programs also survey their students through a web-based survey tool (Perseus). Financial Aid and Admissions and Records services are located together to better assist the 75% of College students who need financial aid. The Disability Support Programs and Services (DSPS) Department coordinates and offers services to students with disabilities based on the most recent best practices. The Learning Disabilities Program faculty assess students and offer individual prescriptions based upon the specific needs of each student. The Outreach and Community Relations Department, which coordinates and provides support to students and the community by hosting workshops and presentations and offering various services through the College. The Outreach and Community Relations Department also conducts research on students in the College service area and also brings information from local high schools to the College to provide input for improving services.

Counseling departments evaluate the needs of students in several ways. These include regular surveys associated with the program review process; student evaluation surveys that are given during the month of October, associated with counselor evaluation; the “Ask a Counselor” feature of the Guidance and Counseling website; the “How are We Doing” electronic survey that is sent to students twice per school year. It should also be noted that student support needs are evaluated at the beginning of each counseling session as well as through a number of the guidance classes.

The GED Program, which provides the opportunity for individuals who did not graduate high school to obtain their GED certificate and matriculate into credited classes at the College, conducts research on its students to provide greater student success in achieving a high school diploma and matriculating to College programs. The EOPS and CARE program, MESA, PUENTE, the TRIO Delta Goldddd, Project AFFIRM, CAHSEE grant, and Title V Hispanic Serving Institutions grant all have significant research components that indicate service needs for their students.

Recent and significant improvements for students came from research conducted by the Information Services department which resulted in establishing email accounts for all students and the creation of a student portal called MyDelta.

Task forces and work groups such as the Developmental Education Review Task Force, the Retention Committee, and the Student Orientation Task Force have been convened to improve programs and services. These groups always begin with presentations of relevant research on the College's students and best practices for achieving student success.

- a. *The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

Self-evaluation:

San Joaquin Delta College assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Online services are available to all students regardless of location. In-person services are currently available at the Stockton campus and Tracy Center; they will also be available at the planned locations in Mountain House, and the campus centers in Lodi and Manteca when they are completed. Online services are evaluated individually and in conjunction with all services provided to students via the Student Services Program Review process. These evaluations include student satisfaction surveys distributed to students.

Through services provided by the Office of Planning, Research and Regional Education, various departments including Guidance & Counseling, DSPS, the Career and Transfer Center, and EOPS, have online student satisfaction surveys posted on their websites to provide students with an opportunity to give feedback on departmental services. The Office of Planning, Research and Regional Education designs the surveys based on the departmental needs and expected outcomes, and administers the online surveys using Perseus software. The collected results are provided to the department for analysis.

The Office of Planning, Research and Regional Education has also assisted Student Services programs with implementation of other online surveys to assess particular new procedures, e.g., a student and faculty survey was done in fall of 2006 to measure faculty and student satisfaction with the new Wait List Add Procedures.

Comparisons of student use of online and in-person services are available, and support that, overwhelmingly, students prefer online services over in-person services.

CCCApply, the College's online application, has added a Student Learning Outcome to measure satisfaction with the online application so subscribers can review SLO outcomes.

Outside vendors such as the National Student Clearinghouse provide reports on utilization of online services such as verifications of enrollment and transcript ordering.

An analysis of satisfaction with services is a required part of each Student Services program review.

- b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

Self-evaluation:

San Joaquin Delta College provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

The College's Mission Statement encourages good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning. The 2005 and 2008 revised Mission Statements both recognize the role of intellectual, aesthetic, and personal development.

The College's Vision Statement describes a student community committed to higher goals of education, full appreciation of the diverse and dynamic global community, and passionate life-long learning.

The Guidance and Counseling Department's Mission Statement promotes student self-direction facilitated through personal growth resources. The Professional Development Center's (PDC) Mission articulates the need to offer programs and services that develop a passion for student success and positive student learning outcomes. Other professional development opportunities such as the Understanding Poverty Workshop, the Emotional Intelligence presentation, the Strengths Quest Workshop, Digital Bridge Academy presentation, and the PDC's customer service training focused on a variety of techniques to help students develop personal and civic responsibility. The Cultural Awareness Program (CAP) and the Annual Disability Awareness Week offer presentations to enhance respect for diversity, and the Fine Arts Division offers artistic events such as exhibits, plays, and musical performances that enhance aesthetic development.

The College's Associated Student Body Government (ASBG) offers students the opportunity to develop their civic responsibility by providing the experience of voting in elections and running for particular offices within the ASBG. ASBG also offers a variety of clubs and activities, an honor society, and volunteer programs to promote the development of the whole student. Through ASBG students have also been heavily involved in website development. ASBG appoints students to many of the College shared governance committees where they have an opportunity to experience College operations and offer the student perspective in discussions. ASBG annually makes a report to the Board of Trustees outlining their accomplishments.

The College Code of Conduct is included in the Student Handbook and covered in orientation classes. The College offers students the opportunity to publish their personal development by encouraging them to share their personal thoughts and accomplishments through the College magazines, *Delta Winds* and *Artifacts*. In addition, the College's *Collegian* Newspaper offers the opportunity for students to share their opinions on civic and community issues and College activities.

Discussions on enhancing the campus learning environment by improving respect for persons and property, participating in keeping the campus clean, and increasing civility have been had at all levels of the College including the President's Cabinet, President's Council, Matriculation and Student Access Committee, Campus Health and Safety Committee, the Student Services Council, and at the division and department levels.

- c. *The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

Self-evaluation:

San Joaquin Delta College designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

Through the assistance of 23 full-time counselors in three counseling departments (General Counseling, EOPS, and DSPS), the College has developed and is providing a full range of academic, career, and personal counseling services. These services are implemented in support of the general student population as well as targeted groups through traditional as well as alternative methods. The staff in Guidance and Counseling, DSPS, and EOPS have developed student learning outcomes that address their expectations regarding key counseling services. At present, these learning outcomes are organized in competency areas. Staff are currently developing assessment strategies for each. All programs are regularly evaluated through ongoing staff evaluations as well as program reviews, on-line student satisfaction surveys, and specific event evaluation surveys.

Counseling staff evaluations consisting of administrative reviews, peer reviews, and student satisfaction surveys include elements related to student development and success. Web-based, classroom, and program review survey documents all include elements designed to measure progress toward student development and success.

Counseling staff receive ongoing and comprehensive training through regularly scheduled presentations at combined counselor meetings, scheduled on campus training activities, professional growth center programs, campus symposia, UC/CSU transfer and other conferences, the College sabbatical program, and an annual counselor retreat.

During the last two years, expanded professional development has been implemented for full-time and adjunct counselors through a creative application of matriculation mini-

grants. These included the development of a series of focused, on campus staff development workshops, an electronic resources guide for counselors, and a series of “new counselor orientation training” exercises that are now available on video.

- d. *The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

Self-evaluation:

San Joaquin Delta College designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.

The College’s Mission Statement addresses commitment and respect for cultural diversity. Moreover, the College promotes student understanding and appreciation of diversity through its courses, (i.e., Guidance 002, 016 and Humanities 005 and 019A). In addition the College sponsored Cultural Awareness Program Committee (CAP) promotes presentations and campus-wide events on diverse subjects which encompass cultural diversity.

The College’s Student Activities Program promotes and supports student clubs which offer a positive environment for student development, encourage students to share common interests, and promote an understanding of cultural diversity. Student clubs focus on particular programs and disciplines, such as the Artisan Bakers’ Club, the Basketball Club, Delta Microscopy Society, Fashion Club, Writers’ Guild; ethnic or cultural groups, such as the Black Student Alliance, Chinese Language and Culture Club, Delta Filipino Martial Arts Club, One WORLD/1world, Islander Student Club, International Club, and honor societies such as Alpha Gamma Sigma.

The College has also developed a number of specialized Student Services programs which target services/support for diverse groups of students. These include: DSPS, EOPS, Puente, AFFIRM, Title V, MESA, TRIO, etc.

- e. *The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

Self-evaluation:

San Joaquin Delta College regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

The College uses CCCApply Online Application for admission processes. A Student Learning Outcome was added to the "annual update" in April of 2007. When the online application was first instituted, concern that some groups were adversely affected was expressed when the online application became the only means of applying for admission. Subsequent research outcomes, however, indicated that no group was adversely affected. To alleviate any possible inconvenience caused by the online application, a "helpline" was established to provide personal service to students having difficulty with the

application. The helpline personnel take applications over the phone. A Spanish version of the online application was added in 2006-07. Workshops are provided in the Electronic Enrollment Services Lab in English and Spanish for any students requiring assistance with the application for admission.

The tests used for placement purposes go through a validation process as described in Standards, Policies & Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges, 4th Edition, Revised March 2001. All tests must meet seven requirements for eligibility:

1. Content Validity
2. Criterion of Consequential Validity
3. Reliability
4. Test Bias
5. Cut Score Validation
6. Disproportionate Impact
7. ADA Accommodations

In summer 2007, the Assessment Center switched from offering both ASSET (paper and pencil) and COMPASS (computerized) tests to offering COMPASS exclusively. COMPASS allows the Center to provide diagnostic information to instructional programs and offers un-timed access for students with disabilities in need of this accommodation. The Assessment Center also plans to pilot the web-based version of COMPASS at some local high schools to provide more convenient service to students.

- f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

Self-evaluation:

The College maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

College Policy 8800, Procedure 8801 and Policy 8802 define and govern the maintenance of student records. Policy 5110 and Procedure 5111 cover the use of student records, and Board Policy (BP) and Administrative Procedure (AP) 5035 define the policy for release of student records.

The College maintains a fire proof vault for Class I student records which is accessible only by key. Other Class I records are document imaged and protected in accordance with College-wide security efforts coordinated by the Information Services department. The System 2000 Student Information System is secure and protected in accordance with College-wide security efforts coordinated by the I.S. department security system. Other

records, including Class III records are maintained in a locked and monitored area located in the basement of Danner Hall.

The Guidance and Counseling division contains considerable secure student information. Along with the DSPS and EOPS programs the division recently converted to a secure, electronically-based, student retention system (WebExtender). The Guidance and Counseling division has also taken steps to assure that the physical space occupied by counselors and support staff is secured so as to limit access to staff and students using other services. This policy was developed primarily to protect the security of student records. Also, counselors and counseling administrators do not release information on student services without appropriate signed release information on file.

- 4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Self-evaluation:

San Joaquin Delta College evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The College uses the results of these evaluations as the basis for improvement.

The College conducts program reviews which address the goals and objectives of programs or departments including the adequacy of student support services. Program review reports provide information on the anticipated demand for student services, meeting diverse student needs, and the impact of student achievement, persistence and retention. In addition, each Student Services department establishes annual goals and objectives to ensure continuous evaluation and improvement of services.

The Office of Planning, Research and Regional Education coordinates and administers a variety of planning, research, and educational projects which support the College's mission. A collaborative project of the Office of Planning, Research, and Regional Education and Information Services, the College's Data Warehouse provides longitudinal student data on assessment, student outcomes, and other information by demographics.

The College Faculty Flex Calendar Program provides faculty time to participate in development activities that relate to student and instructional improvement. The Accreditation Evaluation Report prepared for the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges team visit conducted on March 12-14, 2002, includes a review and recommendations for Student Services.

All programs within Student Services are scheduled for a regular program review. These reviews, especially those in counseling areas, include elements addressing the development of student learning outcomes. Budget development (AI Strategic Planning and Budget Process) gives weight in the decision to allocate funds to those development requests supported by program review recommendations.

THEMES

Institutional Commitments:

Over the years San Joaquin Delta College has demonstrated its commitment to supporting a diverse student body in its quest for higher education. The College's Mission Statement has always referenced a commitment to high-quality student services, and the 2005 College Mission Statement and its 2008 revision clearly underscore that commitment: “. . . the faculty and staff commit themselves to providing comprehensive instructional programs, student services and public services that are high quality.”

Through a variety of activities and functions, all Student Services programs and services participate in assessing students' educational, financial, and personal needs and tailoring services to provide students with appropriate and effective services. Through standing committees and initiatives such as the Developmental Education Review Task Force and the Equity for All research project, Student Services personnel, programs, and services, along with Instructional Services, have demonstrated an ability and the commitment to look at data on access, progress, learning, and success in an analytical and critical way, and develop and review programs and services to address the needs they have identified. The Student Services personnel have also shown their commitment to providing effective student services through their development and use of student learning outcomes, value for faculty and staff input, and consideration of other appropriate measures to improve their services leading to student success.

Evaluation, Planning, and Improvement:

Student Services programs undergo regular evaluation and continuous improvement to serve students more effectively. Regular program reviews as well as annual scrutiny and goal-setting focus on student achievement and student learning. Through standing committees and other activities and initiatives such as the Developmental Education Review Task Force, the Equity for All research projects, the Accountability Report for Community Colleges (ARCC) report, Student Services personnel and programs, review the effectiveness of policies, procedures, processes, and organizational structures. Through the Developmental Education Review Task Force, both Student Services and Instructional Services faculty and staff have evaluated the needs of the College's entering student body and developed plans for improving programs and services to address current students' needs. The work of the Task Force and the Matriculation and Student Access Committee have informed College decisions about where to improve. This work as well as the work of individuals, programs, and services throughout the College have resulted in project proposals focused on meeting student needs that have been funded through the AI Strategic Planning and Budget Process, the Matriculation Mini-grant process, and the Basic Skills grant process. The annual goal-setting and review process ensures that improvement plans are firmly in place and results are evaluated on a regular basis.

Student Learning Outcomes:

The 2005 and 2008 versions of the San Joaquin Delta College Mission Statement and the Strategic Goals emphasize the importance of achieving positive student learning outcomes. The high-level outcomes specified in the Mission Statement and referred to in the goals are good citizenship, responsible leadership, ethical behavior, and the appreciation of life-long learning. More concrete outcomes such as those specified in the Accountability Reporting for Community Colleges (ARCC) include degree and certificate attainment, transfer, and progress to college-level courses from basic skills and ESL courses. Student Services personnel have developed specific student learning outcomes that can be assessed and used to improve programs and services and evaluate how well learning has occurred. Faculty and staff in Student Services program areas have also engaged in extended discussion and analysis of the student learning outcomes they want to focus on and the ways in which to deliver instruction and services that maximize the effectiveness of instruction and promote student learning.

Student Services personnel, programs, and services have engaged in considerable study and professional development through conference attendance, retreats, study sessions, participation in task forces, research projects, or special work groups to learn of effective practices and processes, and to incorporate them into their individual work, programs, or services. In addition to developing specific student learning outcomes for programs and services, Student Services personnel, programs, and services regularly review policies, procedures, and processes related to access and student success to make sure that they promote student learning and achievement and do not impede students' progress through the institution. Resource allocations through the AI Strategic Planning and Budget Process, the Matriculation Mini-grants, and Basic Skills grant justified expectations that additional resources will produce improved student learning outcomes.

Organization:

San Joaquin Delta College has made inclusive, informed and intentional efforts to define student learning, provide programs to support that learning, and evaluate how well learning is occurring. The College organizational structure provides for a Vice President of Student Services. The Vice President of Student Services serves on the President's Cabinet and President's Council; he speaks as an advocate for student support services and programs that assist students in meeting their educational and personal goals and the learning outcomes expected in their course work and programs. Organizationally, there is significant cross-over between Instructional Services and Student Services to ensure that the two areas work cooperatively toward the College's mission and goals and with the best interest of students and student learning in mind. The Assistant Superintendent/Vice President for Instructional Services and the Vice President of Student Services serve side-by-side on a number of standing committees such as the Matriculation and Student Access Committee, the Policies and Procedures Review Committee, the Enrollment Management Committee, and Planning and Budget Committee where they speak for the best interests of students and student learning. Both Vice Presidents work cooperatively with the Academic Senate and Student Success Coordinator, the Deans, Division Deans, and Student Services Program Directors to keep College-wide attention on the improvement of student learning. Student Services Deans and Directors participate regularly in Division Deans' Council, and Division Deans attend Student Services Council as well. The Assistant Superintendent/Vice President of Instructional Services and the Vice President of Student Services occasionally schedule joint meetings of these groups to further discussion and cooperation in promoting student learning.

Dialogue:

The College and its Student Services Division engage in inclusive, informed, and intentional dialogue about institutional quality and improvement on a regular basis. The Student Services Division and individual programs and services across the College hold meetings on a regular basis to discuss student access, progress, learning, and success, e.g., Student Services Council, Financial Aid and Veteran's Services Department Meeting, DSPS Counselors' Meeting. Monthly combined Counseling meetings unite counselors from General Counseling, EOPS, and DSPS in discussions on topics related to student learning and provision of support services; moreover, counselors assigned to off-campus sites and special programs such as Middle College High School, Title V-Hispanic-Serving Institutions grant, TRIO Delta Gold, Project AFFIRM, and others also share information about best practices at these meetings.

The Equity for All research project with the University of Southern California's Center for Urban Education and the California Community Colleges System Office's Accountability Reporting for the Community Colleges (ARCC 2006 and 2007) also stimulated discussions and analysis of current practices with an eye toward improving student access, progress, learning, and success across the College. The Developmental Education Review Task Force (DERTF) involved a College-wide group of faculty and staff and resulted in specific plans for improvement of basic skills outcomes and preparation for degree and certificate programs and transfer.

The Equity for All project involved discussions of student success primarily in mathematics, English composition and reading which led to a reorganization of the Communication Skills Division into English Language Arts and Basic Skills Mathematics into the Science and Mathematics Division. Periodic meetings of Instructional Services and Student Services personnel such as Deans' meetings and Student Services Council meetings provide additional opportunities for mutual discussion of programs and services. The College Matriculation and Student Access Committee meets regularly to review and make recommendations concerning matters of student assessment/placement, matriculation, and student access. Recent discussions have centered on such topics as student demographics, incoming student placement levels and the need for greater precision in placement in basic skills, and the types of services students need to improve their learning and success in courses and programs.

Institutional Integrity:

Student Services programs and services represent themselves to managers, faculty, staff, and students as well as external constituencies such as high schools and local organizations honestly and truthfully. Individuals, groups, and indeed the College earnestly intend to carry out their work in all its aspects in a way that is respectful of students, employees, and the various publics it serves. Individuals and groups who are responsible for policies and procedures consciously and conscientiously attempt to consider all sides of issues with a focus on improving student learning and achievement. Individuals and groups who are responsible for College publications and promotions concern themselves with clarity, understandability, accessibility, and appropriateness; above all, they intend for these publications to promote student learning and achievement as well.

Student Services personnel, along with academic and occupational faculty, were involved in the recent Academic Senate-sponsored Plagiarism Prevention Week, and the Student Personnel and Conduct Committee, under the leadership of the Vice President of Student Services, provides a venue for students to have a fair and impartial hearing if they are accused of policy infractions. The recent Developmental Education Review Task Force, the Equity for All research project, and the reviews of the Accountability Reporting for the Community College (ARCC) conversations all demonstrate that the College and its student services programs and services are willing to face up to evidence that they may need to deliver programs and services differently and adopt changes in the best interests of students.

EVIDENCE:

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3. Accreditation Report, 2002
<http://www.deltacollege.edu/div/planning/ACCREDITATION2002/ACCREDITATIONFINALPDF/PlanningSummary.pdf>
4. Admissions and Records
<http://www.deltacollege.edu/dept/ar/catalog/cat0607/0607catalogSect2pdf>
5. Admissions Student Checklist (Steps to Success)
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6. Admissions Workshops
<http://www.deltacollege.edu/dept/ar/admissions/admiswork.html>
7. Agenda Combined Counselor Agendas – 05-2006
8. Assessment Center Exams
<http://www.deltacollege.edu/dept/assess/assessmenteslexam.html>
<http://www.deltacollege.edu/dept/assess/assessmentabexam.html>
<http://www.deltacollege.edu/dept/assess/assessmentcomputerap.html>
<http://www.deltacollege.edu/dept/assess/assessmentoffcampus.html>
9. Assessment Center/Assessment Processes
10. Associated Student Body Government www.deltacollege.edu/org/asbg
11. Board of Trustees Minutes
<http://www.deltacollege.edu/div/trustees/2005/minutes/06.21.05/index05.html>
12. California Association of Postsecondary Education and Disabilities
<http://www.caped.net>
13. California State University - <http://www.calstate.edu/>
14. CCCApply Steering Committee Change Request Documents
15. College Catalog www.deltacollege.edu/dept/ar/catalog/catalog_main.html

16. College Committee Book
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17. College Mission Statement
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18. College Schedule of Classes
<http://deltacollege.edu/dept/ar/registration/classsched.html>
19. College Student Clubs
<http://www.deltacollege.edu/dept/stuactivities/ClubsList.html>
20. College Vision Statement
<http://docushare.deltacollege.edu/dsweb/Get/Document-39913/BP1201VisionStatemenFINALt.doc>
21. Counseling Retreat Fall 2005
22. Counselor Evaluation <http://docushare.deltacollege.edu/dsweb/Get/Document-29879/COUNSELOR%20EVALUATION.doc>
23. Cultural Awareness Program (CAP) www.deltacollege.org/org/caps/
24. Curriculum Handbook <http://www.deltacollege.org/div/stuserv/curr-yr-hndbk/stuhandbook.pdf>
25. Data Warehouse <http://datawarehousedeltacollege.edu>
26. Delta Goldddd Program <http://deltagolddd.deltacollege.edu.html>
27. Disabled Student Services and Program
www.deltacollege.edu/dept/dsps/index.html
28. Divisions and Departments <http://www.deltacollege.edu/info/home/divdept.html>
29. Educational Master Plan
<http://www.deltacollege.edu/div/planning/EdMasterPlan.pdf>
30. Electronic (e-mail) Training Network
31. Electronic Enrollment Services Lab (eServices Lap)
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32. English as a Second Language Program <http://www.deltacollege.edu/dept/esl/>
33. Enrollment Management
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34. EOPS Chancellor's Office Guidelines
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35. EOPS/EOPS CARE <http://www.deltacollege.edu/dept/eops/srvices.html>;
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Regional Education Handbook
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41. GED Program www.deltacollege.edu/infor/home/divdept.html
42. General Counselor Conference Training Schedule
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44. Guidance and Counseling Mission Statement
<http://www.deltacollege.edu/dept/guidance/index.html>
45. Guidance and Counseling, Frequently Asked Questions and Guidance Courses
<http://www.deltacollege.edu/dept/guidance/FAQ.html>;
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52. New Student Orientation
<http://www.deltacollege.edu/dept/guidance/NewStudentOrientation.html>
53. Office of Planning, Research and Regional Education
www.deltacollege.edu/div/planning/accreditation
54. Outreach and Community Relations
www.deltacollege.edu/dept/outreach/services.html
55. Policies and Procedures
 - 8800 - [Records Management \(Policy\)](#)
 - 8801 - [Records Management \(Procedure\)](#)
 - 8802 - [Records Classification](#)
 - 5110 - [Use of Student Records \(Policy\)](#)
 - 5111 - [Use of Student Records \(Procedure\)](#)
 - 5035 - [BP 5035 Withholding of Student Records](#)
 - 5035 - [AP 5035 Withholding of Student Records](#)
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- 58.
59. Satisfaction Surveys (Student) - (See Survey Results)
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EOPS – How are we doing
Career and Transfer Center
Outreach and Community Relations – International Students
Guidance and Counseling – How are we Doing
Financial Aid and Veterans Services

60. Student Activities Program Services
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61. Student Handbook and Orientation Guide
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PLANNING AGENDA

1. Publish the College Mission, Vision, and Strategic Goals on the College home page and Student Services website.
2. Continue planning for improved student support services through the program review process by evaluating and assessing current student support services at the Stockton campus, campus centers, and online.
3. Include an analysis of student outcomes in the program review process to determine whether all groups of students can benefit from instruction and at what level. Disseminate information to appropriate individuals and groups throughout the College.
4. Consider instituting an annual survey of students in each Student Services area to determine the extent to which students believe they are benefiting from Student Services programs and services.
5. Involve all College employees, especially those who work directly with students, in discussions about improving services to students.
6. Conduct focus groups of new students, transferring students, etc., to measure effectiveness of the *College Catalog* in both formats (paper and online) for its ease of use and clarity of information; incorporate suggestions in new versions of the Catalog.
7. Post agendas and minutes of the Instructional Publications Task Force Group on the web for documentation purposes.
8. Refine the process for review of the *College Catalog* before publication to achieve accuracy, clarity, and ease of use.
9. Continue to research student and community educational needs including getting feedback from the public throughout the District to inform program and service development and delivery.
10. Collect and review data provided by students through CCCApply and the Assessment process to determine how it might be used to better serve students.
11. Investigate and implement strategies to improve the communication process within and across the committees, divisions, and departments and among administrators, managers, faculty, and staff throughout the College.
12. Consider ways to improve the campus learning environment through heightening student awareness of the need for respectful behavior and civility.

13. Add the results of the annual Wait List Survey for Faculty to DocuShare, and inform the campus community of its availability.
14. Conduct a thorough analysis of students' use of online services in anticipation of the development of attendance centers in Mountain House, Lodi, etc.
15. Develop institutional approach for measuring online services and off-site student needs.
16. Post annual National Student Clearinghouse report to DocuShare, and inform the campus community of its availability.
17. Post the student learning outcome for the online application to the web, and inform prospective and current students and staff of its availability.
18. Consider developing programs that promote civic responsibility as well as personal development for students.
19. Consider developing a means to evaluate Student Services programs on an annual basis in addition to conducting full program reviews every five years to allow department deans and directors to engage in continuous planning and improvement of services; include analysis of staffing to assess adequacy.
20. In addition to focusing evaluation systems on student success, begin to focus them also on progress as related directly to student learning outcomes and articulate Student Services student learning outcomes more effectively with evaluation systems.
21. Continue to aggressively emphasize gaining the student perspective in the evaluation of student success.
22. Review and update process for inducting new counselors into general counseling, EOPS, and DSPS. Consider mentorship and orientation processes.
23. Continue to identify the needs of its diverse community and strive to further enhance its commitment to provide services, events and programs which further diversity throughout the community.
24. Post the results of research data concerning demographics of students before online application and after online application to support that it has had no adverse result, and inform the campus community of its availability.
25. Consider conducting a student satisfaction survey on the assessment process.

26. Continue to use the Perseus survey software to assist programs and departments in measuring service satisfaction and identifying areas for improvement.
27. Continue to enhance the assessment/placement process by refining placement levels using COMPASS cut scores for more accurate placement, offering COMPASS in local high schools, and considering additional assessments of student engagement, aptitude, and career interests.
28. Consider using the web-based version of COMPASS and offering the assessment/placement process online.
29. Continue to develop student learning outcomes and assessments for Student Services programs.
30. Consider developing a system for monitoring progress on program review goals and annual goals to assess progress.
31. Develop a clear connection between the program review process and the AI Strategic Planning and Budget Process which collects annual requests for resources.
32. Review the current Student Services Master Plan and make revisions as appropriate.

Standard II: Student Learning and Programs Services

The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

Descriptive Summary:

Library and Learning Support Services at San Joaquin Delta College are comprised of the Goleman Library, the Reading Writing Learning Center, the Math Science Learning Center, and the campus-wide Computer Lab.

The Goleman Library is currently located in the Goleman Building, a shared multi-service building in a location at the hub of campus activity. Housed in the same building as the heavily visited eServices lab, the Assessment Center, and Financial Aid and Veteran's Services, the Goleman Library is immediately across from the Bookstore and Danner Hall where Food Services draw hungry and thirsty students, faculty and staff. Library Services occupies 47,039 square feet of area with a collection of 111,886 books; periodicals; DVD/videos; and, audio recordings. Goleman Library has 29 individual subscription databases for students to use. Based upon the gate count, Goleman Library accommodated about 300,000 visits in 2006-07. The library services staff is comprised of a Division Dean of Library Services, division office secretary, four full-time library faculty, seven adjunct library faculty, and eight and a half full-time and part-time library technicians. Student workers are also employed to shelve and perform routine tasks under general supervision.

Once the site of a reading classroom, lab space, and computer lab, the Reading Writing Learning Center is located on the second floor of the Holt Building. It includes the Center for Academic Preparation, the Writing Lab, and a shared computer lab. The Reading Writing Learning Center, equipped in part by the Title V Hispanic-Serving Institutions grant, is also the site of tutoring for all subjects except sciences and mathematics.

The Math Science Learning Center, also equipped by Title V, now occupies space on the second floor of the Shima Building which was formerly the campus-wide Tutor Center. Except for Basic Skills Math which is housed in the Basic Skills Math Lab on the third floor of Shima Center, all other math and science tutoring is conducted in the Math Science Learning Center.

The second floor of the Cunningham Building is home to the campus-wide Computer Lab, which is open to any student to use College computer equipment. Of course, there are many other computer labs across the campus that are tied to particular courses or programs such as Engineering, Computer Science, GED or Business Information Management, or that have particular functions such as the eServices Lab for completing applications and the Assessment Lab for assessment/placement testing.

1. *The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

Self-evaluation:

San Joaquin Delta College supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

- a. *Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

Self-evaluation:

The College relies on the expertise of faculty, including librarians and other learning support services professionals, to select and maintain educational equipment and materials to support student learning and enhance the achievement of its mission.

The Instructional Capital Outlay/VTEA Committee includes the library which is one of the College's Instructional Divisions. This committee also includes representatives from the English Language Arts and the Science and Math Division which oversee the Reading Writing Learning Center and Math and Science Learning Center respectively. This committee and the AI Strategic Planning and Budget Process are the primary means by which instructional programs can attain new equipment or funds for other types of support.

The Library Collection Development Coordinator invites faculty to request materials, and to select and de-select materials. The Collection Development Coordinator is proactive in developing materials collections where a need exists and promoting materials collections where there is an apparent lack of knowledge of the resources. The Collection Development Coordinator considers all feedback from faculty, other librarians, and students as well as using statistical analyses in making collection development decisions.

The College values the library by including a librarian as a required member of the Curriculum Committee and through its reputation for providing a variety of appropriate materials so that students can effectively complete their assignments. The library assures the quality of its services by:

- Hiring librarians who have Master's degree preparation;
- Reviewing/approving the Collection Development Policy which is updated every five years;
- Monitoring the accreditation of individual programs (such as Nursing) for library approval;
- Allowing general review of statistics on its resources use;
- Surveying how well its constituents can achieve success when using the library's resources; and,
- Monitoring the collection closely to ensure that the collection contains sufficient depth and variety of materials.

In addition, the library solicits feedback from its staff and students, administers periodic surveys to improve workshops and customized bibliographic instruction classes, and employs statistics on database use and materials circulation. Regular meetings are held which include agenda items such as planning, training, and discussion of policy and procedures. Notes and minutes to these meetings are posted on a secure internal website for all library staff.

The library mission statement states that the library and its staff are committed to excellence in providing instructional support services throughout the District. The library's mission statement supports the institution's Mission Statement.

The Reading Writing Learning Center, the Math Science Learning Center, and the campus-wide Computer Lab are also staffed by full-time and adjunct faculty, classified staff, and student workers. Faculty select appropriate equipment, materials and software for effective student use. Funds from the AI Strategic Planning and Budget Process, the Title V Hispanic-Serving Institution grant, and regular departmental/program sources are used to update materials and equipment.

- b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

Self-evaluation:

San Joaquin Delta College provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency. The College teaches all elements of information competencies (IC) through Information Competency (LIBRY3). Information Competency was designed based on the components of ACRL's "Information Competency Standards for Higher Education" and is listed as a general education course under Group V. Contemporary Perspectives. Research strategies, types and formats of information, information retrieval skills, information critique and evaluation, plagiarism prevention, and writing styles and citations are infused in Library Information Literacy (LIBRY 1) and Advanced Information Literacy (LIBRY 2), library workshops, and course-integrated library instruction sessions. Textbooks for library courses are developed and updated, as are information literacy resources.

Instructors from English 1A and 1D, both of which require the use of a variety of types of information to support arguments, often request to bring classes of students to the library for abbreviated information competency instruction as do instructors in other English and other disciplines.

Computer literacy, for the most part, has been taught through the Computer Science and Business Information Management Programs in the Business Education Division. Although, basic computer skills for information retrieval are also covered in the three University of California/California State University transferrable library courses (LIBRY 1, LIBRY 2, and LIBRY 3), workshops, as well as course-integrated, hands-on library instruction sessions and tours.

The assessment of students' competencies in information retrieval/use is done through hands-on exercises in each of the library courses, workshops, and in hands-on, course-integrated library instruction sessions. Assessment of students' competencies is also reflected in students' research projects/papers for courses throughout the curriculum. Evaluation on the effectiveness of information literacy instruction has been done through survey questionnaires provided to the students at the end of LIBRY 1 and LIBRY 2 courses as well as at the end of each library workshop. Feedback from students and faculty on the outcomes of the workshops or course-integrated library instruction are also recorded and taken into consideration.

- c. *The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

Self-evaluation:

San Joaquin Delta College provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

The College library hours of operation are Monday-Thursday 7:30 a.m. to 8 p.m., and Friday 7:30 a.m. to 3:30 p.m. Additional funds have recently been allocated through the AI Strategic Planning Budget Process to support bibliographic instruction for evening and weekend classes. Additional information is also available through the library's website - <http://library.deltacollege.edu>.

Electronic access to library materials on a 24 hour/day and 7 day/week basis is made available through several online tools, all accessible via the library's web site: <http://library.deltacollege.edu>. Electronic access provides support regardless of instructional location and for students who take courses by distance learning.

- d. *The institution provides effective maintenance and security for its library and other learning support services.*

San Joaquin Delta College provides effective maintenance and security for its library and other learning support services through its Maintenance department and Campus Police. Campus Police responds to calls from the library in a timely manner when needed. They also assist with closing in the evenings and walking the staff to the parking lot. Security would be more effective if there were security cameras in the library. When service or repairs are needed in the library, work orders are placed with the Maintenance and Operations Department. Additionally, electronic devices collect intake information and provide security against theft.

- e. *When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

Self-evaluation:

When San Joaquin Delta College relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the College's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The College takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

The library has a variety of contracts for materials security, cataloging support, integrated library information system, and online databases. These contracts are evaluated on an annual basis to ensure that the services provided are meeting the needs of the library and its patrons.

2. *The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

Self-evaluation:

San Joaquin Delta College evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The College uses the results of these evaluations as the basis for improvement.

Library courses and workshops provide evaluation tools to participants--students, faculty and staff. San Joaquin Delta College provides guidelines for evaluation through its Mission and Vision Statements and through its Strategic Goals. The Library Services program provides guidelines for evaluation through the Library Mission Statement and the Student Learning Outcomes. The Reading Writing Learning Center (RWLC), and Math and Science Learning Center (MSLC) collect student satisfaction data from students on a regular basis. RWLC and MSLC staff also review data collected for reports on the Title V Hispanic-Serving Institution grant. MSLC and RWLC coordinators also meet on a regular basis to plan and review operations. MSLC and RWLC coordinators meet with corresponding area deans monthly to facilitate communication regarding learning center activities, planning, and evaluation.

THEMES

Evaluation, Planning, and Improvement:

San Joaquin Delta College believes that institutional evaluation and improvement is necessary for students to learn more effectively. The Goleman Library management, faculty, and classified staff undergo regular evaluation during which they are urged to discuss ways of improving their own as well as the library's services. Students evaluate library course, workshops, and course-integrated instruction on a regular basis, and improvement plans have been discussed and fully implemented. However, there is not yet an institutional mechanism to evaluate all students' levels of information competency or an institutional plan for implementing information competency instruction to all students. Librarians have regular staff meetings to discuss policies and procedures, and the library surveys its customers on a regular basis to determine their satisfaction with its services. Librarians work within the library, sit on a variety of committees including the Curriculum Committee, and have a Collection Development Plan. The librarian who serves on the Curriculum Committee and the Division Dean for Library Services reviews all new and revised courses to assess the appropriate resource support. The Library seeks input from faculty on new acquisitions. The library staff have engaged in significant planning for the renovation of Goleman Library and its services.

Evaluation of tutoring in the learning centers and the campus computer services lab occur in much the same way as the library. Faculty and staff who serve in these areas also undergo regular evaluation and discuss program and service improvements. Learning Center faculty have regular weekly staff meetings to discuss ways of improving student learning outcomes. Learning Center faculty use student feedback to improve instruction as well. Concrete plans need to be formulated to bring all the learning centers and the campus computing lab together in one location for ease of use by students, and more efficient use of staff.

Student Learning Outcomes:

San Joaquin Delta College effectively produces student learning by developing student learning outcomes at the course, program, and degree level as well as assessment to determine how well students are learning. The Goleman Library has developed student learning outcomes for its workshops, courses, and course-integrated instruction. The library provides the materials, means, and instruction for students to use as they attempt to achieve the student learning outcomes specified by the courses they take. The library offers one-on-one library instruction at the reference desk, and a librarian is always available during operating hours. Using library resources including its broad, diverse collection, students are able to complete assignments, assignment sheets, and gather anecdotal evidence. Faculty and student requests identify areas needing attention.

The Reading Writing Learning Center, the Math Science Learning Center, and the Campus Computing Lab also provide academic support for student learning and success in the form of tutoring and access to technology. Supplemental instruction is also used to support student learning as part of the Title V Hispanic-Serving Institution grant. Faculty and qualified learning support staff are available during day and some evening hours, and individual as well as group tutoring is provided. Specific learning outcomes and assessments need to be developed for the learning centers and the campus computer lab.

Organization:

San Joaquin Delta College provides adequate staff, resources, and organizational structures to provide sufficient academic support for students to achieve the specified learning outcomes through library, learning centers, and the campus computing lab. Through various resources, Instructional Capital Outlay, VTEA, Title V, the AI Strategic Planning and Budget Process, or other sources, the College provides the library, learning centers, and campus computing lab with adequate funding for resources, facilities and staff to operate the facilities and work with students. All of these areas need staff who can work cooperatively with discipline faculty to develop more effective programs and services to help achieve the desired student learning outcomes.

Dialogue:

San Joaquin Delta College engages regularly in inclusive, informed, and intentional dialogue about institutional quality and improvement. Dialogue takes place institutionally in a wide variety of venues:

- Curriculum Committee
- Information Competency Committee
- Academic Senate
- Division Deans' Council
- Student Services Council
- Matriculation and Student Access Committee
- President's Council and President's Cabinet
- Developmental Education Review Task Force

Representatives from the library, the learning centers, and the campus computer lab including Deans, faculty, and staff are always present at these discussions, and they are always welcome to add their comments and concerns. More dialogue should be focused on the quality and improvement of the academic resources provided by the library and the learning centers and how better to integrate these services with the disciplines. The library and the former tutor center have also completed program reviews that have involved their faculty in dialogue about ways to improve student learning outcomes. As part of the library renovation program, students and staff have been engaged in dialogue on the future development of library services. The new RWLC and MSLC will need to complete program reviews in an upcoming cycle.

Institutional Integrity:

San Joaquin Delta College represents itself honestly to its internal and external stakeholders. The library provides transparency in materials acquired and databases are present for the campus community to use and see. All disciplines are covered equivalently; life-long learning and popular-interest materials are also included. Timely and accurate information regarding requested materials, fines, and research materials are provided online. The Library Handbook and web site include library policies and guidelines. Equivalent access to e-resources, regardless of location, is provided by the library. E-resources are organized and made available in a manner that supports equivalent access to the entire campus community. The library played a leadership role in the recent “Plagiarism Prevention Awareness Week” which attempted to increase student awareness of the importance of academic honesty. Safety and maintenance issues have been addressed. The library renovation process, like all other facilities projects, has been a public one.

The learning centers and campus computer labs maintain high standards of conduct for staff and students. Academic honesty is stressed, and tutors and lab aides are trained to ensure that students do their own work and understand appropriate citation conventions.

EVIDENCE

1. Academic Senate” library representative
http://www.deltacollege.edu/org/acadsen/docushare_000.html
2. Access for the Visually and Hearing Impaired
http://library.deltacollege.edu/services_adaptive_technology.html
3. Circulation and Reserve Desk
http://library.deltacollege.edu/services_circulation.html
4. Collection Development Policy
http://library.deltacollege.edu/docs/revised_collection_development_policy.html
5. College Annual Budget Book
http://www.deltacollege.edu/div/planning/accred_study_evidence/ANNUALBUDGETS.html
6. College Mission Statement Board Policy 1200
<http://www.deltacollege.edu/info/delta-mission.pdf>
7. College Strategic Goals
<http://www.deltacollege.edu/div/planning/STRATEGICPLANNING/StrategicGoalsPB12705.pdf>
8. College Vision Statement Board Policy 1201
<http://www.deltacollege.edu/info/delta-vision.pdf>
9. College Web - Staff Resources - Work Order Requests
<http://www.deltacollege.edu/staff.html>
10. Credit Courses
http://library.deltacollege.edu/IC/credit_courses.html
11. Curriculum Committee” library representative
<http://docushare.deltacollege.edu/dscgi/ds.py/View/Collection-2065>
12. CurricUNET courses submitted are checked by Library Division Dean.
<http://curricunet.com/delta/>
13. Go-Cat (the Goleman library Catalog)
<http://gocat.deltacollege.edu>
14. Goleman Library Home Page
<http://library.deltacollege.edu/>
15. Hours of Operation
<http://library.deltacollege.edu/hours.html>
16. Index of Library Services
<http://library.deltacollege.edu/services.html>

17. Library Accreditation Gallery - http://library.deltacollege.edu/accred_evidence/index.html
18. Library Catalog
http://library.deltacollege.edu/services_catalog.html
19. Make a Purchase Suggestion
http://Library.deltacollege.edu/purchase_suggestion_form.html
20. Mission Statement for Goleman Library
http://library.deltacollege.org/mission_statement.html
21. New Additions to the Collection
<http://library.deltacollege.edu/holdings.html>
22. New library materials index
<http://library.deltacollege.edu/holdings.html>
23. Online Databases
<http://library.deltacollege.edu/electronic.html>
24. Recent Additions to the Collection
<http://library.deltacollege.edu/holdings.html>
25. Reference and Information Desk
http://library.deltacollege.edu/services_reference.html
26. Resource Guides
http://library.deltacollege.edu/reference_resource_guides.html
27. San Joaquin Delta College District Police Department
<http://www.deltacollege.edu/dept/police/index.html>
28. Suggest a New Title for the Library
http://Library.deltacollege.edu/purchase_suggestion_form.html
29. Workshops (Library Workshops)
<http://library.deltacollege.edu/IC/Workshop.html>
30. Classroom and library faculty materials suggestion correspondence and resources
Hardcopy of examples of emails, notes from telephone calls, written notes, catalogs, and review sources will be provided.
31. Envision your library -- Remodeling Suggestions Survey- Hardcopy of customer service survey results will be provided.

32. Hardcopy of collection evaluation tools will be provided. Hardcopy of collection development subscription websites in specialties will be provided.
33. Vendors of databases provide statistics on database activity which is collected - Hardcopy of statistics on database usage will be provided.
34. DRA online catalog/circulation system - Hardcopy of statistics on book and audiovisual use will be provided.
35. San Joaquin Delta College Goleman Library Services Satisfaction Survey - Hardcopy of customer service survey results will be provided.
36. State and National Library Standards - Hardcopy can be provided on state and national library standards.
37. Librarians' Meeting Minutes - Hardcopy of Librarians' Meeting Minutes will be provided.
38. Print copies of San Joaquin Delta College 2005-2006 Catalog as well as subsequent years of catalogs can be found in the library's archival collection.
39. UC/CSU transferable library courses (LIBRY 1, LIBRY 2, and LIBRY 3) on information literacy are listed under "Library Skills" of San Joaquin Delta College 2005-2006 Catalog or subsequent years of catalogs and Schedule of Classes.
40. Requests for library tours and course-integrated library instruction through email to the Coordinator of Bibliographic Instruction, statistical records of course-integrated library instruction, and "Library Orientation/Course-Integrated Library Instruction" web page.
41. Print copies of the web page, sample requests for library tour or course-integrated library instruction, and statistical records of course-integrated library instruction will be provided upon request.
42. Textbooks/Workbooks for LIBRY 1, LIBRY 2, and LIBRY 3 are written and updated each year by the instructor and Coordinator of Bibliographic Instruction.
43. Copies of the current edition of the textbooks/workbooks are available at Circulation Desk of Goleman Library.
44. Library workshop evaluation data is updated at the end of each semester. Print copies of the workshop evaluation will be provided upon request.
45. Hands-on problem-solving exercises and research projects in the textbooks/workbooks for the library courses; final exams and SLOs for the library courses.
46. Copies of the textbooks/workbooks are on reserve at the library's Circulation Desk. Print copies of the final exam and the SLOs for the library courses will be provided upon request.

47. Survey questionnaires at the end of the final exams of Library Information Literacy (LIBRY 1) and Advanced Library Information Literacy (LIBRY 2) each semester.
48. Print copies of students' evaluations from the last few years will be provided upon request.
49. Hands-on, problem-solving exercises, pre-test, quiz, research assignments, and final exam are built in the textbook for Information Competency (LIBRY 3) as well as in the online course content from eCollege.
50. LIBRY 3 students' self-evaluations are reflected in their class discussions and comments in the assignment dropboxes.
51. Contents of the students' discussions or comments in the assignments are available at eCollege (<http://deltaonline.org>). Print copies of sample discussions or comments will be provided upon request.
52. Hands-on information retrieval in course-integrated library instructional sessions tailored to the students' research/assignment needs.
53. Print copies of sample PowerPoint handouts will be provided upon request. Copies of students' feedback in print format will be provided upon request.
54. Hands-on information retrieval exercises during the library workshops as well as statistics from the library workshop evaluation.
55. Print copies of sample workshop handouts with hands-on exercises as well as workshop evaluation data will be provided upon request.
56. Goleman Library Building ADA modification.
57. SirsiDynix contract for provision of integrated library system (ILS) and services Hardcopy will be provided.
58. 3M contract for preventive maintenance on all 3M security and self check equipment - Hardcopy will be provided.
59. OCLC contract for cataloging and interlibrary loan services - Hardcopy will be provided.
60. Evaluation of Library and Learning Support Services: Library Workshop Evaluation Form - Paper format workshop evaluations are available from the year 2000.
61. Library Courses--LIBRY I, LIBRY II, LIBRY III - Paper format course evaluations are available from the year 2000.
62. The OCLC services are used extensively everyday. Quality is evaluated by a combination of uptime (which is near 100%) and functionality (which is very good overall).

63. Documented Library Workshop evaluations on Excel or Word since 2000.
64. Documented Library Course evaluations on Excel or Word since 2000.
65. Library Workshop Evaluation Form (paper format) is filled in by students, staff & faculty attendees.
66. LIBRY 1, 2 & 3 Evaluation Data, in paper and electronic formats, are completed by students of courses.

PLANNING AGENDA:

1. Develop a campus-wide Library Advisory Committee which would provide advice and feedback to the librarians on all topics related to the library and review the impact of the library on overall student learning outcomes.
2. Recommend formation of a Learning Center Advisory Committee which would provide advice and feedback to the Reading Writing Learning Center, the Math Science Learning Center, and the campus-wide Computer Center.
3. Consider creating a library liaison system, whereby each College division has have a Library representative who provides expertise and advice on curriculum and service matters related to the library or information competency.
4. Consider creating a learning center liaison system, whereby each College division has a Learning Center representative who provides expertise and advice on curriculum and service matters related to the learning centers or computer center.
5. Continue tools to measure the effectiveness of the library, each of the learning centers, and the campus-wide computer center, and their programs and services.
6. Develop effective entitlement request proposals for hiring replacements for the retired librarian and the re-assigned librarian (2 positions) which will return the Library faculty to 5.5 FTE.
7. Develop an Information Competency Committee of the Academic Senate to further facilitate the integration of information literacy, academic honesty, ethics, critical thinking, and communication skills in the College curriculum.
8. Develop a collaborative pilot program based on the learning community model for integrating library information literacy in an existing program, such as nursing or English. Seek funding for the program through the AI Strategic Planning and Budget Process or from one of the current grant-funded projects. Use the pilot program as a model for dissemination throughout the College.
9. Recommend hiring replacements for two librarian positions to have a full librarian staff to execute the library liaison program and develop content-specific SLOs while maintaining normal, effective library operations.
10. Recommend development of SLO assessment tools for library services on the program level.

11. Recommend formation of a library liaison system, whereby each department would have a representative to closely work with a subject librarian to jointly develop content-specific SLOs for information competency instruction.
12. Recommend collaborative, learning-community style of information competency instruction and content-specific assessment tools for information competency SLOs.
13. Consider implementing Learning and Teaching Self-Analysis, currently in progress in the library, throughout the College.
14. Continue ongoing dialogue which should result in ongoing reflection and conscious improvement of library and learning support services.
15. Further enhance the stability of off-campus access to e-resources through implementation of EZProxy.
16. Make access to e-reserves available with the implementation of E-Res.
17. Develop a model of remote library facilities so there is equal access to library and learning support services at remote sites.
18. Continue to support DSPS students by upgrading equipment to DSPS specifications.
19. Continue to enhanced service with the implementation of and the Ariel and ClioAdvanced Inter-library Loan system.
20. Identify procedures to measure and assess student learning in information competency and to guide improvement in teaching and learning support services.
21. Review paraprofessional staffing and make recommendations.
22. Implement the new integrated library system in early 2008.
23. Continue the library renovation process and install a security system in the renovated library.
24. Continue to include the library and representative College staff in the ongoing planning process for the renovated building.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

Descriptive Summary:

San Joaquin Delta College employs qualified personnel to support student learning programs and services. Policies and procedures for the human resources operation were developed to ensure the fair and equitable employment of qualified individuals who meet both the College's needs and the qualification standards set by the California Code of Education and Title 5 of the Code of Regulations. However, for the most part, these policies and procedures have not been revised to the Community College League of California (CCLC) templates for policies and procedures, nor have they been reviewed and updated for more than ten years. Current College personnel policies, procedures, and practices are available on the District's web site.

It is the College's practice to conduct regular performance evaluations, which provide an assessment of the competency, efficiency, and merits of its employees and provide an opportunity for the employee and his or her supervisor to discuss professional development that would improve the employee's performance or benefit him/her in some way. The College's system for evaluations specifies the intervals for which employees are evaluated and outlines performance standards and expectations as well as written criteria for evaluating performance. Faculty, Counselors and Librarians are directly responsible for student progress toward achieving student success and multiple components in their evaluations address their effectiveness in supporting student achievement.

An important component in the institutional planning process is ensuring that sufficient human resources are allocated to the successful achievement of departmental goals, and most importantly, fulfilling the needs of students. Opportunities for requesting additional human resources exist through the instructional and student services program review process and through the AI Strategic Planning and Budget Process. Shared governance committees (Administrative Reclassification and Entitlement and Classified Reclassification and Entitlement) exist to review reclassifications and entitlements for classified and management employee positions. A separate process, a cooperative effort between the Academic Senate, the Assistant Superintendent/Vice President for Instructional Services, and the Division Deans,

exists for developing faculty entitlement priorities. This process is also tied to program review and the AI Strategic Planning and Budget Process.

In support of its Mission Statement and the focus on life-long learning, the College views professional development for all staff as integral to maintaining a successful and productive institution of higher education. The College's Professional Development Center (PDC) provides training and development opportunities for faculty and staff. Faculty are supported with annual allocations of District funds for conference travel. Depending on funding availability, other opportunities are available for faculty and staff on a case-by-case basis.

San Joaquin Delta College meets the Commission's standard for Human Resources in terms of the College's ability to provide adequate human resources to serve students and student learning. The planning agenda addresses the need to review, update, and revise all Human Resources policies.

- 1. The Institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

Self-evaluation

San Joaquin Delta College assures the integrity and quality of its programs and services by employing faculty, administrators, and classified staff who are qualified by appropriate education, training, and experience to provide and support these programs and services.

In the hiring of faculty and academic administrators, the Academic Senate and the College administration work cooperatively to ensure that necessary full-time and adjunct faculty are hired to maintain program quality and enrollment. The qualifications for each faculty position are matched to program needs and to the minimum qualifications established by the Board of Governors of the California Community Colleges (2006 edition). Annually, the Academic Senate and the Assistant Superintendent/Vice President of Instructional Services and Division Deans' Council develop an agreed upon priority list of faculty using an established entitlement process. Depending upon the need, the College's ability to meet the 75/25 ratio of full-time to part-time faculty, and the annual budget, the Superintendent/President recommends that a certain number of new full-time positions be approved by the Board of Trustees. In addition, a new procedure, "automatic" replacement, has been established which allows faculty who have retired or left the District to be replaced "automatically with discernment," rather than having to compete for a position on the list.

Once the Board has approved the entitlements, the Human Resources and Employee Relations professionals work together with the Deans of the areas in which new or replacement full-time faculty will be hired. The process involves the Dean, the faculty discipline experts, and the assigned analyst from Human Resources and Employee Relations, who revise position descriptions to match the needs of the program, develop recruitment materials and a recruitment plan, advertise the position in appropriate venues, develop the pool of qualified applicants, and assemble and train the screening committee.

The Academic Senate appoints the discipline faculty to the screening committee, while the hiring dean and human resources analyst identify the remaining members of the committee including the Equal Employment Opportunity (EEO) representative. The screening and selection committee develops screening criteria, interview questions, a teaching demonstration, a writing sample, and other activities that they deem appropriate for finding the best qualified candidates. Selected candidates are interviewed by the screening committee, the pre-established criteria are applied, and the committee forwards a minimum of two finalists to the Superintendent/President for second-level interviews. The hiring Dean conducts the reference checks prior to the second-level interviews. Second-level interviews involve the Superintendent/President, the Assistant Superintendent/Vice President for Instructional Services, and the Vice President of Human Resources and Employee Relations. The second-level interview committee makes its selection, usually with the input of the hiring Dean, and the name of the selected candidate is forwarded to the Board of Trustees for approval.

Adjunct faculty are hired in much the same way, except they do not go through a second-level interview before they are forwarded to the Board for approval.

According to Administrative Procedure 7211, all new full-time faculty members are assigned to service areas based on each candidate's qualifications and the District's competency standards for each service area. The service area assignment process is conducted by a committee composed of the Assistant Superintendent/Vice President of Instructional Services, the Academic Senate President, and two faculty members from the discipline or a closely-related discipline as assigned by the Academic Senate President. Recommendations of the Faculty Service Area Committee are forwarded to the Office of Human Resources and Employee Relations.

While the above processes are related to faculty and academic administrators' employment, all other management and classified staff are required to meet minimum qualifications as described by position descriptions on file for each College position. In addition to a description of the minimum qualifications, each position description includes a list of desirable qualifications. Position descriptions are reviewed periodically by the Vice President of Human Resources and Employee Relations. Position descriptions may also be changed and updated with the approval of the Administrative Reclassification and Entitlement or the Classified Reclassification and Entitlement Committees, both shared governance committees, depending on the nature of the position (non-academic management and classified).

For all positions, the Human Resources and Employee Relations department is responsible for ensuring that only candidates who meet minimum qualifications are allowed to compete in the hiring process. Candidates for all management and classified positions are screened, rated, interviewed, evaluated, and the most qualified candidates are recommended to the hiring manager by a screening committee whose membership includes College employees knowledgeable about program responsibilities. The hiring manager, in cooperation with the Vice President of Human Resources and Employee Relations, makes the final decision to hire, and the selected candidate whose references have been checked, is forwarded to the Board of Trustees for their approval.

- a. *Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.*

Self-Evaluation

At San Joaquin Delta College, criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated through postings on the College websites, public advertisements in newspapers and other venues, and brochures developed for each position. Position descriptions are directly related to the institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the College's mission. Discipline faculty have a significant role in the selection of new discipline faculty. Faculty and administrators must possess degrees from fully-accredited institutions. Degrees from institutions outside of the United States are recognized only if equivalency has been established. For employment candidates from outside of the United States, Human Resources and Employee Relations requires all documents related to the prospective faculty member's degree including transcripts to be translated into English.

Staff, faculty and managers all play roles in maintaining the integrity of College-wide hiring processes. The College demonstrates its commitment to both shared governance and providing quality education by ensuring that proper attention is paid to developing accurate job descriptions, screening criteria, and interviewing/evaluating all candidates. Reference checks are always conducted before a candidate is selected and forwarded to the Board of Trustees for approval. Fingerprints are required of all successful candidates prior to beginning employment with the District.

All position openings are announced and given the widest practical internal and external distribution. The Human Resources and Employee Relations department's web site provides current information for all open positions and provides job descriptions to assist potential candidates in assessing their eligibility for positions. In addition, the department's analyst and the hiring manager discuss additional ways of recruiting for all positions including newspaper advertisement, posting on job websites, and participation in recruitment fairs. For specialized or focused recruitments, a recruitment plan is agreed upon in advance by the Vice President of Human Resources and Employee Relations, Division Dean or Program Director, and appropriate faculty from the discipline in the case of a faculty recruitment. Some Division Deans and faculty have expressed concerns

that recruitment notices are not posted in discipline-specific journals or online job listings narrowing the recruitment pool because of cost considerations. All job openings for faculty, management and law enforcement are also posted to the California Community College Registry.

For classified positions, notices of position openings are first published and distributed throughout campus for internal transfer opportunities. Then advertisements soliciting applicants are placed in local newspapers and other media.

Hiring criteria are uniformly based on job descriptions and are developed by members of each screening committee under the guidance of the screening committee chair. Each committee has a representative tasked with ensuring EEO compliance. For teaching positions, faculty members with expertise in the discipline being hired for must be represented on each screening committee.

Screening committees evaluate all candidates for knowledge, competency and sensitivity to diversity. When hiring faculty members, teaching, subject area knowledge and competency are also evaluated. Board Policy 3001 requires all faculty candidates to demonstrate their teaching abilities by providing the screening committee with a teaching demonstration. All offers of employment and salary are made by the Office of Human Resources and Employee Relations.

New classified and non-academic management entitlements are established through a procedure that requires approval and/or recommendations from the President's Executive Cabinet, Human Resources and Employee Relations, appropriate reclassification and entitlement committees, and in some circumstances consultation with collective bargaining groups.

Applications for all positions request that all candidates supply a wide variety of information necessary for screening, evaluation, and selection including community involvement and an individual diversity statement. Applications for management, faculty, and many classified positions require that college transcripts are also submitted for evaluation.

Given that hiring practices for faculty, classified and managers vary slightly, Board procedures for each group must be clearly defined. Hiring practices are defined in the following Board Policies (BP) for the individual groups: BP 4011 Classified, BP 3001 and 3002 Faculty, BP 2032 Management.

- b. *The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

Self-evaluation:

San Joaquin Delta College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The College establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Board Policy 2033 states that an evaluation will be completed for each manager at least every two years beginning with the fourth year of service. New managers are to be evaluated every year for the first three years and at least once every two years thereafter. The evaluation process includes a self-evaluation, an evaluation by the manager's supervisor, and may also include an optional peer review. Employees supervised by the manager are also given an opportunity to provide anonymous evaluations of the manager which are compiled by the supervisor and included as part of the supervisor's evaluation.

Board Policy 4150 concerning classified employees dictates that permanent classified employees shall be evaluated each year by the employee's immediate supervisor. In addition, the policy specifies that every probationary classified employee shall be evaluated by the employee's immediate supervisor, in writing, before the eighth (8) month of employment. The evaluation process includes an optional self-evaluation.

Board Policy 3300 describes District policy with regard to the evaluation of faculty. The policy makes clear that the evaluation process for faculty is both a legal requirement and a professional responsibility. According to the policy, the ultimate goal of all teacher evaluations is to provide students with improved instruction. The policy states that the evaluation procedure must provide management with clear and reasonable evidence for determining retention and tenure. The policy further states that Contract faculty members, i.e., individuals without tenure, will be evaluated at least once per year in accordance with Education Code 87663.

Regular faculty, i.e., those who have tenure, are to be evaluated at least once every three years in accordance with Section 87663 of Education Code, as follows:

- a. All regular faculty members will be initially evaluated by their immediate supervisors. Subsequent evaluations may be made by other authorized evaluators.

- b. An individual or group pre-conference will be held to discuss contract provisions regarding evaluation.
- c. A minimum of one classroom visitation must be made each six years.

In addition to the regular evaluation process, all faculty members with the exception of part-time faculty are given a peer review in the same year as their regular administrative evaluation. Board Policy 3300 states that the peer review process needs to be conducted by persons “sensitive to the cultural, ethnic, and gender diversity of the College staff.” The process for conducting peer reviews, how reviewers are selected, and other critical processing information is clearly delineated in policy.

Policy 3300 also stipulates that student evaluations will be conducted for all faculty in conjunction with the administrative evaluation. The Division Dean or Director coordinates the process and uses the Contract-approved student evaluation form. The student evaluation must be completed after the eighth week of a term, and paper versions are distributed by a student volunteer in each class who returns the evaluations to the Division Office in a sealed envelope. An online version of the evaluation is administered as a service to the Division Dean by the Office of Planning, Research and Regional Education for all online sections of the class. The results of online evaluations are collected by the Office of Planning, Research and Regional Education and delivered to Information Services to incorporate with the scanned results of the paper evaluations. (The paper versions are scanned by Information Services)

The Division Dean or Director may consider the student evaluations in the administrative review only when a minimum of 25% of the returned evaluations contain negative comments. In such cases, the Division Dean or Director documents the negative ratings and comments and places them in a sealed envelope in the faculty member’s personnel file. The sealed documentation for regular (tenured) faculty can be opened and used by the District only in preparation for a notice of unprofessional conduct or unsatisfactory performance. The sealed documentation for Contract (untentured) faculty can be opened and used by the District only in the event that the faculty member’s first or second contract is not renewed and a challenge is filed by the faculty member in anticipation of denial of tenure.

In conjunction with the peer review, faculty are encouraged to complete a self-evaluation. This evaluation should be shared with the peer reviewer but shall not be given to any other person, or placed in any file.

All evaluation processes including those for management, classified and faculty are designed to facilitate continuous improvement and thus aid in the College’s larger effort to effectively pursue its mission. The Human Resources and Employee Relations department maintains a variety of forms to be used for evaluation purposes. It has been noted, however, that some forms do not coordinate well with instructions in policy.

While policies are clearly defined, results of a College-wide employee survey expressed some level of dissatisfaction with current human resource practices in two areas. When asked about whether the faculty and staff evaluation process effectively assesses and encourages improvement, a significant number of respondents indicated disagreement. Overall the statistical mean for this question was 2.48 on a 4 point scale with 1 indicating strong disagreement and 4 indicating strong agreement. Also, when asked if the College adheres to written policies ensuring fairness in all employment practices, a significant number of respondents indicated disagreement. For this question, on the same 4 point scale, the statistical mean was 2.41.

- c. *Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

Self-evaluation:

Currently, faculty and others directly responsible for student progress toward achieving stated student learning outcomes do not have a direct, formal method, as a component of their evaluation, for assessing effectiveness in producing those learning outcomes. However, two questions in the faculty evaluation instrument do have an indirect connection to student learning outcomes assessment. One question pertains to a division dean's assessment of an instructor's instructional and subject matter competence. To the extent that a dean has some ability to assess this component as "outstanding," "exceeding most standards" or "satisfactory," the evaluation may offer an indirect assessment of a faculty member's ability to foster student learning outcomes. Moreover, student evaluations of faculty may foster a greater awareness of this element. To the extent that students agree with the statements that "the instructor explains the subject clearly," "answers questions adequately," and teaches the course according to "the course objectives the instructor announced," the student evaluation instrument has an indirect mechanism for tapping student satisfaction with their learning in the classes they take.

Outside of the evaluation process, individual instructors have begun to assess student learning outcomes in creative and meaningful ways. Vocational programs have long had a history of using assessment instruments to gauge student mastery of certain skills. Other instructors across the campus have begun to write student learning outcomes for courses and curriculum programs, and some have used specific measures and instruments to assess learning levels. Sabbatical leave projects conducted by faculty have frequently been geared toward improving student learning outcomes in specific courses and programs.

- d. *The institution upholds a written code of professional ethics for all of its personnel.*

Self-evaluation:

San Joaquin Delta College upholds a written code of professional ethics for all of its personnel. While no universal code of conduct exists covering all employees of the College, clear expectations are articulated in a variety of Board Policies and on the College's web site for each constituent group.

Board Policy 1041, "Standards of Good Practice," clearly articulates a code of professional conduct and ethics for the San Joaquin Delta College Board of Trustees.

Policy 2035, "Ethics Standards for Professional Managers," describes expected ethical standards applicable to managers. These standards reference the expected behavior of managers as related to their supervisory and strategic leadership roles at the College.

The faculty ethics statement found on the College's Academic Senate web page is a detailed statement made up of five sections. It is adapted from the American Association of University Professors ethics statement (<http://www.aaup.org/statements/Redbook/Rbethics.htm>), and includes descriptive statements about expected ethical behavior specifically associated with employees engaged in teaching.

Board Policy 4420, while it is not an ethics code, does state that any employee may be suspended or subject to dismissal for cause. The policy goes on to list a variety of reasons which include but are not limited to dishonesty, immorality, conviction of a felony or any crime involving moral turpitude, or any other failure of good behavior or acts either during or outside duty hours which are not compatible with or inimical to public services.

2. *The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

Self-evaluation:

San Joaquin Delta College maintains a sufficient number of qualified faculty with full-time responsibility to the institution as measured by the 75/25 ratio of full-time to part-time faculty specified by the California Community Colleges System Office. The College has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support its mission and purposes.

Within the framework of the 75/25 ratio and available budget, the College determines appropriate staffing levels for educational programs and services through a rigorous process. The process is intended to ensure that new entitlements for faculty are based upon current educational needs and fulfilling the mission and vision of the College.

The current process to ensure faculty staffing levels continue to support District goals includes three primary components:

1. The Superintendent/President has committed to replace faculty lost to retirement, resignation or normal attrition “automatically, but with discernment.”
2. An annual process is conducted by the Academic Senate in conjunction with the Division Deans and the Assistant Superintendent/Vice President of Instructional Services. The process results in a prioritized list of new faculty positions to be filled. As the Superintendent/President determines that funds are available for new entitlements, positions are filled starting at the top of the list.
3. A process has been developed to resolve issues associated with faculty entitlement needs specifically related to expansion. These needs have evolved into a negotiation process between the Academic Senate, the California Teachers Association (CTA), and College administration. The process, first completed in 2007, has resulted in five entitlements for the new education center at Mountain House. The success of this process suggests that it may be an effective model for use in future expansion-related staffing.

The process for establishing new non-faculty entitlements involves review by several committees as follows:

- Administrative Reclassification and Entitlement which is charged with reviewing and making recommendations to the President’s Council concerning requests for new and changes to current administrative entitlements.
- Classified Reclassification and Entitlement which is charged with reviewing and making recommendations to the President’s Council concerning requests for new and proposed changes to current classified position entitlements.
- Planning and Budget Committee which is charged with reviewing and making recommendations to the Presidents’ Council concerning matters related to the budget.
- President’s Council which is charged with reviewing and making recommendations to the Superintendent/President on matters related to the policy and programmatic direction of the College. This committee is advisory to the Superintendent/President.

3. *The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

Self-evaluation:

San Joaquin Delta College systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

All of the College's policies and procedures are published in its Policies and Procedures Manual which is available to the College community in the electronic DocuShare collection and to the general public via the College website.

Personnel policies and procedures are developed and/or revised using Administrative Procedure 2601 (AP). The process includes completion of a standardized form and referral of the proposed policy/procedure to the Policies and Procedures Review Committee, who disseminates the proposed policy/procedures to the College community via the shared governance constituency groups for comment. Following the comment period, the proposed policy/procedure is forwarded by the Policies and Procedures Review Committee to the President's Council. Upon approval of the President's Council, procedures are enacted by the Superintendent/President, and policies are placed on the Board of Trustees agenda for a first and second reading, and ultimately adoption and/or amendment.

Proposed policies or procedures related to articles in the collective bargaining contracts will not be considered by this process until after completion of negotiations with the appropriate bargaining group.

- b. *The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

Self-evaluation:

San Joaquin Delta College makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Employee records of various types are located in the Office of Human Resources and Employee Relations, within different systems: personnel files, payroll, the System 2000 database, and the new Munis human resources information system.

Electronic systems are password and access controlled. Network security is the responsibility of the College's Information Services department and is considered as part of the College's larger Information Security efforts (see Standard IIIC Technology Resources). Physical security of personnel files located in Human Resources and Employee Relations is accomplished by ensuring strict access control and keeping a log of those who are allowed by policy to view the files. Employees are well trained in

various applicable statutes including the Family Educational Rights and Privacy Act (FERPA).

District policy dictates that employees are to be granted access to their employment records upon request. Collective bargaining agreements also include more detailed provisions for confidentiality and access. All District policies and bargaining agreements are consistently adhered to. Specific restrictions related to confidentiality and access to personnel files can be found in Section 4.1.3 of the current California State Employee Association (CSEA) contract, Section XII of the current California Teachers Association (CTA) contract and Section XIX of the current contract with the Peace Officers Association (POA). While management-level employees are not represented by a collective bargaining agreement, they are guaranteed access to and security of their personnel files under District Board Policy 2038.

4. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

Self-evaluation:

San Joaquin Delta College demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

The College has developed comprehensive and detailed policies and procedures that speak to a wide range of equity and diversity issues. Embracing and encouraging diversity takes many forms at the College. None is more important than the inclusion of language indicating the College's understanding that its commitment to excellence requires a respect for cultural diversity as specified in its Mission Statement.

In addition to embracing principles of diversity at the highest level of institutional planning, the District maintains a variety of policies and procedures intended to encourage diversity. Board Policy 1400 reaffirms the District's commitment to a policy of equal employment opportunity and equal educational opportunity in the provision of educational and other services to the public. Enforcement of the policy is the responsibility of the Superintendent/President. The intended outcome of this policy is to develop a student population and workforce that reflects the diversity of the population of the District.

In accordance with Education Code Sections 212.5; 66281.5; Title IX, Education Amendments of 1972; Title 5, Section 59320 et seq., the College maintains Administrative Procedure 3430 which articulates a process for reporting and investigating unlawful discrimination and/or harassment. This procedure is available in the College's Policies and Procedures Manual which is available to the College community in the electronic DocuShare collection and to the general public via the College website. In addition the procedure is also included in the District's Annual Employee Notice which is disseminated internally to employees and posted throughout the campus.

Various employment-related practices also support the District's diversity principles. Chief among these is the mandatory inclusion of a written diversity statement from all applicants as well as a hiring process that includes at all phases a value placed on ensuring diversity. In addition, all of the College's job descriptions list sensitivity to the needs of a diverse community as a qualification. This ensures that all applicants are aware of the value the College places on embracing and encouraging diversity.

The College also maintains a Cultural Awareness Program (CAP) which is intended to develop a College-wide environment in which cultural awareness leads to understanding and valuing diversity. CAP provides annual events including speakers, performances, and other activities promoting diversity.

The College's concern for equity and diversity is also reflected in institutional studies such as the Equity for All report which describes institutional performance for identifiable ethnic groups in areas of academic pathways, retention, transfer readiness and excellence. The College uses information from this and other similar research endeavors to better evaluate and serve low-income and traditionally-underserved racial/ethnic students.

Results of the *2007 San Joaquin Delta College Employee's Accreditation Survey* suggest that while some progress has been made in perceptions that the campus is open to female leadership when it comes to gender comparisons, there are still differences that persist across ethnic lines. For example, a series of questions asked respondents if they agree that the College atmosphere welcomes and supports women in management positions, women in faculty positions, ethnic minorities in management positions, and ethnic minorities in faculty positions. While there were no significant differences in how women and men responded to those statements (overall mean scores ranged from 3.01 to 3.26 on a 4 point scale, with 4 = strongly agree), ethnic minorities were far less likely to agree with the statements. Across three of the questions, the gaps in responses were large enough to be statistically significant. As a result, ethnic minorities within the staff were far less likely to say that the College atmosphere welcomes minorities (non-white mean = 2.66) in faculty positions, and far less likely to say that the College atmosphere welcomes and supports minority managers (non-white mean = 2.78). These data suggest that the College continues to need to improve employee perceptions about its support of equality and diversity in leadership positions.

Results of a similar survey conducted of students indicated agreement that sexism, racism and sexual harassment are not significant problems for the College's student population.

- a. *The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

Self-evaluation:

San Joaquin Delta College creates and maintains appropriate programs, practices, and services that support its diverse personnel.

As described previously in this self-study document, the College actively maintains a variety of policies and procedures intended to create an environment that is supportive of cultural diversity.

The College Cultural Awareness Program Committee (CAP) is charged with producing programs in alignment with the goals of the College's Student Equity Plan, especially in relation to the campus climate. This group is also responsible for collaborating with campus, local and regional groups to plan, fund, and produce educational events and programs to meet identified needs. The committee is quite active and several such programs have been produced in recent years (<http://www.deltacollege.edu/org/caps/past%20events.html>).

The Human Resources and Employee Relations department also has a pivotal role in supporting employee diversity as the department primarily responsible for the recruitment of a diverse workforce, enforcement of Equal Employment Opportunities, and training the College workforce in diversity-related matters, and its role in creating a supportive employment atmosphere.

The Professional Development Center (PDC) has also provided a number of workshops on customer service. These workshops address the need to respect diversity as well.

- b. *The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.*

Self-evaluation:

San Joaquin Delta College regularly assesses that its record in employment equity and diversity is consistent with its mission. The College has had a long-standing concern and commitment regarding employment equity and diversity issues. Applicable laws and best practices have guided the College in developing policies and procedures that are functional, clearly written and fair.

San Joaquin Delta College employs a diverse group of faculty, staff, and managers. An examination of all employees of the College reveals that African Americans, Asians, and Hispanics are somewhat underrepresented when compared to the population of San Joaquin County. See **Table 4: *Ethnic Composition of Staff, Fall 2006***. The figures are somewhat more representative when just full-time faculty and staff are compared to the population: African Americans and Native Americans compare exactly with the San

Joaquin County population; the percentage of Asians is 3% lower than the population, and the percentage of Hispanics is 15% lower. Among full-time faculty the disparity between the percentages of each ethnic group is greater with African Americans at 3% lower than the population, Asians 6% lower, and Hispanics 23% lower. The data suggest that the College should continue to strive toward greater diversity particularly among the full-time faculty.

Table 4

Ethnicity	All Staff (full & part-time)	All Full-time Staff including Faculty	All Full-time Faculty	County Populatiion
African American	5%	7%	4%	7%
Native American	2%	1%	1%	1%
Asian	10%	12%	9%	15%
Hispanic	16%	20%	12%	35%
White	54%	47%	61%	30%
Unknown/Other	14%	13%	13%	12%
	100%	100%	100%	100%

The College submits the following reports as required:

- EEO-6 – a federal form filed biennially in odd-numbered years with the Federal Higher Education Reporting Committee. This report details job category and salary, as well as sex and race/ethnic composition of faculty and staff. This report will no longer be required.
- Employee Fall Collection Report to the Chancellor’s Office – This electronic extract file is filed annually and is provided to the National Center for Educational Statistics (NCES) for its annual Integrated Postsecondary Education Data System (IPEDS) reports.

These reports are used by the California Community Colleges Systems Office to analyze and monitor the equity records for all California Community Colleges.

- c. *The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

Self-evaluation:

The College advocates and demonstrates integrity in the treatment of its administration, faculty, staff and students.

The majority of the College’s employees are covered by collective bargaining agreements which frequently describe a variety of working conditions in exacting detail. These conditions generally include, but are not limited to, hours and overtime, pay, benefits, safety, and dispute resolution.

The current contract with faculty covered by the California Teachers Association (CTA) is very specific and includes an entire section (Article XI) regarding working conditions. This article outlines a wide variety of expectations including resources that the District is required to make available and assignment of office space including the amount and types of furniture expected in that space. The College adheres to the terms and conditions of all collectively bargained contracts resulting in both clearly-defined expectations and consistent treatment of employees. Contracts with the California School Employees Association (CSEA) and the Police Officers Associations (POA) are equally exacting.

In addition, the Dispute Settlement sections in the CSEA, CTA and POA contracts clearly outline grievance procedures for each constituent group. Additionally, in that section of each contract, procedures are included for filing EEO Complaints.

While some College employees including the managers and confidential employees are not covered by collective-bargaining contracts, a variety of College policies and procedures exist to articulate expected treatment for all employees regardless of representation. Among these are policies:

- Policy 1400 Non-Discrimination & Affirmative Action
- BP 3410 Nondiscrimination
- AP 3410 Nondiscrimination
- BP 3430 Prohibition of Harassment
- AP 3430 Unlawful Discrimination & Harassment Complaint Procedure/Investigative Process

Administrative Procedure (AP) 5530, Student Rights and Grievances, provides a prompt and equitable means of resolving student grievances. Sex discrimination complaints, sexual harassment and illegal discrimination complaints are addressed in Policy 1400 and Procedures 1401 or 1411.

5. *The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*
 - a. *The institution plans professional development activities to meet the needs of its personnel.*
 - b. *With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

Self-evaluation:

San Joaquin Delta College plans professional development activities to meet the needs of its personnel. With the assistance of participants, the College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

Methods used to encourage professional development are wide ranging, fairly administered and effective. As with many endeavors, professional development requests and stated needs often exceed available funding. Even so, a wide variety of opportunities are made available for staff.

The primary means of encouraging staff development is through activities and training sessions provided by the College's Professional Development Center (PDC). The PDC is available to all staff, provides a variety of training sessions, and adapts its training schedule to accommodate new needs as identified primarily by post-training surveys and dialogue with College staff.

The Classified staff has a long standing practice of holding an annual off-site staff retreat dedicated to improving effectiveness within their ranks. In addition, classified staff are allocated a portion of any money provided to the College by the state which is earmarked for professional development. The Classified Senate is responsible for how this money is allocated to specific projects or staff members within its constituency.

Faculty also receive a portion of state professional development funding, and the Academic Senate is responsible for how the money is allocated within its ranks. In addition to activities associated with their professional development allocation, faculty are also offered a wide variety of opportunities for continuing education including events conducted as part of in-service programs and sabbatical opportunities.

All full-time faculty members are allocated \$225 annually for travel associated with College-related activities. This provision is included in the current contract with the California Teachers Association (CTA).

Management employees are also allocated a portion of professional development money provided by the state. The Management Senate is responsible for allocating this money within its constituency. Most managers also have District-allocated travel budgets for required meeting and conference attendance.

Recently, professional development opportunities have also become available through special categorical funding sources and grants such as the Basic Skills Initiative and the Title V Hispanic-Serving Institution grant.

Post training surveys are frequently used both to evaluate effectiveness of training and to identify new staff development needs. These surveys are often performed in conjunction with on-campus flex activities, PDC training sessions, and training offered by the New Faculty Academy.

6. *Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

Self-evaluation:

Human Resources and Employee Relations planning is integrated with College-wide planning. The College systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

All personnel are evaluated on a scheduled basis. These evaluations regardless of method are intended to gauge employee effectiveness with regard to ability to achieve District goals and objectives.

Additionally, the process for acquiring new entitlements and/or reclassifications is clearly defined and transparent. The process involves review by a variety of committees including the appropriate reclassification and entitlement review committee and the Planning and Budget Committee. The process ensures that new entitlements and reclassifications are assigned in accordance with institutional needs and are incorporated into the College's financial planning.

Restructuring and reorganization are occasionally performed to ensure that departmental structure continues to support institutional objectives. Recent examples of restructuring include initiatives by Information Services, Human Resources and Employee Relations, and the Communication Skills Division which is now called the English Language Arts Division. Such reorganizations often involve creating new entitlements, eliminating or changing others, or moving personnel and programs to other areas. Reorganizations are considered a necessary and effective method of ensuring that the human resource needs of programs and service areas are met effectively.

THEMES

Institutional Commitments:

San Joaquin Delta College demonstrates its commitment to ensuring that human resource needs are met in several ways. None is more evident than the fact that 79% of the institutional budget is designated for personnel. Significant resources are spent on training, conference travel, and other staff development activities. The District maintains a fully staffed Professional Development Center to make training in a wide variety of subjects available to all staff. In addition, the New Faculty Academy assists new faculty by providing training on instructor-specific issues and acclimating them to the College.

Evaluation, Planning, and Improvement:

Human Resources and Employee Relations is currently working on a staffing model that will expand staffing in concert with District growth. A new information system (Munis) is in the planning stages. Munis will enhance and streamline the work of this College service area.

Student Learning Outcomes:

A major component of achieving acceptable student learning outcomes is associated with the quality of employees recruited and retained by the College. Accordingly, activities surrounding hiring decisions are performed by committees and recognize the importance of continual scrutiny and improvement.

While the hiring activities and policies are fundamental to achieving student learning outcomes, the District has also provided a significant amount of release time and awarded sabbaticals to faculty pursuing projects that support both improved teaching and student learning outcomes.

In addition, many students are offered an opportunity to work on-campus. Human Resources and Employee Relations acknowledges that on-campus employment opportunities offer students greatly-needed job skills and a positive environment to test and implement elements of their academic training.

Organization:

The organizational structure of Human Resources and Employee Relations and its relationship to the wider structure of the College, adequately reflects the College's belief that hiring and retaining quality employees is integral to the spirit of institutional effectiveness and the pursuit of continual improvement.

Dialogue:

College policies and procedures ensure that hiring and other human resource issues such as reclassifications and reorganizations are handled in an open and transparent manor. These processes require input from all constituent groups. For each process there are several forums to make issues widely available for comment. These forums include the Planning and Budget Committee, the Classified Entitlement and Reclassification Committee, the Administrative Entitlement and Reclassification Committee, the President's Council and public sessions of Board of Trustees meetings.

Policy changes related to human resources follow standard procedures which also involve input from the wider campus community. Documents related to the human resource function are posted on the Human Resources and Employee Relations' website including job descriptions, salary schedules, and a list of College human resources forms.

Institutional Integrity:

The intention of Human Resources and Employee Relations is to maintain standards consistent with identified best practices and College policies. As such, efforts are continually made to enforce ethical standards for all employees and address unethical behavior in a manner consistent with the best interests of the College and within the confines of bargaining unit contracts and applicable legal statutes.

EVIDENCE:

1. Accreditation Focused Midterm Report page 65, 7A.31; page 13
<http://www.deltacollege.edu/div/planning/AccreditationFocusedMidtermReport.pdf>
2. Accreditation Standard IIA Instructional Programs
3. Accreditation Standard IIIC Technology Resources
4. Accreditation Survey Summary 2007 – Staff and Faculty
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#S
5. Accreditation Survey Summary 2007 – Students
http://www.deltacollege.edu/div/planning/accred_study_evidence/documents/2007AccreditationSurrveySummaryStudents.pdf
6. AI Strategic Planning and Budget Process
<http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html>
7. Annual Employee Notice
8. College Committee Book
http://www.deltacollege.edu/div/planning/HTMLCommitteeBook00-01/CMTE_TOC.html
9. College Policy and Procedure Book
(<http://docushare.deltacollege.edu/dsweb/View/Collection-1373>)
 - Policy 1041
 - Policy 2033
 - Policy 2035
 - AP 2601
 - BP 3000
 - BP 3001
 - BP 3002
 - BP 4011
 - BP 4420
 - BP 4150
10. CSEA Contract, 2004-2007, pages 90-93
<http://www.deltacollege.edu/dept/hr/contracts.html>
11. CTA Contract, 2004-2007, pages 43-51, pages 99-108
<http://www.deltacollege.edu/dept/hr/contracts.html>
12. Education Code Section 87359

13. EE0-6 Report
14. Employee Evaluation Forms
<http://docushare.deltacollege.edu/dscgi/ds.py/View/Collection-2176>
15. Employee Fall Collection Report
16. Employment Announcements – internal/external
<http://www.deltacollege.edu/dept/hr/index.html>
17. Employment Application – with diversity statement
<http://www.deltacollege.edu/dept/hr/index.html>
18. Entitlement Process – Instructional Services
19. Equal Employment Development (EED) Report
20. Equity for All, Institutional Responsibility for Student Success
http://www.deltacollege.edu/div/planning/EquityforallEnglishMathJUNE07REVISE1_000.pps
21. Evaluation Tracking/Reporting Module- Memo from Human Resources, 11/8/04
22. Faculty and Staff Diversity Plan
23. Faculty Ethics Statement - <http://www.deltacollege.edu/org/acadsen/facethics.html>
24. Fall 2005 SLOAC In-service Day Draft
25. Flex Program
26. Forms - Human Resources and Employee Relations
<http://docushare.deltacollege.edu/dscgi/ds.py/View/Collection-2176>
27. Human Resources and Employee Relations Website
<http://www.deltacollege.edu/dept/hr/index.html>
28. Institutional outcomes condensed - Data Warehouse, Office of Planning and Research
<http://datawarehouse.deltacollege.edu/rele/user/output/index2.html?hint=207.62.178.149-1118341233>
29. Job Descriptions - <http://docushare.deltacollege.edu/dscgi/ds.py/View/Collection-2327>

30. Minutes

Administrative Reclassification and Entitlement Committee

<http://docushare.deltacollege.edu/dsweb/View/Collection-3479>

Classified Reclassification and Entitlement Committee

<http://docushare.deltacollege.edu/dsweb/View/Collection-3482>

Planning & Budget Committee

<http://docushare.deltacollege.edu/dsweb/View/Collection-2146>

31. Professional Development Center

<http://www.deltacollege.edu/dept/facdev/index.html>

32. SJDC Faculty Leader Hand Out

33. SLO training notes April 13, 2005

34. Student Faculty evaluation (See Surveys)

http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html

35. Student Handbook 2007-2008

<http://www.deltacollege.org/div/stuserv/curr-yr-hndbk/stuhandbook.pdf>

36. Student Learning Outcomes - November 2004

37. Training/Reporting Module

PLANNING AGENDA:

1. Review all District Policies and Procedures related to human resource functions including but not limited to recruitment, hiring and evaluation and evaluate them for consistency with operating procedures and best practices.
2. Propose new and/or revised human resources policies and procedures based on the CCLC template to the Policies and Procedures Review Committee for circulation through the shared governance process.
3. Continue to evaluate job descriptions as needed to reflect ongoing regulation changes associated with minimum qualifications and best practices.
4. Continue to explore process change requiring employment candidates to sign a release for reference checks information in hopes it will allow prior employers and references to provide in depth information without fear of legal action by applicants.
5. Identify a list of organizations whose documentation Human Resources and Employee Relations staff will accept for equivalency of degrees issued from outside the United States and the accreditation of the school.
6. Continue development of integrated Human Resources Information System (HRIS) Munis.
7. Track and have available statistics on the percent of new employees who successfully complete probation.
8. Track and have available statistics on changes in hiring patterns in all classification categories. Areas could include diversity and number of staff with higher education degrees.
9. Track and have available information on overall student ratings of faculty to demonstrate student satisfaction with the quality of instruction they receive.
10. Review hiring procedures for management and law enforcement positions.
11. Explore broadening or eliminating the use of the Personnel Check list form which is only used for faculty hiring.
12. Revise Board Policy 4150 describing classified employee evaluations which was adopted in 1969 and has not been revised since that date. Match the Classified Evaluation form listed in the Human Resources and Employee Relations forms collection in DocuShare and revise the policy for consistency.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Descriptive Summary:

San Joaquin Delta College is a single-college district comprised of a main campus of 165.15 acres situated in the heart of the San Joaquin Valley in Stockton, California. In addition, the College maintains an active farm laboratory and classrooms of 160 acres in Manteca, a natural resources laboratory of 83 acres near Mountain Ranch in the Sierra Nevada foothills, and a learning center in the City of Tracy.

The District's Educational Master Plan and Stockton Campus Facilities Master Plan direct that future growth will occur at center locations due to the landlocked condition of the Stockton Campus. Therefore, priorities have been established by the Board of Trustees for South County/Tracy Center at Mountain House, North County Lodi/Galt and Manteca. The Stockton campus will undergo expansion and modernization of its 1970's facilities based upon the master plan and the availability of funding.

In March of 2004, the District was successful in passing Measure L, a \$250 million bond measure. This funding is being used to support relocation of the Tracy Center to a permanent site in Mountain House near the City of Tracy and includes site acquisition funding for proposed new centers in the north county, more specifically, Lodi and Galt. Expansion and renewal projects for the Stockton and Manteca campuses are planned as well. Other planned construction projects associated with the passage of Measure L include, but are not limited to, construction of a new Student Services Building, reconstruction of the Cunningham Math and Science building, and extensive remodeling of the Goleman Library and Learning Resources Center.

Projects will receive either local or state funding, or a combination of funds. All projects have steering committees that are inclusive of the staff in the departments that may be affected. The steering committees are involved with the preliminary planning, and this involvement continues through the preliminary design and construction of the project. After a steering committee has recommended a project proposal for state funding, it is presented to the Facilities Planning Committee, whose membership is composed of a broad-based campus constituency. The Facilities Planning Committee reviews and recommends to the Superintendent/President, and the project is ultimately presented to the Board of Trustees for their approval.

The Facilities Planning department annually prepares and submits a Five-Year Scheduled Maintenance Plan to the California Community Colleges Systems Office to identify the ongoing preventative maintenance needs of the physical plant. The District has been successful in garnering \$1,717,890 in state scheduled maintenance funds in the following years:

<u>2005</u>	<u>2006</u>	<u>2007</u>
\$241,800	\$916,145	\$559,945

The Facilities Operations department also has responsibility for the College's transportation fleet.

The District has continued to make the facilities accessible in all locations and in some instances gone beyond Title 24. However, because of the age of the campus there still remains a great deal to be accomplished to fully comply with the intent of the Americans With Disabilities Act (ADA). As part of Measure L funding, the District is in the process of completing an ADA Transition Plan. A draft transition plan is complete. Prior to its finalization and presentation to the Board of Trustees, campus-wide and community input will be sought in spring 2008 and implementation can begin.

1. *The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

Self-evaluation:

San Joaquin Delta College successfully provides safe and sufficient physical resources to support its mission objectives. Various practices and procedures are in place to ensure both safety and continued renewal of facilities.

The District maintains a Campus Police Department that serves the College 24 hours daily throughout the year. The College has police emergency phones (blue phones) located throughout the Stockton campus. Since its last accreditation a number of surveillance cameras have been installed on campus. Since the implementation of the surveillance systems, auto burglaries have decreased 60%. Additional cameras are being installed in exterior and interior locations in response to demonstrated success in apprehending and prosecuting criminals.

The College has entered into inter-agency operational agreements with the Stockton Police Department, the San Joaquin County Sheriff's Office, and the Tracy Police Department pursuant to the Kristen Smart Campus Safety Act of 1998. These agreements establish clear operational responsibilities for the investigation of crimes occurring on the main campus and at other remote locations. These municipal police agencies provide patrol and investigative services to the Tracy Center, the Manteca Center and other locations within the City of Stockton. Incidents involving campus facilities that are investigated by other agencies are routed to the Campus Police for information and operational follow-up.

The Campus Health and Safety Committee (CHSC) composed of a membership that includes Student Services, Instructional Services, Campus Police, Facilities Management,

Environmental Health, Disability Services, Health Unit, faculty, classified staff and students serves a focal point for safety-related issues. The CHSC develops, monitors, and evaluates College policy and procedures related to maintaining a safe campus environment in all locations.

As stipulated in Policy 1700 and Procedure 1701, the Safe Environment Action Team serves as an immediate support team to staff and students who encounter situations that may be potentially violent.

The Facilities Planner/Environmental Health Manager works to ensure that planning, modernization and ongoing maintenance of the facilities occur within the state, federal and local hazardous substances regulations. Currently, the vacant Safety Coordinator position is in the process of being filled to ensure that safety training and monitoring of potential health hazards continues to occur.

Maintenance of the District's fire alarm systems is coordinated by the Facilities department with an outside service provider. Safety-related issues are given immediate attention by the staff. Key access is maintained by Facilities, which includes mechanical keys and Omni Codes. Issuance of alarm codes is handled by Campus Police who are responsible for responding to alarms.

The institution evaluates the safety of its facilities by monitoring the crime statistics for the Stockton campus and off-site facilities. Continual evaluation of the safety needs of the campus and other sites occurs in collaboration with various departments and committees such as the Campus Health and Safety Committee, Safe Environment Action Team, Facilities Management and Environmental Health Departments with primary responsibility by Campus Police.

Other activities that demonstrate the District's commitment to safety are the following:

- "Live" incident training conducted by Campus Police to prepare for life-threatening events such as active shooter scenarios;
- Ongoing inspection of facilities for environmental hazards and appropriate removal of such;
- Stringent access control;
- Security cameras in exterior and interior locations monitored by Campus Police;
- A safety training program for employees involved in industrial and construction-related activities;
- Annual safety inspection by the District's property and liability insurance provider;
- Ongoing safety training the Facilities Operations department to ensure that custodians, groundskeepers and maintenance staff have refresher training periodically in the areas that pose a potential for injury and illness; and,
- Funding of an Appreciative Inquiry (AI) Planning and Budget proposal to support the implementation of a campus-wide emergency alert system to upgrade the existing phone and email systems.

The District applies the same criteria and processes to evaluate safety at off-campus sites as those used at the Stockton campus.

Various criteria are used to evaluate the sufficiency of District facilities. Criteria are also in place to ensure that facilities planning efforts take into consideration current and future needs, and incorporate planning while accomplishing College mission objectives.

The College evaluates the sufficiency of its classrooms, lecture halls, laboratories and other facilities by utilizing data from the California Community Colleges Systems Office (CCCCSO). The District annually submits a Five-Year Construction Plan to the CCCCCSO which is used as a tool to acquire state funding but also measures the adequacy of College facilities using various formulas. The capacity/load ratio is the primary mechanism used to determine if space is adequate and/or if an institution is eligible to request state funding for facilities. The 2007-2008 Five-Year Construction Plan indicates the District is underutilized in lecture spaces (104%). Indications for the following spaces identify the need for additional square footage:

Laboratory - 73%	Office - 96%
Library - 78%	AV/TV - 34%

The Facilities Master Plan provides the strategic plan to outline the short-term and long-term schedule to modernize and/or construct new facilities to meet the needs of educational and service programs. These needs are being addressed by the District by utilizing funding secured by the passage of Measure L. Measure L bond funds are being leveraged whenever possible with state matching funds and/or general fund resources.

The District has been successful over the last few years in receiving state funding for new construction and renovation of existing buildings. The planning process ensures the integration of the Educational and Facilities Master Plan, with the Facilities Planning Committee serving as the broad-based group who recommends specific projects to the Board of Trustees.

Preventative maintenance is conducted and coordinated by the Facilities and Operations department on a routinely-scheduled basis for:

heating	ventilation
air-conditioning equipment	elevators
campus-wide lighting	roadways
walkways	wall finishes
plumbing	roofing

The department has a work order system that, although available to end users, is inadequate for departmental purposes. As a result, there currently is not a well-coordinated tracking method for preventative maintenance and work-order reporting, processing and completion. Time has been spent in the last year researching other software systems that may provide a higher level of support and compatibility with the internet in order to improve the

preventative maintenance program. Facilities Operations is continuing to work in collaboration with Information Services to acquire a system that will meet the needs of the department and maintain compatibility with existing campus systems. In spite of the technology challenges the department is facing, it continues to be responsive to the needs of the campus either via the existing work order system or by phone.

The Facilities Management department interacts daily with the College constituency in addressing facilities needs. Due to the unusually high managerial turnover in the Facilities Management department, a formal survey to assess the perceptions of the campus constituencies regarding the quality of services, facilities and equipment has not recently occurred. However, the 2007 accreditation employee survey addressed a number of questions regarding equipment and facilities. Most employees agreed that maintenance equipment and vehicles as well as office equipment and furniture are suitable for their designated purposes. They also agreed that the College vehicle fleet is adequately repaired and maintained and that the grounds are attractive and well-maintained. However, many staff indicated disagreement that the College buildings are clean and well-maintained. Staffing in Facilities Planning and Management has decreased since 2000, making it difficult to serve the campus adequately.

Departmental managers campus-wide are charged with evaluating and assessing their equipment needs. If needs can be fulfilled by utilizing existing departmental budgets, the normal procurement process is followed. A comprehensive process to evaluate the safety and sufficiency of equipment campus-wide is not currently in place. However, the Office of Instructional Services has a process to identify the needs and expenditures of State Instructional Equipment and Vocational Technology and Education funds. The AI Strategic Planning and Budget Process is utilized annually to identify unmet needs.

The Facilities Operations department has responsibility for the College's transportation fleet. The vehicles and buses utilized by staff for District travel activities are limited. Currently, there are five vehicles, two full-size buses, and one mini-bus. All vehicles are maintained both in-house and by outside services depending upon the need. Most are seven years old or younger with an average of 75,000 miles. The 1990 bus was recently overhauled and the 2004 mini bus is in good operating condition; however, by 2011 the 1969 bus must be put out of service due to California Smog Regulations. The department does not have the financial resources to acquire a new or refurbished bus.

The buses are used by the College for a variety of educational activities. If the College is unable to replace the older bus, there may be an increase in charter service use, which will create an increase to departmental expenses. The Facilities Operations department plans to submit a multi-year request via the AI Strategic Planning and Budget Process to secure funding for the replacement of the bus. The department is also in the process of requesting a 50% permanent intermittent bus driver in order to continue to provide the level of service that the College requires.

Although the District has continued to make the facilities accessible in all locations and in some instances gone beyond Title 24, due to the age of the campus there still remains a great deal to be accomplished to fully comply with the intent of the Americans With Disabilities

Act (ADA). As part of Measure L funding, the District is in the process of completing an ADA Transition Plan. A draft transition plan is complete. Prior to its finalization and presentation to the Board of Trustees, campus-wide and community input will be sought in spring 2008 and implementation can begin.

- a. *The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

Self-evaluation:

San Joaquin Delta College plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Extensive expansion and renewal projects associated with the passage of Measure L will ensure that quality facilities remain an integral part of the educational offerings of the College. The process for identifying needs and fulfilling them draws from a wide variety of constituent groups and adheres to the spirit of shared governance to insure that planning considers the full spectrum of institutional needs.

Programs and services have an opportunity to evaluate their existing physical resources as part of their program review process. Program reviews provided the basis for the Educational Master Plan and direction for the 2005 Facilities Master Plan. Capital outlay needs are identified in both the Educational and Facilities Master Plan. However, the California Community Colleges Systems Office validates these needs based upon their formulas. Instructional capital outlay funds are dispersed by the Assistant Superintendent/Vice President of Instructional Services following a comprehensive review process involving faculty, deans, and directors in the Instructional and Student Services area.

The current formulas include an incentive for projects that have a District match, which the District is able to meet due to the passage of the Measure L bond.

For example, the District has been successful in receiving 50% matching funds from the state for the Goleman Learning Resource Center modernization estimated at \$21.2 million. The District will provide the match from the Measure L bond. This project will completely renovate the interior of the existing 30-year-old 54,670 gross square foot Goleman Library, upgrade the technology to current standards and increase the library space by relocating services and/or departments currently housed in the building. Plans are currently submitted to the Division of State Architect (DSA) for review. Contingent upon DSA approval construction is planned to begin early summer 2008.

The existing Cunningham Center is to be demolished because the ceiling to floor height could not accommodate the infrastructure requirements of modern science laboratory facilities. As a result, a new 114,346 gross square foot Cunningham Math and Science

building will be constructed. This \$62 million project is also state funded at 50 % with a local match from the Measure L bond. As noted in the Facilities Master Plan this new facility provides for a combined math and science academic program in modern laboratory spaces. It includes a learning resource area that is dedicated to these academic disciplines, and its adjacency to the Shima Center, which houses programs dependent upon math and science, will be maintained.

The Gateway Student Services Center is entirely locally funded at \$27.5 million. Gateway is a “design-build” project to construct an approximately 50,000 gross square foot building that will centralize student services currently dispersed throughout the campus. At the beginning of the planning for this project, the District had no state eligibility for office spaces; therefore, the decision was made to fund it locally through Measure L. This was supported by the California Community Colleges Systems Office (CCCCSO) in approving this project under the AB1000 regulations for design-build. Plans are currently submitted to the Division of State Architect (DSA) for review. Contingent upon DSA approval construction is planned to begin late spring 2008.

In following the Facilities Master Plan strategies to create academic neighborhoods and centralize academic programs that have become dispersed over time, the District submitted a Final Project Proposal to the CCCCOS in 2006 in the amount of \$61.2 million for the planning and modernization of the Holt Building. The CCCCOS has tentatively indicated that this project would be approved for state matching funds of 85% provided another state-wide bond is passed by the public in November 2008. This project will create a fine arts and applied sciences technology neighborhood in a modernized facility.

Projects funded by either local, state or a combination of funding all have a steering committee that includes staff from all areas that may be affected by the project. The steering committees are involved with the preliminary planning when a proposal is submitted for state funding. This involvement continues through the preliminary design and construction of the project. After a steering committee has recommended a project proposal for funding, it is presented to the Facilities Planning Committee, whose membership is composed of a broad-based campus constituency, for review and recommendation to the Superintendent/President, and ultimately presented to the Board of Trustee for their approval.

- b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

Self-evaluation:

The District utilizes a variety of resources to assure the accessibility, safety, security and healthfulness of the learning and working environments.

To ensure accessibility an American with Disabilities Act (ADA) consultant was engaged in 2006 to update the College’s architectural barriers plan and assist with the development of an

ADA Transition Plan. The District is in the process of soliciting input to the ADA Transition Plan from the community before finalization and preparation of a report to the Board of Trustees.

An ad hoc group that includes participation from Student Services, Disability Support Programs and Services (DSPS), Employee Services and Loss Control, Facilities Planning, Environmental Health, and Business Services is actively involved in the plans to solicit community input to the Transition Plan.

The ADA Transition Plan has been funded from the local Measure L Bond. The District envisions implementation of the Transition Plan in conjunction with new capital construction projects. The Transition Plan will also be used as a tool to identify and prioritize the most pressing needs and will aid the task of identifying appropriate funding to address them.

Newly-constructed facilities or existing facilities that are to be modernized will be in compliance with ADA. In many instances, the District has intentionally exceeded applicable regulatory codes in order to make facilities more accessible to students with disabilities. DSPS department provides input and consultation in identifying areas of concern and assists with developing permanent and temporary measures to ensure students, staff and the public have access to programs and services.

The campus has installed automated door operators at main entrances to buildings, and all facilities have elevator access and ramping. Where required, restrooms facilities have been modified to provide appropriate access. As modernizations occur, where accessibility issues exist, they are identified and addressed. An example of this is the recent replacement of the Budd deck that included access upgrades to the restrooms, drinking fountains and path of travel.

Issues that may arise in classroom configurations are addressed by DSPS in conjunction with Instructional Services to ensure students and staff access needs are met.

The exterior of the campus is beautifully landscaped with paths leading from parking areas into the campus core. Concerns have been voiced by those who are new to the campus that because the buildings have a very monolithic appearance it is difficult to find one's way about the campus and back to the parking areas. Although signage has improved since the last accreditation visit, a better method of way-finding is needed to assist all who come to the campus.

The District maintains the same access control system for its offsite facilities as it does at the main campus. Facilities Operations maintains access control by the use of traditional mechanical locks, proprietary keys and Omni Codes. Key issuance and retrieval is tracked by Facilities Operations; however, the authorization for keys falls under the purview of the Division Dean or site Administrator for the program. Without appropriate authorization, keys are not issued.

The District ensures quality of off-site facilities by the use of contracts with outside vendors for custodial services to off-site facilities. The Custodial/Grounds Manager conducts periodic visits to these facilities to ensure that the level of cleaning meets the District's standards. The same type of scrutiny occurs with the exterior of these facilities. Maintenance needs for the off-site facilities such as Manteca are addressed by the Facilities Operations staff, unless an agreement exists to indicate that the owner is responsible to maintain the equipment at the facility. At the Tracy Center located on property of the Tracy Unified School District, College staff provides support for heating, ventilation and air-conditioning equipment. The Maintenance/Energy Manager works closely with the local site administrator to address any concerns.

2. *To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

The District assures the feasibility and effectiveness of physical resources in supporting institutional programs and services with program reviews, the Educational Master Plan and the 2005 Facilities Master Plan. The District plans and evaluates its facilities and equipment on a regular basis with annual updates to the District's Five-Year Construction Plan, update of the College's Facilities Condition Assessment on a three-year-cycle, and annual update of the District's Scheduled Maintenance Five-Year Plan.

The projects identified in the 2005 Facilities Master Plan represented a need of over \$600 million. While the list was comprehensive, the District recognized that a more conservative approach would be required to garner community support in passing Measure L. The small margin by which the bond passed indicates this approach was appropriate. Project priorities established by the Board of Trustees are intended to address the input of the campus community, the service areas of the District and needs as identified by the Facilities Condition Assessment.

A Citizens Measure L Oversight Committee was established to ensure that the bond funds are being appropriately expended in accordance with the bond project list. Planning efforts have included campus-wide presentations, steering committee meetings, Facilities Planning Committee meetings and formal Board approval related to specific projects and the Five-Year Construction Plan. As other community colleges have experienced, cost of construction based on an initial scope often prevents all identified projects from coming to fruition. The District has been very thoughtful in ensuring that the priorities as established by the Board of Trustees are maintained.

In order to address ongoing preventative maintenance needs, the Facilities Planning department annually prepares and submits a Five-Year Scheduled Maintenance Plan to the California Community Colleges Systems Office. As part of master planning efforts, the District had a Facilities Condition Assessment conducted to evaluate the condition of roof, mechanical, electrical, plumbing and other systems to determine if they were at the end of their useful life, and to also determine what an estimated replacement/repair value would be for these systems.

The College's facility condition index is 14.89%, which indicates the need for increasing amounts of ongoing maintenance funding as the facility continues to age and deteriorate. The District has been successful in garnering \$1,717,890 in state scheduled maintenance funds in the following years:

<u>2005</u>	<u>2006</u>	<u>2007</u>
\$241,800	\$916,145	\$559,945

A local 50% match was funded through the District's Capital Outlay process which enabled repairs including renovations to the Koi Pond in the fall of 2006, renovation of the Budd Fountain, replacement of the Budd Deck in summer 2007, and improved accessibility in the Budd parking area as part of these two projects. Scheduled maintenance projects planned for the spring 2008 semester, include roof and walk way repairs to the Danner, Budd and Cunningham Centers and replastering of the olympic pool to comply with San Joaquin County Environmental Health regulations.

As indicated previously, the District annually updates and submits a Space Inventory report to the state; it does not, however, formally evaluate individual room utilization for reporting purposes. Classroom utilization is scheduled by each instructional division and overseen by the Assistant Superintendent/Vice President for Instructional Services in conjunction with the Enrollment Management committee.

The Facilities Utilization Space Inventory Option Net (FUSION) is in process of updating all California Community College facilities assessment inventories and providing a link so Districts can use this information to automatically populate the scheduled maintenance plan. The needs of a 1970's facility are significant, and FUSION is another tool for making informed decisions about how to best spend the limited state scheduled maintenance funding. The California Community Colleges Systems Office has used this information state-wide to obtain additional scheduled maintenance funding in years when the state budget is healthy, which translates to a greater portion of funding to districts such as San Joaquin Delta.

The District currently uses the Facilities Condition Assessment conducted in 2002 to assist in determining the condition of roofs, mechanical, electrical, plumbing and other systems. This tool enables Facilities and Operations to evaluate if a system is at its useful life and needs to be replaced or if it can still be repaired.

- a. *Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

The District's long-range capital plans support institutional improvement goals by utilizing program reviews, the Educational Master Plan and the Facilities Master Plan. The District also ensures that capital projects support College goals by vetting the planned project with various constituency groups for concurrence. These groups include the Division Deans Council, the Student Services Council, Information Technology and the Facilities Planning Committees.

Planning for the Tracy Center at Mountain House is representative of long-range planning processes and has involved a collaborative effort with the instructional administrators, managers, and faculty to ensure that building programming addresses the projected growth and provides for adequate facilities.

Programming with the architect has been inter-active by involving the steering committee and providing analysis and evaluation at each stage of the process to ensure that facilities design addresses institutional needs in terms of instruction, student services, learning resources and administration.

The consideration of the total cost of ownership has been a recurring discussion especially with the development of new centers and how they can be financially self-sustaining. The total cost of ownership model in use for new construction projects includes cost of maintenance, personnel utilizing the space, and utilities to operate the facilities. Additional FTES generated by new spaces is expected to offset and assist in funding the total cost of ownership. The District is also reviewing how the centralization of administrative services can be a cost-benefit and what services can be provided remotely to avoid duplication at the centers. Discussions have occurred with the steering committees for the centers and the Measure L Leadership group led by the Vice President of Business Services. These ideas will be further discussed with the Facilities Committee when an approach and viable plan is available.

While the College has an effective strategic planning model and provides for input from constituency groups there is no single plan that ties the College's long-term educational goals to the long-term Facilities Master Plan. While the Teaching Environmental Taskforce document drafted in the fall of 2003 articulates agreed upon long term educational goals of the College, a formal document is needed to provide a link between the Facilities Master Plan and the educational goals of the College.

- b. *Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

San Joaquin Delta College uses a variety of resources to ensure that facilities decisions emanate from institutional needs and plans for improvement. The primary resources are program reviews, the Educational Master Plan and the 2005 Facilities Master Plan. Additionally, information derived from the AI Strategic Planning and Budget Process provides direction for needs and improvements that are on a smaller scale than those contained in the Facilities Master Plan.

The use of program reviews provide an opportunity for needs to be identified in all program and services areas of the College. The Educational Master Plan and the Facilities Master Plan provide the long-range vision for the implementation of these decisions. The AI Strategic Planning and Budget Process is utilized annually to identify and prioritize new and unmet needs. Occasionally, these processes identify the need for space modifications for specific programs. The Facilities Planning and Management department works cooperatively with the vice presidents to assist in implementing these projects. Funding for major physical modifications is provided through the AI process or state funds. Minor remodel projects are often handled by in-house staff via existing budgets.

The District's equipment purchases are based upon institutional priorities. Departmental managers campus-wide and off-site are charged with evaluating and assessing their ongoing equipment needs. If needs can be fulfilled by drawing on existing departmental budgets, the normal procurement process is followed.

While the program reviews, Educational Master Plan and Facilities Master Plan provide a strategic plan, the College does not conduct a systematic evaluation of classroom utilization to determine how well the physical resources are used and where improvement may be needed. Although the College does an excellent job of enrollment management, there is not an equivalent counterpart to evaluate classroom utilization.

THEMES

Institutional Commitments:

The District has demonstrated its commitment to improving the physical resources of the College with the passage of the \$250 million Measure L General Obligation Municipal Bond. Measure L provides for an improved learning environment for students with current technology, improved infrastructure, and environmentally-conscious facilities that are sustainable for future students. The identification of the learning resources and student services facilities as the first on-campus projects to be planned and constructed clearly demonstrates the institution's commitment to student learning.

Evaluation, Planning, and Improvement:

Facilities planning is an integral part of the institution's master planning processes. As each project moves through the phases, there is a continual process that involves pre-planning, programming, design and construction. At each phase, the constituents involved in the process are asked to reassess the uses of the facility and its physical layout, thus ensuring that programmatic needs are both planned for and met.

The planning of physical resources involves continual assessment of the funds available to meet the needs of programs and services. Factors beyond the institution's control such as costs of construction materials and labor have seen unprecedented escalation over the last several years. The College has nevertheless been successful in substantially meeting its facilities-related goals.

Student Learning Outcomes:

The construction, modernization and revitalization of new facilities represents an opportunity to visually and physically impact student learning. Improving the learning environment for students is a reoccurring theme throughout all facilities planning efforts.

Organization:

The Facilities Planning and Management department is a unit of Business Services. The unit itself is comprised of two functions: Facilities Management maintains the physical plant of the institution while Facilities Planning provides for improvements to the existing physical plant and planning for future facilities goals to ensure programs and services can meet the needs of students.

The Director of Facilities Planning and Management oversees both state and Measure L planning and construction projects. The Facilities Planner coordinates the state funding programs and assists in the coordination of active construction projects. The Facilities Planning Committee provides for broad-based participation and makes recommendations regarding projects.

The Facilities Operations Managers ensure that the day-to-day custodial, grounds and maintenance, and environmental health services are provided to the College.

Institutional Integrity:

Facilities planning is conducted in a collaborative and open manner. Projects are based upon institutional priorities and efforts are made to fully support agreed upon goals. Often projects have a blend of funding such as state and bond, which require reporting to regulatory agencies and/or local oversight committees. The College prides itself on meeting these requirements and working cooperatively with these groups to provide information and meet mandated guidelines.

The District's projects have a high level of scrutiny and excellent relationships exist with the California Community Colleges System Office, the Division of State Architect and city officials at large because of the College's responsiveness and straightforward approach.

EVIDENCE:

1. ADA Transition Plan
2. Annual Campus Crime Report
3. Appreciative Inquiry Strategic Planning and Budgeting Process
<http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html>
4. Associate Dean of Tracy Center, Job Description
<http://docushare.deltacollege.edu/dsweb/Get/Document-17978/Associate+Dean%28Dir%29+T.doc>
5. Board Presentations for Mt. House, Lodi and Manteca
6. Bond Project List – Measure L
<http://www.bond.deltacollege.edu/>
7. Campus Health & Safety Committee Meeting Schedule and Minutes
8. Campus Police Website
<http://www.deltacollege.org/dept/police/index.html>
9. Custodial Manager’s Janitorial Service Evaluation
10. Dean of Planning, Research and Regional Education Job Description
<http://docushare.deltacollege.edu/dsweb/Get/Document-21182/DeanPlanningResRegEd.doc>
11. Disabilities Support Programs and Services Website
<http://www.deltacollege.edu/dept/dsps/index.html>
12. Educational Master Plan
<http://www.deltacollege.edu/div/planning/PLANNINGINDEX/Masterplan.html>
13. Facilities Condition Assessment
14. Facilities Master Plan 2005
15. Facilities and Resources Master Plan
<http://www.deltacollege.edu/div/planning/PLANNINGINDEX/Masterplan.html>
16. Facilities Planning Committee Minutes/Agendas
<http://docushare.deltacollege.edu/dsweb/View/Collection-2871>
17. Facilities Work Order System
18. Five-Year Construction Plan 2010-14

19. Five-Year Scheduled Maintenance Plan
20. Information Technology and Library Services Master Plan
<http://www.deltacollege.edu/div/planning/PLANNINGINDEX/Masterplan.html>
21. Key Program and Tracking System
22. Policy 1700 and Procedure 1701
<http://docushare.deltacollege.edu/dsweb/Get/Document-74506/Series1000.doc>
23. Program Reviews
<http://docushare.deltacollege.edu/dsweb/View/Collection-4787>
24. Purchasing Records
25. Space Inventory
26. Space Inventory 2007
27. State Instructional Equipment Process
28. Title 24 Regulations
29. VTEA Equipment Process
30. Vocational Education and Technology Equipment Process

PLANNING AGENDA:

1. Move ahead with plans to implement an immediate response system to communicate with staff and students throughout campus in the event of a crisis situation.
2. Review the need for the Mountain Ranch property. In the absence of demonstrated need, the College should consider divesting itself of the property and liability concerns associated with maintaining it.
3. Conduct a formal facilities survey of the College constituency to determine College-wide perception of how well Facilities Management is maintaining and operating the facilities.
4. Consider conducting a study to aid in improving way-finding signage campus-wide.
5. Identify and implement a method to evaluate facilities utilization.
6. Provide a linkage between the Educational Master Plan and Facilities Master Plan.
7. Continue to explore web-based electronic systems for maintenance requests.
8. Develop a process for acquiring unused space or space that has been vacated when new facilities come online.
9. Evaluate human resources available in the Facilities and Operations department with emphasis on maintaining a balance between departmental operations and Bond program needs.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

Descriptive Summary:

The role of information technology in education is becoming more prominent as the needs and expectations of students and staff continue to evolve. This trend has become apparent in recent years and is expected to continue into the foreseeable future. The Information Services (I.S.) department at San Joaquin Delta College is well situated to meet current demands and is taking strategic steps to continue its role as a technology leader in the California community college system.

Since the College's last accreditation in 2002, its I.S. department has been the focus of several technology and education-related recognitions. One such recognition came in April of 2004 when the College was named by the Center for Digital Education in collaboration with the American Association of Community Colleges as one of the top ten (6th place) digital-savvy community colleges in the United States for 2003. The ranking stemmed from a survey performed by the Center for Digital Education which was designed to measure how colleges have progressed in using information technology to deliver services to their students, faculty and staff.

Another article published in the magazine *Campus Technology* in November 2006 referenced the College's I.S. department in its "101 Best Practices" issue. This issue focused primarily on the College's status as a leader within the community college system as a developer of open source applications such as the new KUALI Financial and KUALI Student applications.

Accolades such as these are pleasing, but more importantly they are representative of a variety of other projects such as the provision of student email accounts and the deployment of a student portal which were completed over the same period. Such projects demonstrate the department's commitment to maintaining state of the art information systems to support all aspects of the College's mission.

While evidence supports the assertion that the College demonstrates a sufficient level of technological support to meet current needs, meeting future needs not yet imagined continues as a strong area of focus. To this end, a significant portion of funding secured from the passage of Measure L is currently dedicated to technology-related infrastructure associated with meeting future needs. The primary component of this new infrastructure is the planned replacement of the District's data center currently located in Cunningham 131. The new center will support the

College's goal of preparing for future needs associated with both emerging technologies and embarking on a multi-campus strategy.

San Joaquin Delta College meets this standard fully in that technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

1. *The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research and operational systems.*

Self Evaluation:

The College assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research and operational systems. Increased reliance on technology in all College functions has placed a growing burden on the I.S. department staff. As College stakeholders continue to identify technology-based needs at an unprecedented rate, finite resources in terms of staff and funding continue to defy efforts of the I.S. department to be all things to all people.

The primary method for instructional and student services stakeholders to identify technology needs is through the Appreciative Inquiry (AI) Strategic Planning and Budget Process. In its fourth year, the AI process has encouraged individuals and groups to propose projects that will support the mission, vision, and strategic goals of the College, all of which have a focus on student learning. Each proposal for an AI project must identify its needs as they relate to human resources, physical resources, technology resources, equipment and supplies, and other needs. Many projects that have been funded over the years have required technological resources, and the I.S. department has also identified and fulfilled other projects requesting new or upgraded technology even though the entire project may not have been fully funded.

Another related avenue for identifying technology needs is through Instructional and Student Services program review which has now been tied directly to the AI process. Since the 2005-06 instructional year, the standardized template for conducting Instructional and Student Services program reviews has required analysis of facilities, equipment and supplies. This analysis often results in the identification of technology-related needs as well. Prior to this template change, program reviews often resulted in identifying technology needs for programs heavily dependent on technology, but frequently failed to recognize needs for programs less technologically dependent.

Other avenues for identification of technology needs include, but are not limited to, input from program advisory committees, suggestions from the campus community, and demands created by aging infrastructure and rapidly changing technology.

The College also maintains a computer support hotline. The hotline is well advertised and utilized. Positioned as the first line of support for computer-related issues, the hotline records information from service requests and uses the information for a variety of purposes

including identifying technology needs and evaluating the effectiveness of various services with respect to meeting customers' needs.

The College's primary advisory body addressing technology issues is the Campus Information Services Committee which is charged with reviewing and making recommendations concerning the effective use of computer and telecommunications resources to accomplish the College's administrative and instructional objectives. This committee has met infrequently since the previous accreditation visit, and its influence on the effective identification or distribution of resources is minimal.

According to the accreditation survey conducted in spring 2007, employees agreed that the College "provides adequate computer facilities and computer support to faculty, staff, and students." The survey also indicated that employees agreed that "Faculty receive adequate technical support to produce instructional materials and resources," and that "Instructional equipment is suitable for its designated purposes." The survey results did indicate some differences among employee groups in terms of their satisfaction with technology and support services. Managers were the most likely to report high levels of satisfaction with technology and related services, while full-time faculty reported the lowest levels. A separate survey was conducted among students. Students agreed that they have "access to computer/computer labs" and are quite satisfied with other College services associated with technology. Among the areas included in the survey were the online admission, registration, and telephone registration processes.

- a. *Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

Self Evaluation:

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the College. I.S. planning is guided by institutional goals as outlined in the College's Education and Student Services Master Plan and its Mission, Vision, and Strategic Goals. The primary goal associated with I.S. included in the Educational and Student Services Master Plan is to "continue to enhance cost effective computer technology in support of the College's programs and services." This directive was further refined in a subsequent Information Services and Library Technology Plan developed to reflect major elements of the Education and Student Services Master Plan.

Within the parameters of these guiding documents, strategic decisions made by the I.S. department are generally based on suitability for educational and or business needs, compatibility with established or planned infrastructure, cost/benefit analysis and available funding sources. All technology decisions regardless of funding source undergo review by senior members of the department's staff to ensure compatibility with existing and planned network infrastructure and suitability for purposes intended.

While evidence supports that the department is meeting the District's needs and continues to work at the leading edge of technological endeavor, supporting and guiding documents are out of date.

Given that elements of the Educational and Student Services Master Plan must be reflected in the Information Services Master Plan, it is necessary to update the Educational and Student Services Master Plan prior to completing a current Technology Master Plan. Collectively, these documents articulate both strategic direction and specific goals for the department and were last updated in 2002. Interim efforts have been made to communicate major goals and projects for the department as indicated by posting a strategic direction document on the department's website; however, the useful life of this document was intended to be from 2002 to 2004.

The College's Distance Learning program consists of a few ITV courses offered at off campus sites throughout the District, fully-online courses, hybrid courses, and web-enhanced courses. Both the number of courses offered through distance education and the number of students enrolled has increased dramatically since the last accreditation report. The majority of this increase is due to the expansion of fully-online course offerings. In the period from academic year 2002-2003 to academic year 2006-2007, internet-based enrollments increased from 8.8% of total enrollments to 13.5% of total enrollments.

Currently, the College offers 244 sections online. ETUDES-NG, eCollege and several publisher-based platforms are in use for internet-based courses. All platforms currently in use are web-hosted by off-site vendors who maintain responsibility for reliability, disaster recovery, privacy and security. Contracts with vendors clearly articulate roles and responsibilities of both the vendor and the College with regard to operational issues. The most frequently used online platform is ETUDES-NG (an open source platform). The College's Vice President of Information Services is a member of the ETUDES-NG steering committee, a position that allows the College input at planning phases for all updates and changes of the ETUDES-NG application.

Traditional courses have been offered at various locations throughout the District including Galt, Jackson, Linden, Lodi, Manteca, Rio Vista, San Andreas, Sutter Creek and Tracy. Currently, the majority of non-Stockton-based classes are located in Tracy, Manteca, Lodi, and a smattering in the Foothills.

- b. *The institution provides quality training in the effective application of its information technology to students and personnel.*

Self Evaluation:

San Joaquin Delta College provides quality training in the effective application of its information technology to students and personnel. In response to recommendations made during the last accreditation process and Strategic Goal # 2, the District established a Professional Development Center (PDC). The PDC provides technical support for all staff interested in learning new technology or improving their skills with existing technology as well as a variety of other training and professional development opportunities, including curriculum development, customer services, and experimental teaching methodologies. The PDC is also responsible for implementing digitally-based instructional techniques for use in classrooms.

The staff is comprised of one Professional Development Center Coordinator, one Professional Development Instructor and one Online Instructional Support Coordinator. The PDC houses a general use computer lab with 9 computers equipped with a wide variety of on board software and network applications.

In addition to the general-use computer room, the facility offers a fully-functional multimedia classroom equipped with laptop computers for inter-active learning. In recognition of the importance of distance education, training and support for fully-online, hybrid, and web-enhanced courses have been relocated to the center from the I.S. department. In order to ensure PDC activities support educational goals, administrative control of the center is a function of the Office of Instructional Services. Since the opening of the PDC, it has been widely used by faculty and staff. The facility is open year round and is available for walk-in as well as scheduled training. The effectiveness of training offered in the PDC is gauged by post-course surveys and requests for continued training.

Technology training for staff is designed to improve efficiency related to technology in use at the College. Training for standard desktop software in use on campus is generally provided by the PDC staff. Training is also conducted by various departments as applications related to specific business and academic processes are deployed. Some examples include the following:

- Training performed by the Purchasing department on the Oracle Financial System.
- Training performed by I.S. on the use of the new Zimbra email system.
- Training provided by the staff of the PDC on the use of CurricUNET.
- Training provided by the Business Services Office on System 2000.
- Training provided by PDC on ETUDES-NG and related online teaching strategies.
- Training provided by the Dean of Planning, Research and Regional Education on the AI Strategic Planning and Budget FileMaker proposal template.

In addition, there are many programs in the College's curriculum focused on technology. This training is generally developed in accordance with needs of the local job market and industry standard practices and procedures, e.g., Computer-Aided Drafting, Graphic Arts, Engineering and the newly developed video game design program.

- c. *The institution systematically plans, acquires, maintains and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

Self Evaluation:

The College systematically plans, acquires, maintains and upgrades/replaces technology infrastructure and equipment to meet institutional needs. The management, maintenance and operation of the College's technological infrastructure are provided primarily by the I.S. department. The department is currently comprised of 38 full-time entitled positions including vacancies. Of these entitled positions, seven have management-level responsibilities, two are assigned to clerical responsibilities, and the remainder work in direct technology-support roles. Additional user support is provided by "hands on" I.S. managers that have been promoted from within the classified staff and have specific technology skills such as system analysis and programming. Some specific operational areas are system development, academic and online support, network administration, data center operations, lab management, mission critical applications, data management, web services, security and user support services.

In addition to support by College staff, the District partners with various vendors including Cisco Network Solutions, Dell Computers and IKON Office Solutions to provide high levels of support for technological infrastructure and equipment. Many of these agreements include daily 24 hour service.

Independent security audits are performed on a regular basis to determine vulnerability to attacks on the network. Information from these security audits is used to improve network security on an ongoing basis. Providing for the physical security of District technological resources and data includes housing the District's mission critical servers in a central area in Cunningham 131. Cunningham 131 is alarmed, equipped with backup power, protected by halon fire suppression systems, and omni lock devices are installed on all doors to restrict and record access to the area. Additionally, standard user-based security protocols are in place on all servers and end user stations.

Additionally, the College backs up all mission critical systems nightly and maintains an emergency preparedness plan for data center systems recovery in case of catastrophic failure. The primary component of this plan is the storage of mission critical systems information and data at a remote facility. In the event of catastrophic failure this "hotsite" would allow critical systems to be restored from the remote location.

Current plans for the new data center to be funded by Measure L revenue include the purchase and integration of a new primary data switch. Installation of this switch in

addition to the existing switch will provide system-wide redundancy at the highest level of network architecture.

The current budget of the I.S. department is approximately \$2.8 million and in conjunction with other sources of District revenue is considered to be sufficient to support current needs. Replacement and renewal of technology is generally funded by a combination of sources including the department's budget, VTEA, Appreciative Inquiry funding, program level budgets, grants and instructional capital outlay. Total expenditures on technology for 2006-07 were \$4.2 million or 4.6% of the District's total budget.

- d. *The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

Self-evaluation:

The distribution and utilization of technology resources at the College support the development, maintenance, and enhancement of its programs and services. Currently plans are underway to move the District's data center located in Cunningham 131 to a new facility to be built with funding from the recently-passed Measure L bond. The new facility is well into design stages and will include state of the art network capabilities. The data center will provide improvements over current physical space and will include additional square footage necessary for locating all I.S. staff and services in a single location as well as improvements to both physical security and seismic protection.

All new or refurbished Measure L-funded District buildings will incorporate a "structured cable design" that will allow for the integration of all technological communications. A common fiber optic and copper backbone will carry signals for voice, streaming video, data, and building systems such as fire, smoke and heat sensors, access control points and HVAC sensors. More importantly, the new standard for cable design is independent of systems it supports and will allow for additions of future systems not yet imagined. It is also a critical step to achieving technological convergence. Convergence, according to many experts, is the coming state of the art. Simply put, convergence is the ability of the network architecture allowing disparate systems to share a common infrastructure and talk to one another.

Plans are also underway to remodel the Goleman Library. Considerable I.S. attention to this project will transform the library into a technologically-advanced information retrieval and storage center. Consideration is also being given to designing the space in recognition of emerging technologies.

Recent improvements to infrastructure include network upgrades to enable voice, video and data services across campus and implementation of wireless access points for students and staff at various locations throughout campus. In addition, partnerships established by I.S. with various suppliers and service providers such as AT & T, Dell, Honeywell systems and Cisco Network Solutions ensure current information is available

on state of the art systems and services necessary to operate and maintain an up-to-date and reliable network.

Rules for acceptable use of campus computer, network and communications technology are posted on the I.S. department website. Use of District technology is generally restricted to include purposes of education, research, academic development, and approved public service. The policy includes clearly articulated rights, privileges and responsibilities of those using technology provided by the District. Decisions regarding distribution of technology are made in accordance with larger institutional planning efforts including the District's Master Plan, Technology Master Plan and often through Appreciative Inquiry project prioritization. There are many methods in place to determine if technology and other needs are being met effectively. These include feedback provided by student and staff satisfaction surveys, program reviews and accreditation-related student and staff surveys.

Evidence suggests that technology needs are being met at the College, and decisions are consistently being based on academic and business-related needs associated with the furtherance of the District's mission.

2. *Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

Self Evaluation:

Technology planning is integrated with institutional planning at the College. The College systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement. In order to ensure that technology planning is integrated with institutional planning, institutional needs are derived from master planning documents including the Education and Student Services Master Plan, the Information Service and Library Technology Plan, the College's Mission and Vision Statements and the AI Strategic Planning Goals.

The most common technology request is to integrate smart technology into learning spaces. Recent demand has resulted in a tremendous strain on the I.S. staff. Currently there are 79 smart classrooms, and the I.S. department is allocating a significant portion of its resources to create more. Creating additional smart classrooms is considered desirable; however, it is not without significant challenges. Chief among these challenges is that a systematic method for assigning priority to these projects has not been developed.

The evaluation of program and service needs is documented in periodic instructional and student services program reviews. These reviews are conducted regularly and as a matter of procedure include information about facilities and equipment. Results of program reviews are used in conjunction with other information to guide technology decisions.

Technology deficiencies identified and not possible to achieve within standing program budgets are generally submitted for funding through either the VTEA/Instructional Capital Outlay funding process or the AI Strategic Planning and Budget Process. In either case, the processes are competitive and allow for proposals to be analyzed and ranked according to the projects value with regard to furthering the District's mission and strategic goals. There are various methods in place to determine if technology needs are being met effectively. These include feedback provided by student and staff satisfaction surveys, program reviews and accreditation-related student and staff surveys. Perhaps the most effective method is direct dialogue between service providers and end users.

Evidence suggests that while existing technology is sufficient to meet the needs of students and staff, requests for technology resulting from program reviews and other sources often go unmet or are delayed due to lack of funding at the program level. Also, budget constraints dictate that not all requests made through the AI Strategic Planning and Budget Process are funded. This is to be expected as it is not reasonable to expect all existing technology requests to be funded in any given budget cycle.

THEMES

Institutional Commitments

The current level of technological integration at the College demonstrates an institutional commitment to meeting objectives articulated in the Mission Statement. Support for student learning continues to be a primary focus as indicated by a wide variety of projects including implementation of the new MyDelta student portal, the proliferation of smart classrooms and the continued use of technology and staff to support distance learning. Technology is being used to support student success in virtually all program and service areas. Given the ubiquitous nature of technology within the College's environment, it frequently plays a critical role with regard to ongoing efforts to improve programs and services. Major initiatives such as KUALI Student and KUALI Financial continue to demonstrate an institutional commitment to evaluating and improving processes and to ensuring that long term mission critical needs are addressed in a proactive manner.

Evaluation, Planning, and Improvement

In order to ensure that available resources are being allocated in a manner that encourages a spirit of continuous improvement while supporting the integration of planning and budgeting, the College instituted the AI Strategic Planning and Budget Process in the 2004-05 budget year. The process has been credited with facilitating ongoing improvements to a wide variety of programs and services. Recent projects associated with technology have led to improvements in a number of College service areas including marketing, web services, assessment, records archiving, and online instructional support. The AI process, while being relatively new to the College, has been gaining momentum. Due to budget constraints, not all projects are funded. However, all proposals undergo a prioritization process that allows for analysis based on continuous improvement and contribution to overall College mission and strategic goals.

Student Learning Outcomes

All programs and services at the College use technology to some degree to facilitate learning. As such, technology contributes to learning outcomes and has done so since the earliest days of personal computing. The College embraces the use of technology not only in program and student support services areas, but also in the classroom to support instructional delivery. Since the last accreditation visit, the College's focus on creating student-centered learning environments has led to a variety of technological advances including the creation of new computer labs, the deployment of a student portal, and the introduction of smart technology into 79 classrooms. Integrating technology directly into classrooms continues to be a high priority due to increasing demand by faculty and students for cutting edge tools and resources that can only be delivered through the use of technology.

Organization

The internal organization of the College and particularly the I.S. department acknowledges the importance of the role of technology in support of student learning. Technology not only aids in the delivery of services but just as importantly is used to make informed decisions that guide institutional direction. One such informational system is the Data Mart maintained by the California Community Colleges System Office. The College's Data Warehouse provides a centralized repository of information that allows for better organizational decision-making. This system is of particular importance as it relates to College-wide efforts aimed at retention and student success. Other examples of the use of technology to guide institutional action include various data gathering capabilities within the College's student information and financial systems. These capabilities while substantial are being enhanced in the KUALI Student and KUALI Financial systems currently under development.

Dialogue

Technology is commonly used to facilitate College-wide communication. The most universally used technology on campus is email but other technology including shared information repositories such as DocuShare, electronic bulletins such as the construction e-bulletin, video display boards, and web pages are commonly used as well. Board of Trustee agendas as well as those of a variety of internal organizations are posted electronically via the web.

The use of technology to facilitate communication shows particular benefits in terms of providing a useful platform for sharing information necessary to embrace shared governance. Institutional processes such as AI and even the accreditation self-studies make frequent use of technology to disperse information and retrieve input from various stakeholders.

Institutional Integrity

The integrity of an institution is directly tied to a variety of activities but none more so than communication. The primary function of the entire technological infrastructure at the College is to share information for instructional and service-related activities or, in short, to facilitate communication. To the degree that this communication is transparent and honest, technology aids in furthering institutional integrity.

New technology is sometimes brought to bear on old concerns. One such instance has serious implications with regard to ensuring and monitoring academic honesty. In the accreditation self-study survey performed to prepare for this report, students identified the issue of plagiarism as an area of concern. Faculty responded to the concern by researching and evaluating a variety of online plagiarism detection services. Turnitin.com was chosen and a pilot project was implemented. This use of technology, while significant by itself, led to a week-long plagiarism prevention event focused on providing an institutional awareness of the importance of academic honesty to both students and staff.

EVIDENCE

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http://www.centerdigitaled.com/surveys.php?survey=comm_coll
2. Accreditation Self-study survey results (See Survey Results)
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#S
3. Appreciative Inquiry Strategic Planning and Budget Prioritized Ranking listing(s)
<http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html>
4. Backup Schedule and listing
5. Campus Committee Book - Campus Information Services Committee
http://www.deltacollege.edu/div/planning/HTMLCommitteeBook00-01/documents/0607COMMITTEEBOOK_007.pdf
6. *Campus Technology*, November 2006, "101 Best Practices"
<http://campustechnology.com/articles/41300/>
7. Computer replacement plan
8. Contract with eCollege
9. Contract with ETUDES NG
10. Data Center planning Docs
11. e-bulletin (construction)
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12. Educational and Student Services Master Plan
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13. Expenditures in Oracle categories 06000, 09400, 14000, 13000, 17000, 20000, and 64000
14. Hotline Data
15. Hotsite Plan
16. Information Services and Library Technology Master Plan
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17. Information Services departmental budget

18. Information Services personnel organizational chart
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#O
19. Information Services webpage acceptable usage rules
<http://www.deltacollege.edu/info/firewall/policy.html>
20. Internet Enrollment
<http://www.deltacollege.edu/div/planning/PLANNINGINDEX/INTERNET.pdf>
21. KUALI Projects - <http://www.kuali.org/>
22. Online Course List
<http://classes.deltacollege.edu/classSchedule/sectionOnline.cfm?term=30&year=200708>
23. Professional Development Center – Training/Events
<http://www.deltacollege.edu/dept/facdev/index.html>
24. Program Reviews
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html
25. Regional Course List
<http://classes.deltacollege.edu/classSchedule/sectionOnline.cfm?term=30&year=200708>
26. Security Audit
27. Training Schedule in the Professional Development Center

PLANNING AGENDA

1. Review current Student Services Master Plan and make revisions as appropriate.
2. Update Information Services Master Plan to reflect strategic direction as indicated in updated Student Services Master Plan. Articulate multi-campus strategy as related to technology.
3. Consider developing standardized methodology to determine how to allocate resources to frequently requested, challenging projects, i.e., “smart” classroom technology.
4. Improve focus on technology-related needs in future program reviews specifically within those programs that are not currently heavily reliant on technology. This is an important measure in continuing the introduction of technology into all areas of instruction.
5. Re-energize the Campus Information Services Committee and make efforts to ensure that its advisory relationship is valued and utilized. The committee should meet on a regular schedule and adjust its focus to include identifying and implementing institutional technology-related strategic goals.
6. Consider asking more questions on student and faculty surveys specifically constructed to gauge satisfaction with technology and to identify specific areas of technological deficiency. In recognition of the rapid pace of technological change, surveys should be conducted more frequently.
7. Conduct research to identify methods to enhance District surveying capability.
8. Continue the aggressive work to complete the KUALI Student and Financial projects.

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

D. Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

Descriptive Summary:

San Joaquin Delta College has a long history of sound fiscal management. This is accomplished by candid evaluation of needs, a strong focus on student-centered goals, continual improvement of the budget process, and collaboration with all constituency groups.

Several quantitative benchmarks are used to measure the College's achievement of its financial goals. These include the 50% law calculation which requires Community Colleges to spend at least 50% of non-categorical funding directly on instruction, the recommended full time faculty obligation ratio of 75%, and the state-wide current cost of education report comparing all California Community Colleges in categories such as salaries, benefits and operating expenses and various internal budget to actual evaluations conducted at both the budget office and departmental level.

In addition, the College has consistently received unqualified audit reports demonstrating that the District and its component units conform with accounting principles generally accepted in the United States of America. The College encourages the external auditors to comment formally on areas of improvement. These comments are reviewed by the Board of Trustees at least once annually.

Due to its sound financial management, the College has maintained excellent market ratings through rating agencies such as Standard and Poor's, and Moody's, and Fitch. Because the College currently has little short-term debt and no long-term debt, the District's strong market ratings enable the College to borrow if needed.

Self-evaluation:

The District presented a general fund budget of \$106,840,476 for the 2007-08 fiscal year. As with many businesses, the concept of scarce resources is a continuing reality with community colleges in California. The District received 58.47% of the Program-Based Funding Standard for 2004-05. Although the District benefited by the recent equalization and SB 361 revenue model improvements, it is still funded significantly below community colleges and higher education in this country. While the existing budget is sufficient to support the College's programs and services, current growth of 3.63% in FTES will require a sustained effort to identify and acquire additional funding sources.

The College's annual budget mechanism for prioritizing new funding requests is the Appreciative Inquiry (AI) Strategic Planning and Budget Process. This process continues to focus on institutional improvements as identified in strategic planning documents developed with involvement from all constituent groups. The process is transparent, widely publicized to the College community and available to all employees.

While many proposal requests associated with accomplishing institutional improvement go unfunded each year, evidence suggests that initiatives that are funded support educational improvements in a variety of ways. Recent examples include, but are not limited to, expansion of the Math/Science Learning Center, the Reading/Writing Learning Center, increased tutoring, hiring of additional faculty and a student mentor program.

In addition, funding secured from Measure L continues to allow the College to fund a wide variety of facilities-related expansion and renewal projects in support educational improvement.

1. *The institution relies upon its mission and goals as the foundation for financial planning.*
 - a. *Financial planning is integrated with and supports all institutional planning.*

Self-evaluation:

San Joaquin Delta College relies upon its mission and goals as the foundation for financial planning.

The Planning and Budget Committee reviews and recommends strategic and operational planning documents, which include the College Mission Statement, the District Master Plan, Five-Year Facilities Plan, Program Reviews and other strategic documents.

Additionally, the College's AI Strategic Planning and Budget Process which is used to identify and prioritize unmet needs has as a primary component, review by the Planning and Budget Committee.

Accordingly, the College's overall financial planning process is centered in the Planning and Budget Committee which is charged with receiving and reviewing all instructional, support services and institutional initiatives and recommending necessary budgets and timelines. In addition, the College considers growth projections and new programs/projects through ongoing Planning and Budget Committee activities. The Planning and Budget Committee reports to the President's Council which in turn makes recommendations to the Board of Trustees. These committee relationships ensure that financial information shared by those in leadership positions is consistently linked with institutional planning efforts.

Evidence found throughout this self-study supports that this structure ultimately results in expenditures that contribute to accomplishing college-wide goals.

- b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

Self-evaluation:

Planning at the College reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Individuals involved in College-wide planning receive accurate information about available funds including the College's annual budget which shows ongoing and anticipated fiscal commitments.

As mentioned previously, in an effort to enhance communication and broaden participation in the budget process, in 2004-05, the AI Strategic Planning and Budget Process was established, and it was used to develop spending priorities for 2005-06. This process is used to identify and prioritize unmet needs and requires individuals submitting requests to identify how their proposed requests would accomplish strategic goals or support the College's mission.

The Districts budgeting process also acknowledges that proper planning cannot be performed in the absence of current and accurate information. All staff with budget-related responsibilities are fully supported with a variety of tools, electronic and otherwise, to ensure that decision-making is based on sound financial information including annual budget allocations, current and anticipated expenditures.

Managers are responsible and accountable for the effective use of financial resources under their control. The primary source of financial information for those with financial responsibility, both budget and actual, is the Final Budget book produced for each fiscal year and approved by the Board of Trustees. Other methods are used throughout the year to provide more detailed information on financial matters at the College. Online access to summary and detailed transactional information in near real time (one day lag) is available through the System 2000 Finance System. Also, resource plans and allocations are made available through shared governance committees and Board of Trustees public meetings. In addition, quarterly budget reports are provided to the Board of Trustees on a regular basis to assist in decision making.

- c. *When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

Self-evaluation:

When making short-range financial plans, the District considers its long-range financial priorities to assure financial stability. The District clearly identifies and plans for payment of liabilities and future obligations.

The District engages in long term institutional planning as evidenced by the District Master Plan, Five-Year Facility Plan, Stockton Campus Master Plan, Program Reviews and other strategic imperatives. Financial planning is consistently linked to institutional planning and the College's history of exemplary financial performance is indicative of both a sound financial process and an institutional awareness of the importance of sound financial decision making.

Although the District has no loans at this time, employee lifetime health care benefit obligations are an area of serious concern to the financial future of the District. Compliance with GASB 45 to record Other Post Employment Benefits (OPEB) liabilities will be required in 2008-09, and planning is underway to secure financial resources. Currently OPEB costs are paid for on a "pay as you go" basis from year-to-year. In the 2007-08 academic year, retiree health benefit costs are estimated at \$3.5 million (according to billing data from Central Valley Trust (CVT), the District' health care provider). The District has conducted three preliminary actuarial studies for OPEB liabilities and has incrementally increased general reserve funds over the past three years in anticipation of the required related expenditure. In addition, an agreement has recently been reached between the District and its three collective bargaining units which will eliminate vesting in lifetime health care and thereby reduce future long-term obligations of the District.

The budget process is well established and there are long-standing provisions for ensuring that long-term obligations are identified and quantified. According to generally accepted accounting standards and best practices, the current portion of long-term debt is implemented in the annual budget with ongoing treatment.

Building maintenance costs are generally budgeted in ongoing College budgets. The Five-Year Facility Plan evaluates future needs, some of which are funded through state scheduled maintenance and hazardous materials grants; others are planned to be accomplished with Measure L bond funds. Ongoing maintenance of new facilities is being tracked by the Facilities Department and will be recommended through the annual AI Strategic Planning and Budget Process as necessary.

- d. *The institution clearly defines and follows its guidelines and processes for financial planning and budget.*

Self-evaluation:

The institution clearly defines and follows its guidelines and processes for financial planning and budget.

The AI Strategic Planning and Budget Process is announced each year through the District's electronic mail system and through a series of training sessions in the Professional Development Center (PDC). The College's governance committees and subcommittees also inform constituency groups of the annual process and its development. The process spans several months, allowing for ample information sharing and input. Minutes of committees involved in the budget process such as Planning and Budget Committee, President's Council, and the Board of Trustees are made available through the District's electronic databases (DocuShare) and on its website.

2. *To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*
- a. *Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

Self-evaluation:

Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. The College's responses to external audit findings are comprehensive, timely, and communicated appropriately.

The District commissions external audits each fiscal year that comply with current GASB practices and include extensive notes to the financial statements. These notes relay information about assets, liabilities, revenues, expenditures and reserves for the District and its related entities and component units. A summary of all District-related financial activity can be obtained from the audited financial statements.

In addition, the College encourages its external auditors to formally comment on areas for improvement. These comments are then reviewed by College constituencies and the Board of Trustees at least annually with follow-up discussions and action where appropriate.

Institutional responses to any external audit findings are comprehensive, timely, and communicated appropriately.

Although the College has not received qualified findings on the District financial statements, a state compliance CalWORKS finding was identified in 2006-07 and corrected immediately.

- b. *Appropriate financial information is provided throughout the institution.*

Self-evaluation:

Financial information is made available through a variety of methods and formats throughout the year. Online access to summary and detailed information in near real time (one day lag) is available through the System 2000 Finance system. In addition, throughout the planning process many resources are made available through the governance committees and in public Board of Trustees meetings.

In addition to these steps, the College’s Business Services office is frequently called upon to provide specialized information requiring financial analysis to various constituent groups both inside and outside the College. In the spirit of open communication, the department accommodates these requests within the confines of applicable statutes and District policy.

- c. *The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

Self-evaluation:

The College has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Ending Fund Balances:

2002-03	2003-04	2004-05	2005-06	2006-07
\$6,183,472	\$3,707,946	\$6,016,348	\$6,757,842	\$10,478,750
9.6% of expenditures	5.7% of expenditures	8.6% of expenditures	8.4% of expenditures	11.5% of expenditures

Nearly 30% of the District's revenues are received from property taxes twice each year. Another 20% of revenues are received from categorical funding sources, grants and contracts that do not necessarily remit on a predictable basis throughout the year. The remaining 50% of revenues are distributed to the College from the California Community Colleges System Office in 12 month apportionments, providing that the state passes its budget on time.

Cash flow problems generally occur in April and December, just before the receipt of property taxes disbursements. If the State of California’s Budget is late, the District usually has enough cash to operate well into October.

To ensure appropriate cash flow through the year, the College often participates in the California Community Colleges League (CCLC) Tax Revenue Anticipation Notes (TRANs) program. The College has related funds at the County Treasury that may be used for short term emergencies. Although the District currently has little short term debt and no long term debt (two Certificate of Participation's and an Energy Lease were paid off in 2004), the District's strong market ratings through Standard and Poor's, Moody's, and Fitch enable the District to borrow if needed.

The District is self-insured for worker's compensation and liability insurance. Excess general liability coverage is provided by the Bay Area Schools Insurance Cooperative, a Joint Powers Agreement (JPA), that insures the District from \$150,000 to \$1,000,000, and by Schools Excess Liability Fund that insures the District from \$1,000,000 to \$25,000,000. Excess worker's compensation coverage is provided by Schools Excess Liability Fund that insures the District from \$150,000 to \$25,000,000. The District's self-insurance fund retained a fund balance of \$713,622 as of June 30, 2006 and \$1,320,614 as of June 30, 2007.

Health benefits are currently acquired through CVT. During 2006-07, the District attempted a self-insurance model for dental and vision, but found it to be too costly with hidden costs such as professional advisement. As a result, in 2007-08, the District returned to the coverage for all health care benefits from CVT.

All insurance-related issues are handled through the District's Employee Services and Loss Control department within Human Resources and Employee Relations.

- d. *The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

Self-evaluation:

The College practices effective oversight of finances, including management of financial aid, grants, externally-funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

The District holds its managers responsible and accountable for the financial accounts under their direction. These accounts are monitored by the managers through the System 2000 Finance System on a regular basis (monthly or more often), and by use of various budget tools including the AI Strategic Planning and Budget database, shared governance committees, Board of Trustee meetings and budget books.

Analysis and implementation of changes are processed through the governance process and Board of Trustee meetings, with final implementation of budgets into the finance system by the Budget Office. In addition, managers who oversee grants and contracts follow a grant application and approval checklist provided by the Budget Office.

As previously indicated, the College commissions external audits each fiscal year which comply with current GASB practices. The College has not, however, received any findings in the previous six years that resulted in a qualified District audit report. The 2006-07 audit report showed a state compliance CalWORKS finding that was immediately resolved. All other findings reported are improvement comments.

- e. *All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

Self-evaluation:

All financial resources including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the College.

In addition to audits commissioned by the College, financial information for special funds is also subject to state, local and external audits to review and comment on Office of Management and Budget (OMB) Circular A-133 compliance with major federal programs. The District, Auxiliary, Foundation and Measure L Bond annual audits include external auditor comments regarding financial management practices. Over the years, the audits have been extremely positive and have validated the sound financial practices of the District in all areas of finance.

- f. *Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

Self-evaluation:

Contractual agreements with external entities are consistent with the mission and goals of the College, governed by Board Policies, and contain appropriate provisions to maintain the integrity of the institution.

Policies discussing contractual agreements are as follows:

- External Contractual agreements for the College are managed by the Vice President of Business Services and/or the Director of Employee Services and Loss Control and reviewed/approved by the Superintendent/President.
- The attributes of proposed grants or contracts are reviewed at multiple levels for consistency with the College's mission and goals as indicated on the grant and contract checklist.

- Bid contracts follow processing in accordance with regulations and best practices and must be approved by Board of Trustees action. Measure L Bond-related contracts undergo additional scrutiny by the bond administration team and the Finance and Procurement team.
- Managers who oversee grants and contracts are asked to follow a grant application and approval checklist as provided by the Budget Office. The attributes of each proposed grant or contract are reviewed at multiple levels for consistency including oversight by the grant administrator and the Budget Office.
- One of the most significant external contracts that the College has approved in recent years relates to bond management consultant tasks related to Measure L projects. Provisions are in place for the contractor to provide periodic reports to the Board of Trustees on bond projects and spending (through quarterly budget reports).

Agreements with subcontractors are allowed, but the College has review practices in place to ensure that bond spending meets with the institutional mission and project plans for each project. Measure L Bond-related contracts undergo additional scrutiny by the bond administration team and the finance and procurement team.

These processes assure that contracts undergo sufficient scrutiny to protect and maintain the College's interests.

- g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

Self-evaluation:

The College regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

The College's annual external audit process is intended to provide external validation and/or suggestions for improvement. Suggestions are actively solicited and considered necessary to maintaining the spirit of continuing improvement.

The College's annual budget process begins with a review of past fiscal planning and effectiveness at the department level as demonstrated in budget books. Program reviews are also an essential part of the review process culminating with recommendations through the AI Strategic Planning and Budget Process to the Planning and Budget Committee and the President's Council.

3. *The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement*

Self-evaluation:

The District systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

The District faculty, administrators and staff participate in an annual AI Strategic Planning and Budget exercise that focuses on the College vision, mission, program reviews and goals. The resulting proposals are evaluated by various administrators and shared governance committees. The entire AI Strategic Planning and Budget Process is based on the concept of using ongoing evaluations to synchronize the proposed improvements of instructional and operational functions with both the financial resources of the District and institutional planning efforts.

Another component necessary to assure the financial integrity of the District and responsible use of financial resources is the financial management system. The College's financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making.

The success of the District's financial system relies on individual accountability at all levels of the administration. All managers are responsible and accountable for the effective use of financial resources under their control utilizing the many tools made available to enable review and evaluation of financial resources: System 2000 Finance for all account budget and actual expenditures; Oracle financial system for requisition and purchase order information and annual budget books. These financial activities flow through a central process in the Finance Office for technical review and high-level consolidation and analysis including maintenance of the Position Control and Payroll system. The executive administration (Vice Presidents and Superintendent/President) is charged with providing guidance and support to the departments.

THEMES

Institutional Commitments:

The District's excellent financial history and current budget demonstrate its commitment to sound financial practices and through them, the accomplishment of College-wide goals. The College is in compliance with the requirement to devote more than 50% of its budget to instruction with a considerable amount spent on student support programs to assist student success. The District's budget allocation demonstrates its commitment to providing excellent educational services.

Evaluation, Planning, and Improvement:

Evaluation within the institution is an ongoing process. For example:

- Institutional measures of success that can be agreed to by all are in development and will to be reviewed for final consensus by the President's Council.
- The Enrollment Management Action Group reviews and discusses student success and demographics with the intent to identify barriers to student success including basic skills outcomes and retention.
- The Superintendent/President, the Assistant Superintendent/Vice President of Instructional Services, and the Dean of Planning, Research, and Regional Education are planning to add elements based on an environmental scan to the College's current institutional strategic planning and evaluation efforts.

Student Learning Outcomes:

Sound financial planning and performance is critical to student success. The College demonstrates its commitment to continuous improvement of student learning outcomes with a financial planning process that features the support of institutional mission and goals as its central focus.

The provision of tutoring and other student services has been directly linked with the recent work of faculty in development of student learning outcomes at the course and program level. Many budget requests in general funds, capital outlay and VTEA funds link directly back to program review needs statements focused on student learning outcomes. The Basic Skills Review process is based solely on student learning outcomes and is driving the expenditures of new basic skills monies. All Appreciative Inquiry Strategic Planning and Budget requests are discussed and decisions made related to how they might enhance student learning outcomes.

Organization:

The organizational structure of Business Services and related strategic financial processes are well suited to support the mission and vision of the College. Financial activities consistently demonstrate commitment to and understanding of the importance of providing sound educational programs and services through appropriate prioritization of funding.

Dialogue:

The College is involved in continuous, inclusive, informed, and intentional dialogue about institutional quality and improvements. Current examples include the following:

- A College-wide Developmental Educational Review Task Force intended to identify areas needing budget enhancement.
- A recent study conducted by the College's Office of Planning, Research and Regional Education titled *Equity for All* which established the need for additional tutoring in math, science, reading, and writing. The outcome of this institution-wide dialogue has been significant enhancement of the budgets of those areas.
- Institutional quality and improvements that are a primary focus of a variety of standing meetings: Academic Senate, Board of Trustees, Planning and Budget Committee, and President's Council.

Institutional Integrity:

The transparency with which the College' budget processes are conducted has provided a climate of support for the clarity, understandability, accessibility, and appropriateness of budget procedures. Opportunities are provided for open inquiry and honest appraisal of budget expenditures as indicated in minutes from shared governance groups including Planning and Budget, President's Council, and Board of Trustees. The District is seen internally and externally as self-reflective and honest in its budget allocations.

EVIDENCE:

1. 311 Analysis of Form - Data 2002-03 through 2006-07
2. 50% Law Calculation CCFS 311, 2002 through 2007
3. AI Strategic Planning and Budget Process
<http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html>
4. Annual Audit Report - Long-term debt footnote
5. Annual Audit Reports - 2002 – 2007 (Auxiliary, District and Foundation, Bond)
http://www.deltacollege.edu/div/planning/accred_study_evidence/ANNUALAUDITS.html
6. Annual Budget - Budget Development Process Flowchart
http://www.deltacollege.edu/div/planning/accred_study_evidence/documents/BUDGETDEVELOPMENTPROCESS_001.pdf
7. Annual Budget Calendar
http://www.deltacollege.edu/div/planning/accred_study_evidence/documents/BUDGETCALENDARS_000.pdf
8. Annual Budgets - Final Budget
http://www.deltacollege.edu/div/planning/accred_study_evidence/ANNUALBUDGETS.html
9. Apportionment Reports- 2002 -2007
10. Sample monthly payment schedules 2004-05
11. Bid Process - website
<http://www.deltacollege.edu/dept/purchasing/SJDCVendorHandbook.html>
12. Board of Trustees – Agenda and Minutes
<http://www.deltacollege.edu/div/trustees/currentyear/index.html>
13. Sample June 20, 2006, 3rd Quarter Financial Report
14. Bond Program - Measure L - <http://www.bond.deltacollege.edu/>
15. Chancellor’s Office – California Community Colleges First, Principal Apportionment
16. Controls report 1996 - Payroll and Position Control System
17. County Cash Monthly Reports 2002-03 through 2006-07 (2005 sample year)
18. Current Cost of Education Report
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#C

19. District Master Plans
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#C
20. District quarterly financial reports
21. Excess Insurance Contracts- BASIC and SELF, sample 2006
22. Full-time Faculty Obligation – 75/25; Fall 2003, 2004, 2005, 2006 Title 5 Section 51025
23. General District Fund
24. Grants and Contracts- Application and Approval Checklist
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#G
25. Hospital Grant Contract
26. Hospital Nursing Contract
27. Maintenance, Facilities and Physical Resources – Five-Year Construction Plan
28. Market Rating Reports – Standard & Poor’s, Moody’s, and Fitch
29. Oracle Financial System
30. Planning and Budget Committee Agendas and Minutes
<http://docushare.deltacollege.edu/dsweb/View/Collection-2146>
31. President’s Council – Minutes (on Docushare)
<http://docushare.deltacollege.edu/dsweb/View/Collection-73>
32. Program Reviews <http://docushare.deltacollege.edu/dsweb/View/Collection-4787>
33. Retiree Health Benefit Joint Powers Agreement (JPA) May 9, 2006
34. System 2000 Finance System- LIVE DEMONSTRATION
35. System 2000 Payroll System
36. System 2000 Position Control System
37. Tax Revenue Anticipation Notes (TRAN)
Final statement 6/30/04; 6/30/05; 6/30/06; and 6/30/07
38. VTEA request for funding program improvement initiative 2002-03 through 2006-07

PLANNING AGENDA:

1. Continue to actively pursue state growth funds as well as categorical and grant funds that meet the College's strategic objectives.
2. Continue to review and modify the College's financial processes giving high level consideration to issues of transparency, shared governance and the ever-changing needs of the College and the community it serves.
3. Continue to collaboratively evaluate and review long-term institutional plans for inclusion into the annual budget process.
4. Continue to scrutinize long-term implications of funding GASB 43/45. Continue actuarial evaluations of the OPEB obligation.
5. Identify and fully fund ongoing maintenance costs for new facilities and include this information in long-range financial planning.
6. Maintain a prudent level of general reserve. Various considerations including GASB 43/45 and cash flow issues associated with the trend of late state budgets suggest that the state's recommendation of holding at least 5% of funding in reserve may not be adequate for San Joaquin Delta College. Current reserves are at 7%. This reserve is currently being augmented to partially fund long-term liabilities associated with GASB 43/45.
7. Continue prudent treatment of District assets including monitoring cash flow. Maintain strong Balance Sheet ratios.
8. Maintain appropriate insurance coverage for all areas of potential risk. Continue to review policies periodically to meet current needs.
9. Maintain continual review process and multiple systems for information access at various organizational levels (summary to detail, budget to actual, etc.).
10. Continue to encourage external auditors to comment on any potential threat to financial stability which has proven to be very valuable. This was a desired quality during the RFP process to select an external auditing firm. Not all firms were willing to spend the time necessary to report such comments for improvement. It is important to the District to maintain its legacy of strong fiscal management and hence, important that any external audit firm hired be agreeable to such additional scrutiny.
11. Continue to improve system internal control processes associated with the new KUALI Financial system including both systematic and manual processes.

12. Consider Contracts, Payroll and Risk Management for possible organizational realignment. Contracts, Payroll and risk management may be better served by including them in the Business Services departmental structure.
13. Consider Child Development Center for possible organizational realignment. Special consideration should be given to assigning this area to Student Services.
14. Processes for review and approval of contracts should be maintained and periodically reviewed for appropriateness.
15. Honest program reviews should be conducted regularly in the Business Services department to validate effectiveness and to identify areas of improvement.
16. Continue use of strong financial systems that rely upon responsibility management themes and internal controls.
17. Review personnel salaries in the Business Services department for equity with other public agencies internally identified positions and local area agencies. Employee turn-over is a serious concern in the department and needs to be addressed.
18. Consider ways to improve the AI Strategic Planning and Budget Process to fund a wider variety of projects in a more timely way.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

Descriptive Summary:

San Joaquin Delta College recognizes the importance of ethical and effective leadership throughout the organization. Many opportunities to exhibit leadership exist, and new leaders can emerge from any constituency group and from any level of the organization. Leadership that provides innovation, encourages participation in decision-making, focuses on student success, and is accompanied by hard work and ethical behavior is welcomed and supported throughout the College.

The College has written policies that provide roles for faculty, managers, classified staff, and students to participate in decision-making processes. Senates, committees, and ad hoc work groups are collaborative in nature and invite diverse ideas and opinions especially if these ideas and opinions are focused on student success. All committees are open to the entire College community, and most operate in relatively informally and do not rely on formal votes to reach consensus.

The College's principles and standards of shared governance are clearly stated in Policy 2400. The governance groups include the Associated Student Body Government (ASBG), Management Senate, Classified Senate, Academic Senate and local chapters of the Classified School Employees Association (CSEA) and the California Teachers Association (CTA). These groups have representatives who participate on all standing governance committees. All of the governance groups, except ASBG, are represented on hiring committees. The standing committees, their charge and committee representation are clearly outlined in Procedure 2430.

The College is in the process of reviewing and revising the standing committees for relevance, effectiveness and efficiency. This review is taking place within the Policies and Procedures Review Committee and the President's Council.

Five years ago the College adopted the Appreciative Inquiry (AI) Strategic Planning and Budget Process which invited participation from a broad base of student, classified, faculty and management employees. The process created inclusive Mission and Vision Statements along with strategic institutional goals. The AI Strategic Planning and Budget Process has tied institutional planning to budget allocation and the distribution of resources. This process is open to all College employees to participate in developing new and revised programs and services to improve institutional effectiveness.

Development and recognition of leadership among students, classified, faculty and managers is supported through the shared governance process. More importantly, however, institutional support of ethical and effective leadership is supported through the funding of the Professional Development Center (PDC), Classified Employees Retreat, Faculty Professional Development and the Student Activities program. Additionally, several types of awards are given to students, classified, management and faculty who demonstrate outstanding characteristics as leaders and whose contributions have strengthened programs and services which support student learning.

The College recognizes the faculty, the Academic Senate, the Curriculum Committee, and academic administrators' expertise and authority for recommendations about student learning programs and services.

All constituency groups including the Board of Trustees work for the good of the institution, and while all groups do not always agree on all issues, collaboration and cooperative discussion of ideas and effective communication among all groups is encouraged.

The College demonstrates honesty and integrity in dealing with external agencies including granting agencies, federal and state governing bodies, the California Community Colleges System Office, and the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges.

The College periodically evaluates its governance processes and makes changes when necessary or desirable. Moreover, the College involves all constituency groups in this evaluation process and communicates the results widely.

San Joaquin Delta College meets the standards outlined in Part IV. A. Decision-Making Roles and Processes.

- 1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

Self-evaluation:

The College leaders create an environment of empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

San Joaquin Delta College leaders come from every level, function, and constituent group throughout the College. Some may have "official" leadership titles or functions, but leaders can arise from anywhere throughout the organization. Collaborative, inclusive, motivating processes such as participation in shared governance committees, proposing a project through the AI Strategic Planning and Budget Process, working on improving instruction through the Curriculum process, working with colleagues on program review, serving on a task force or research group to study student outcomes and improve them, and negotiating through a difficult issue among constituents are some of the ways that leaders emerge and help the institution move forward.

The College's Mission and Vision Statements and Strategic Goals, both the 2005 version and the 2008 amendment, are examples of the ways in which leadership emerges at the College. Through the AI Strategic Planning and Budget Process which began in 2003 with a workshop for managers on Appreciative Inquiry, a variety of individuals and groups participated in wide ranging discussions and took important leadership roles. The Ad Hoc AI Strategic Planning Committee recognized the need to revise the current Mission and Vision Statements and develop strategic goals focused on improving student learning outcomes. Through the governance process, several members of the Academic Senate took an active role in reshaping the statements and goals to ensure they focused on student learning outcomes.

More recently the Developmental Education Review Task Force (DERFT), a group of more than 50 faculty and managers across all areas of the College, reviewed the 2005 Mission Statement as they began their work. The group recognized the need to explicitly state the College's commitment to student success and equity "founded on a well-coordinated and institutionally integrated developmental education program." They also realized that explicit references to career/technical education and economic development needed to be added.

As a result the College's current Mission Statement, Vision Statement, and Strategic Goals are student centered and express a strong commitment to student access, success and positive student learning outcomes. The Mission Statement, Vision Statements, and Strategic Goals are broadly understood and inclusive. Many committees and groups have begun to include the Mission Statement on their meeting agendas and minutes so it is in mind as they conduct business.

The College's commitment to excellence is evident through the funds and time allocated through the AI Strategic Planning and Budget process, the matriculation mini-granting process, and the Developmental Education Review Task Force Steering Committees granting process. Over the past three years, more than 500 proposals for funding have been submitted through the AI Process, and more than \$2.25 million has been allocated for projects that the President's Cabinet and the Planning and Budget Committee agree will support the College mission and create positive student learning outcomes.

Individuals and groups throughout the College have learned to clearly articulate how their proposals and projects can move the College forward in achieving its mission and goals. Taking their lead from the AI Process, the Matriculation and Student Access Committee (MSAC) and the Developmental Education Review Task Force Steering Committee also developed collaborative, inclusive granting processes that focus on continual improvement of the College's operations and its use and distribution of resources.

Through collaboration between Information Services and Planning, Research, and Regional Education, the College has developed a Data Warehouse which serves as a repository of College data. The Data Warehouse provides convenient access to up-to-date information on student assessment levels in reading, writing, and mathematics, comprehensive enrollment data, institutional outcomes such as retention and success, regional education, and student demographic information. Specialized data cubes have been built so that faculty and staff can use data to develop and justify faculty entitlement requests and for program review. Reports are compiled from the Data Warehouse as well as other sources for presentations to the Board of Trustees, Management, Academic, and Classified Senates, and a variety of other groups.

The Office of Planning, Research, and Regional Education provided the majority of the data for the Equity for All report. This report reviewed student outcomes such as students who had achieved "transfer potential," "critical four," "degrees or certificates" from the perspective of the major ethnic groups enrolled at the College. Data presented to the Board of Trustees, the Academic Senate, and other groups are shared through their respective minutes. The Academic Senate also posts all information to the its website which can be viewed by the College.

The Board of Trustees includes a Student Trustee, and the Academic Senate includes a Student Senator. The majority of shared governance committees also have student members. The students have the opportunity to be present for all discussions, ask questions to clarify information, or comment on issues. Student representatives are responsible for reporting back to the Associated Student Body Government (ASBG).

Special project information is shared with the College through special websites developed for communication purposes. Institutional performance, by program, can also be viewed by accessing online program reviews. Various data are used in College-wide discussions and decision-making processes. An example of this is the faculty entitlement request process. Program review, data from the Data Warehouse, and enrollment reports are used for discussion and ranking of faculty disciplines for hiring purposes during the following year.

Results of the AI Strategic Planning and Budget Process and current and past program reviews are posted to the College's website and are accessible to all staff. Program reviews provide internal and external stakeholders access to information on the organization's effectiveness. In addition, the AI Strategic Planning and Budgeting Process purposefully guides institutional evaluation and change.

In most areas, active staff participation is encouraged in planning efforts as is evidenced through the AI Strategic Planning and Budgeting process and program reviews. All constituent groups have representation on the major planning committees such as the Planning and Budget Committee, Policies and Procedures Review Committee, the Facilities Planning Committee, and the President's Council.

Through the AI Strategic Planning and Budgeting Process, individuals and groups are encouraged to bring forward their ideas for institutional improvement. All constituent groups are represented by a corresponding senate which provides ongoing opportunity for input and for ideas to be forwarded through committees such as Planning and Budget, Facilities Planning, Policies and Procedures Review, and President's Council.

The College articulates individuals' responsibility for institutional improvement in many ways. Using established evaluation instruments, regular and systematic evaluation of staff and program reviews articulate the responsibilities of the College staff. Faculty peer evaluations encourage faculty to mentor each other and suggest additional resources and faculty development when improvement or further development is desired or needed. The College solicits faculty and staff to participate in discipline specific conferences and workshops to improve and expand their areas of instruction. Regular ongoing training and workshops are offered at the Professional Development Center (PDC) to provide and encourage continuing professional development of faculty, managers, and students. The PDC surveys staff to solicit requests for training.

The PDC hosts trainings, workshops, and discussion groups centered around student learning. These events are well attended and are sometimes held at other locations on campus. Occasionally, a mandatory flex day is devoted to a particular topic, e.g., in August 2005 and August 2007, mandatory flex days were devoted to developing student learning outcomes and assessments respectively. The Student services areas and the academic departments including individual faculty have worked together to develop student learning outcomes for their courses and programs. These meetings include students, classified staff, faculty and managers. The Developmental Education Task Force is composed of individuals from across all academic and student services areas of the College. The purpose of the Task Force is to develop an institutional plan to improve outcomes in basic skills that lead to degree, certificate, and transfer attainment.

To enhance and facilitate student learning, the Student Retention Committee is identifying institutional and department processes which might be barriers to student access, retention and success.

2. *The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*
 - a. *Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

Self-evaluation:

Policy 2400 outlines the definition, principles, and standards of shared governance for the College. This policy clearly provides for an "inclusive and dynamic" process that affords all constituencies "an opportunity to provide input and express opinions as an integral part of the institutional decision-making process." Policy also states that the "ultimate responsibility for decisions" rests with the Superintendent/President and the Board of Trustees.

Policies 1040 and 1041 further outline the duties and responsibilities of the Board of Trustees and the standards of good practice by which the Board is expected to act which includes their role in shared governance: "To consider and respond to views presented by the Academic Senate, the Classified Senate, the Management Senate, and the Associated Student Body Government." Indeed, at each Board meeting, a member of each of the above groups and leaders of the bargaining unions: CTA, CSEA and the POA, are called upon for comment.

Administrative Procedure 2034 states that "A manager has the responsibility to act as an agent for the College in the shared governance process." Policy 2490 outlines areas for "effective participation" for Management Senate and indicates that the senate is recognized as the official representative of the management staff to advise on College matters according to section 51023.5 of Title 5 of the California Code of Regulations. Policy 2500 outlines the primary roles of the Academic Senate and the faculty in shared governance and states that the Academic Senate is recognized as the official representative of the teaching staff . . . to advise on matters of academic and professional concern according to Section 53200 of Title 5 of the California Code of Regulations. Policy 2550 specifies the role of the Classified Senate. This policy, like the others, recognizes the Classified Senate as "an official representative body of the classified staff in order to communicate with the administration and governing board . . . on matters which are not subject to negotiation with collective bargaining units." Policy 5410 establishes the Associated Student Body Government whose purpose is to promote the welfare of students, guarantee equality of opportunity, offer experience in the practice of democratic government, and encourage student participation in planning and direction of student activities. All constituent groups have at least one seat on the majority of shared governance committees; the membership of each committee appears in Policy 2430.

- b. *The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.*

Self-evaluation:

Policy 2500, Procedure 2430 and the Academic Senate bylaws outline the Academic Senate Curriculum Committee membership and responsibilities as well as other committees which address educational matters. Specific policies and procedures in the 6000 series give further guidance to specify processes and evaluations employed in curriculum review such as the policy on prerequisites, corequisites, and limitations on enrollment, distance education, final exam, and field trip. Policy does not define separate responsibilities for managers and faculty. However, some managers and faculty have accepted specific curriculum technical review responsibilities. Both managers and faculty work collaboratively in curriculum development but recognition is given to the primacy of faculty recommendations. The most productive committees follow procedures that stress collaborative work, utilize data whenever possible and respect the Academic Senate's primary voice in academic and professional matters. The current Developmental Education Review Task Force and Steering Committee, whose purpose is to address the Basic Skills Initiative, are examples of collaborative committees that have outlined specific activities and responsible parties.

The College's Board and Superintendent/President usually rely on the Academic Senate's advice on matters of policy and procedure relating to academic programs and services. This pattern of behavior is expected considering the Academic Senate's protected stature in such matters of California law (AB 1725).

Concerns have been voiced by the Academic Senate that its recommendations are not always honored by the Board of Trustees. An example of this was the Board's refusal to accept proposed changes to the grading policy in May 2007 for First Reading. However, in the large majority of cases it is true that the Board respects the Academic Senate's primary voice on matters of academic affairs.

3. *Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

Self-evaluation:

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students at the College work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies. Policies 2490, 2500, and 2550 specify the respective roles of the Management, Academic, and Classified Senates. Policy 2400 establishes the foundational principles of shared governance. Policy 2500 articulates the primary role of the Academic Senate in areas of academic and professional matters.

Faculty are informed as to their role in shared governance through AB 1725 and Title 5 language related to Academic Senate primacy. Information on the Academic Senate website, training provided in the New Faculty Academy, Academic Senate presentations, promotional material and group and individual training are utilized to inform faculty. Student representatives on the shared governance committees are appointed by the Associated Student Body Government (ASBG) and given an orientation to their role by the ASBG Senator of Committees. Classified staff are appointed by California School Employees Association (CSEA) and the Classified Senate. Managers are appointed by the Management Senate. Some managers, classified staff, and faculty are members of committees by virtue of offices they hold in their respective organizations or in the administration.

For the most part, the College staff and students work well together to make decisions resulting in institutional improvements. However, when collaboration becomes difficult, it is often because constituent roles may not be well articulated, understood or honored. As defined in Title 5 and College Policy 2500, the Academic Senate faculty representatives' recommendations should be primarily relied upon in academic and professional matters. Most of the time the primacy of the Academic Senate in these matters is understood. However, occasionally disagreements do arise when management takes a position that is contrary and does not recognize the primacy of the Academic Senate in academic matters.

Several years ago the Superintendent/President initiated a "From the President's Desk" electronic (email) communication to all College staff. Although frequency and consistency need to be established, the email from the President is well received. The Director of Public Information and Marketing has designed an online newsletter to communicate the current Bond project developments to the College community. Moreover, in support of Strategic Plan Goal # 1, a College-wide communications plan is being developed. All Academic Senate agendas and minutes are sent to all the constituent groups as well as posted on the Academic Senate website. Minutes of the Board of Trustees are also posted on the website.

With the broad participation in the AI Strategic Planning and Budget Process and the current participation on the Developmental Education Review Task Force many individuals have the opportunity to be directly involved in setting goals and formulating plans to address student learning. All information and goals are posted to the College website.

4. *The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

Self-evaluation:

The College advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission. There has been an honest effort to address past standards and the current new standards of the Accrediting Commission. Input was solicited through surveys and diverse work groups. Recommendations were reviewed thoughtfully by the College's Accreditation Steering Committee.

Presentations to the Board of Trustees on enrollment, retention and student success have been data driven and accurate. Required reports such as the MIS submission and apportionment reports to the California Community Colleges System Office (CCCCSO) are checked for accuracy. The College's statistics can be viewed on the CCCSO's Data Mart and on the College's Data Warehouse as well as on various other College websites.

The College has facilitated community focus groups, open houses, and special community events to communicate plans for the off site centers. Numerous open Board meetings have been dedicated to the discussion of site development and building issues related to Measure L. Discussions of Measure L projects occur regularly in the Facilities Planning Committee. A new Director of Public Information and Marketing has been charged with communicating effectively with internal and external constituencies on Measure L as well as other issues of interest.

The College has a good relationship with the U.S. Department of Education. The College receives federal grant dollars through a Title V grant as an Hispanic-Serving Institution. The College also has a TRIO Student Services grant that funds its Delta Gold program. The College's Financial Aid and Veteran's Services Office is in good standing with the U.S. Department of Education, and administers a variety of student aid from federal sources.

5. *The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

Self-evaluation:

The role of leadership and the San Joaquin Delta College's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The College widely communicates the results of these evaluations and uses them as the basis for improvement.

In spring 2007, students and staff were asked to fill out an institutional satisfaction survey and agree or disagree with a number of statements about the College including its governance and decision-making structures. Employees were asked about encouragement to participate in the AI Planning and Budgeting Process, whether faculty and staff participate effectively on committees, and whether their Senate's participation in shared governance has been effective. Most responded positively to these items. College staff were less sure about the influence College committees have on major decision-making and whether shared governance is valued throughout the College.

The collective senates develop annual goals and evaluate their accomplishments in year end reports. Vice presidential areas, divisions, departments, and programs also develop annual goals and evaluations.

Three years ago, the College began the process of reviewing the shared governance committee structure and the composition of committees. Some committees had become obsolete, and some were not meeting regularly. New functions and interests suggested that new or changed committees needed to be proposed. Considerable progress has been made, and the remainder should be completed and presented to the Board of Trustees before the end of the 2007-08 school year.

The Equity for All report is an example of how the College has used data to identify areas where improvements are needed. Data from this project were shared with counseling faculty, and math, reading, and English faculty at the developmental level as well as the transfer level. This research framework, in combination with other student success resources and projects, has served as a catalyst to encourage faculty to engage in dialogue and planning to improve student success. Over the past several years faculty and staff have attended workshops and conferences to learn new methodologies for improving overall student success as well as success for specific student groups. In addition, faculty have begun a number of other efforts in an attempt to improve student success, i.e., creating learning communities and introducing supplemental instruction in the new Math and Science and Reading and Writing Learning Centers. The College is also involved in the Basic Skills Initiative as one of the twelve pilot California Community Colleges, and the Developmental Education Review Task Force and its Steering Committee are the results of this participation. The willingness of the College and its faculty and staff to participate in this pilot process clearly addresses the College's commitment to improving student outcomes. Program review results are utilized to identify specific areas of improvement as well as provide justification for budget and position requests.

THEMES

Institutional Commitments:

San Joaquin Delta College demonstrates its commitment to its institutional mission and goals in the way that it establishes, defines, evaluates, and revises decision-making roles and processes especially as they relate to the improvement of student learning. Participation from every constituency group and individual as well as from every program, division, and area of the College is encouraged and welcomed when it is framed in terms of the improvement of student learning and student success. Most committees and groups include the Mission Statement on their meeting agendas and minutes so that they are focused on the College mission as they make decisions.

Evaluation, Planning, and Improvement:

San Joaquin Delta Colleges demonstrates its involvement in evaluation, planning, and improvement through its commitment to revising College policies and procedures, particularly those related to decision-making roles and processes. Obsolete committees and processes have been eliminated; updated charges have been added along with important personnel; and new committees have been created and roles defined. The Ad Hoc AI Strategic Planning and Budgeting Committee will be reestablished; in addition to reviewing the current goals and processes, they will be asked to add an external focus to their work to ensure that the College is indeed responding to its external stakeholders. The President's Council will receive and review annual reports from all shared governance committees, and these reports will be disseminated widely to demonstrate progress made on goals.

Student Learning Outcomes:

Decision-making roles and processes are important in developing effective and realistic student learning outcomes and assessments. The College recognizes the primary role of the faculty in developing and establishing the student learning outcomes and assessment cycle of instructional improvement. Faculty will be called upon to assist others throughout the institution in framing their improvement cycles in terms of student learning and student success.

Organization:

San Joaquin Delta College is organized to provide maximum inclusiveness and input from all constituencies on matters that affect the College and student learning. While the College recognizes the primacy of the faculty in academic matters, its organizational structures also encourage all constituency groups from all areas throughout the College to consider and propose ways to increase student learning and success. The College mission appears on the agendas and minutes of most committees and work groups so they are mindful of the importance of student learning as they make decisions and recommendations.

Dialogue:

Dialogue is at the heart of the decision-making and shared governance process at San Joaquin Delta College. Open discussion on a variety of topics in Management, Classified, and Academic Senates are the norm. The same is true of most shared governance committees and work groups. Processes and procedures tend to be collaborative and informal when possible, and members of committees conduct themselves politely and are respectful of diverse opinions and ideas especially when they are framed to improve student success.

Institutional Integrity:

San Joaquin Delta College's decision-making roles and processes encourage honesty, truthfulness, and integrity in the way individuals and groups represent themselves in the decision-making process internally and to groups outside of the College. Individuals and groups review policies and procedures with a focus on fairness and equity and with an eye toward promoting student learning and success. Keeping the College mission before them as they make decisions and recommendations focuses committee and work group members on what is most important as they do their work. Providing an open and respectful environment where individuals feel free to voice their ideas and opinions allows leadership to emerge from all areas of the organization.

EVIDENCE:

1. Academic Senate Website
<http://www.deltacollege.edu/org/acadsen/index.html>
2. Accreditation Survey Summary 2007 – Staff and Faculty – Students
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#S
3. Accreditation 2002, Progress Report – Response to Evaluation, March 2004, Focused Midterm Report – March 2005, ACCJC Letter of Reaffirmation, June 28, 2005
<http://www.deltacollege.edu/div/planning/Accreditation.html>
4. Annual Committee Reports to the President's Council
5. Appreciative Inquiry Strategic Planning and Budget Process
<http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html>
6. ARCC Report
http://www.cccco.edu/Portals/4/TRIS/research/ARCC/arcc_report_2007.pdf
7. Bond website <http://www.bond.deltacollege.edu/>
8. California Community Colleges System Office
<http://www.cccco.edu/OurAgency/TechResearchInfo/tabid/236/Default.aspx>
9. California Community Colleges Chancellor's website
<http://www.cccco.edu/SystemOffice/Chancellor/tabid/191/Default.aspx>
10. College Committee Book
http://www.deltacollege.edu/div/planning/HTMLCommitteeBook00-01/CMTE_TOC.html
11. College Mission Statement
<http://docushare.deltacollege.edu/dsweb/Get/Document-18733/BP1200MissionStatementFINAL.doc>
12. College Vision Statement
<http://docushare.deltacollege.edu/dsweb/Get/Document-39913/BP1201VisionStatemenFINALt.doc>

13. College Policies and Procedures

<http://docushare.deltacollege.edu/dsweb/View/Collection-1373>

Policy 1040

Policy 1041

Policy 1200

Policy 2033

Policy 2400

Policy 2490

Policy 2500

Policy 3300

Policy 4150

Procedure 2034

Procedure 2430

14. College Strategic Goals

<http://www.deltacollege.edu/div/instserv/INSTRUCTIONALSERVICES/documents/StrategicGoalsPB12705.pdf>

15. CurricUNET (Live Demonstration)

16. Data Warehouse

<http://datawarehouse.deltacollege.edu/rele/user/output/index2.html?hint=207.62.178.149-1201182887>

17. Developmental Education Task Force

<http://docushare.deltacollege.edu/dsweb/View/Collection-7044>

18. Division/department goals

19. E-Announcements Bond Updates

http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#E

20. Equity for All, Institutional Responsibility for Student Success

http://www.deltacollege.edu/div/planning/EquityforallEnglishMathJUNE07REVISE1_000.pps

21. Grant Awards – Title V Hispanic-Serving Institution, TRIO, Delta Golddd

22. Lodi News Sentel Article provided by Academic Senate

23. Management Goals

24. Mandatory Flex Day Agendas

25. Minutes - <http://docushare.deltacollege.edu/dsweb/View/Collection-40>:
Academic Senate
Board of Trustees
Classified Senate
Curriculum Committee
Facilities Planning Committee
Management Senate
Planning and Budget Committee
Policies and Procedures Review Committee
President's Council
Student Retention Committee
26. Office of Planning, Research and Regional Education
<http://www.deltacollege.edu/div/planning/index.html>
27. President's Campus-wide E mail messages
http://www.deltacollege.edu/div/planning/accred_study_evidence/PRESIDENTSEMAILMESSAGES/PRESIDENTSINDEX1.html
28. Professional Development Center
<http://www.deltacollege.edu/dept/facdev/index.html>
29. Program Reviews
<http://docushare.deltacollege.edu/dsweb/View/Collection-4787>
30. Student Learning Outcomes Workshop
http://www.deltacollege.edu/div/planning/accred_study_evidence/STUDENTLEARNINGOUTCOMES.html

PLANNING AGENDA:

1. Continue to review strategic goals for currency and relevance.
2. Continue to encourage and support staff in examining their role in helping the College achieve its goals.
3. Continue to generate relevant reports to share with the College and use in the decision-making process. Continue to post reports on College websites and make presentations to the shared governance groups and committees.
4. Continue all evaluative processes and review for currency and relevance.
5. Continue to encourage staff participation and widely recruit for broad staff participation.
6. Continue current processes to solicit, involve and encourage ideas for institutional improvement.
7. Continue to complete Program Reviews and Staff Evaluations.
8. Continue to survey participants from Professional Development Center Trainings.
9. Complete the revision of the shared governance committees and clearly define expectations and responsibilities of committee members and the committee as a whole; enhance reporting mechanisms.
10. Work to understand and honor the role of the Academic Senate, Classified Senate, and Management Senate through collaboration.
11. Continue to encourage the identification of specific individuals or group responsibilities when needed to facilitate and coordinate student learning programs and services.
12. Increase communication by the Superintendent/President to every two weeks. Maintain a list of topics that the College would like to receive information about.
13. Continue to solicit involvement in planning processes addressing student learning.
14. Continue the College's commitment to work with the Accrediting Commission to respond honestly and with integrity to its standards of accreditation.
15. Continue to record and post minutes and information on College websites available to the public.

16. Continue to resolve issues related to the Measure L Bond projects and continue to work on open communication with the public, providing venues for the public to address their concerns.
17. Complete the Developmental Education Review Task Force Plan and set priorities and benchmarks for completing the work.
18. Continue to measure outcomes established in the Equity for All report.
19. Continue to utilize Program Review to identify program strengths and challenges and justify needed resources.

Standard IV: Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

Descriptive Summary:

In addition to the leadership of individuals and constituencies, San Joaquin Delta College recognizes the designated responsibilities of the Board of Trustees for setting policies and of the Superintendent/President for the effective operation of College.

The College's Board of Trustees consists of seven elected Trustees and one non-voting Student Trustee appointed by the Associated Student Body Government (ASBG). Board meetings are generally held at the Stockton campus approximately twice per month (retreats are generally held off campus). The first regular meeting of the month is structured as an informational meeting and the second is scheduled as an action meeting. All meetings have a posted agenda and are open to the public. Board meeting minutes are posted to the College's website.

The Board's main objectives for the past five years have been the development and passage of Measure L, a \$250 million general obligation municipal bond, oversight of prioritized Measure L projects, development of the Tracy/Mountain House Center, and acquisition of property and facilities development in the Manteca, Galt, Lodi and Foothills areas. The Board seeks out expertise and education from consultants who advise them on construction projects and legal issues such as the Brown Act, evaluations and ethical behavior.

Coming to the College in August 2002, the Superintendent/President has served at the College for over five years. Dr. Rodríguez is approachable, has an open door policy, and is accessible to the different constituent groups. The Superintendent/President employs a Cabinet made up of an Assistant/Superintendent of Instructional Services, and four other vice presidents (Business Services, Information Services, Human Resources and Employee Relations and Student Services), all of whom act as advisors on a variety of issues. The Dean of Planning, Research, and Regional Education serves as staff to the Cabinet. The President's Council serves as the main shared governance group to which all other shared governance committees report. The Superintendent/President meets with the Executive Board of the Academic Senate on a regular basis to discuss issues of concern to the College faculty.

Currently, there is some instability within the College's administration because several vice president areas are filled with interim appointees:

- Assistant Superintendent/Vice President of Instructional Services
- Vice President of Student Services
- Vice President of Human Resources and Employee Relations
- Vice President of Business Services

Vacancies in the administration are due to a retirement (Vice President of Student Services), a medical leave (Assistant Superintendent/Vice President of Instructional Services), and two vice chancellorships in other districts (Vice President of Human Resources and Employee Relations and Vice President of Business Services). With the exception of the Vice President of Human Resources, all interim appointees have been long-time employees of the College in different management positions.

Despite the numerous interim appointments, the Board of Trustees and the Superintendent/President recognize and carry out their ongoing responsibilities related to the operations of the College.

San Joaquin Delta College meets Standard IV.B. Board and Administrative Organization

1. *The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.*

Self-evaluation:

San Joaquin Delta College has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of student learning programs and services, and the financial stability of the institution.

The Board's duties and responsibilities are clearly addressed in the Policies and Procedures Manual (BP 1040) and available online. First among their duties is to select, employ and evaluate the Superintendent/President of the College. In addition, the Board determines broad policies that govern the operation of the District, adopts policies and procedures for the governance of the District, and approves the annual budget and expenditure of funds.

With regard to employees, the Board of Trustees considers appointments and dismissals upon recommendation of the Superintendent/President and fixes the rate of compensation for all employees. The Board rules upon recommendations of the Superintendent/President on matters of capital outlay, repairs, and maintenance and provides the necessary procedures to assure proper accounting and the annual audit of funds. The Board also considers reports concerning the programs and condition of the College, considers and approves curricular offerings of the College, and approves the annual College calendar. Finally, the Board considers communications and requests from citizens or organizations, establishes citizen

advisory committees, reviews final appeals of students, employees, and citizens of the District, and considers and responds to views presented by shared governance groups.

The Board does not currently have a formal policy describing the process for the selection of the Superintendent/President. However, when a vacancy has existed, the Board has contracted with an outside agency to hire an Interim Superintendent/President and then engaged the services of a search consultant. Most recently in 2002, the Board engaged the services of the Association of Community College Trustees (ACCT) in Washington, D.C., to organize and oversee the process to select a new Superintendent/President. All constituent groups were invited to participate in the search process, which was successful in identifying a new Superintendent/President.

- a. *The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

Self-evaluation:

The Board of Trustees is an independent policy-making body that reflects the public interest in its activities and decisions. In most cases once the Board reaches a decision, it acts as a whole. It advocates for and defends the institution, and protects it from undue influence or pressure. Yet, the Board has exhibited division in its deliberations and votes on a number of matters related to the College's Measure L Bond. Some believe these divisions have placed a strain on the College's operations and reputation.

The Board of Trustees supports the need for building educational centers throughout the District to serve the needs of their constituencies. The Trustees regularly attend Board meetings, College events and community events, and belong to professional, state, and special community organizations. All Board meetings are open and begin with public comment sessions so that the Board may hear the concerns of the internal and external College community. All Board members have served multiple terms, demonstrating a long-term commitment to the College and the communities it serves.

Each Board Member submits a signed conflict of interest form to the County Office of Education on an annual basis. This form is designed so that public officials may disclose any potential or real conflict of interest.

- b. *The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

Self-evaluation:

The Board of Trustees establishes policies consistent with the Mission Statement (Board Policy 1200) to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. Board Policies, especially those covering the educational program of the College, the Vision and Mission Statements as well as the College's Strategic Goals describe the Board's expectations of the College administration, faculty, and staff with regard to their responsibility for sustaining the quality and integrity of student learning programs and services.

- c. *The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

Self-evaluation:

The Board of Trustees has ultimate responsibility for educational quality, legal matters, and financial integrity of the District as specified in Policy 1040, Duties and Responsibilities of the Board of Trustees.

Board Policy (BP) 2000 states that the Board of Trustees of the San Joaquin Delta Community College District exists under and derives its powers from the Constitution of the State of California and the acts of the State Legislature.

The Board of Trustees derives its authority from the Education Code of the State of California. The Board is subject to the provisions of the Constitution of the State of California, the Education Code, the Rules and Regulations of the Board of Governors (Title 5, California Code of Regulations), its policies and procedures, and the expressed will of the electorate.

- d. *The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

Self-evaluation:

San Joaquin Delta College publishes the Board of Trustees policies and procedures specifying the board's size, duties, responsibilities, structure, and operating procedures. These policies are collected in the College Policies and Procedures Manual which is available online. Policy series 0100 and 1000 contain policies and procedures related to the Board of Trustees.

- e. *The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

Self-evaluation:

The College's Board of Trustees acts in a manner consistent with its policies and bylaws. Board minutes and resolutions reflect that Board's actions are consistent with the policies and bylaws of the College.

The Board has not specifically developed a system to regularly revise those policies that are directly related to Board behavior, responsibilities, functions, or processes. Various Board policies have been revised or amended as part of the routine revision of broader College policies although there is not a consistent time frame for reviewing Board Policies. In fact, revisions or amendments to these policies have usually come about because of a particular issue. The latest example is the amendment to Board Policy 1010, section G. Benefits, which is currently under review through the College governance process.

The College's Policy and Procedures Review Committee continues a long term project of converting its policies and procedures to the recommended templates of the California Community College League (CCLC) to develop Board Policies (BP) and Administrative Procedures (AP) based on regulatory codes and legislature. As policies/procedures are converted they continue through the shared governance process for adoption (AP 2601, Policies and Procedures Processing).

- f. *The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

Self-evaluation:

The Board of Trustees has a program for board development and new member orientation. It has a mechanism for providing continuity of board membership and staggered terms of office. The current Board of Trustees has engaged in a number of Board development activities. They have generally held two Board Retreats per year. Much of the agenda of these retreats is focused on Board development activities. For example, during the retreat held on February 9, 2006, the Board received training on the Brown Act. The Board has been provided training in leadership and governance through the Community College League of California (CCLC) as well as additional training through Association of Community College Trustees (ACCT) in ethics and CEO evaluation.

The Board has an election cycle where the terms of office are staggered. Policies 2100 and 2010 describe the terms of membership and staggered terms of office. Four trustee seats are up for election at the same time. Two years later, the remaining three seats are up for election. This system assures that there is continuity in Board membership. In the past, the Board has used a new member orientation process when new trustees are elected. However, the long tenure of the current members has not required any orientation for more than a decade.

The Board of Trustees has been provided with several updates on accreditation issues. The College's previous Accreditation Liaison Officer has made at least two presentations to the Board on the accreditation process and the self-study. The Board has also received written materials, such as the accreditation standards and a draft of the self-study. Additionally, the Board reviewed the self-study response to Standard IV in their retreat on November 27, 2007.

- g. *The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

Self-evaluation:

The College self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies. The Board's self-assessment process has been guided by the ACCT. According to Board Policy 1041, section 13, the Board "will undertake a biennial self-evaluation of its performance and function as a Board." The Board has kept to a schedule of undertaking a biennial self-evaluation. The process and results are not publicly shared.

- h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

Self-evaluation:

The Board of Trustees does not yet have a formal code of ethics. The Board has, however, received training in case studies of ethics and is currently writing an ethics statement. The Board might consider taking advantage of free web-based ethics training provided by the State Attorney General's Office under California law AB 1234 (a 2006 law requiring elected government officials to conduct periodic conflict of interest training).

- i. The governing board is informed about and involved in the accreditation process.*

Self-evaluation:

The Board of Trustees is informed about the accreditation process. Over the past two years, the Board has received two presentations on accreditation at regular Board Meetings, and one presentation at a special Board Retreat.

The Board assigned two Trustees to sit on the Accreditation Self-Study Steering Committee. The Board has received regular updates on the accreditation self-study process at various Board meetings. In addition, the Superintendent/President has provided the Board with a broad range of information concerning accreditation (e.g. copies of the accreditation standards and information on accreditation evaluations at other community college districts). The Board received a copy of Standard IV of the accreditation standards to review. They have also received information on accreditation at Board retreats and at regular Board meetings. To date they have received penultimate and final drafts for review.

The Board's actions indicate a commitment to the physical improvement of the College. The Board has also been supportive of the AI Strategic Planning and Budget Process which is linked to the Vision and Mission Statements, and the Strategic Goals.

The Board fully supported the assessment of institutional software systems to determine how to meet the future needs of the College. When a recommendation was brought forward to fund the involvement of the College in the KUALI open source Financial and Student software system development project, the Board voted unanimously to support the effort. This is just one of the many ways in which the Board has been supportive of College improvement efforts and initiatives.

In 2002, the Board restructured their Board Meetings from two action meetings per month to one action meeting and one report meeting. The report meetings are focused on giving special reports to the Board to keep them informed about important issues and to gather their input on them. The Board received presentations on Student Learning Outcomes, the Accountability Report for Community Colleges (ARRC) Report, the

Equity for All project, retention and student success data, and a host of other topics including Measure L. The Board receives regular information on curriculum, program review, sabbatical reports, and many other academic and institutional issues.

The Board receives the Accrediting Commission's reports and its recommendations to the institution. To the extent that the ACCT self-assessment instrument is congruent with accreditation standards, the Board has responded to the accreditation standards in assessing their own performance.

The Board has consistently worked with a facilitator from ACCT on improving their performance as a Board.

- j. *The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.*

Self-evaluation:

The Board of Trustees has the responsibility for selecting and evaluating the College Superintendent/President. The Board delegates full responsibility and authority to the Superintendent/President to implement and administer its policies without board interference and holds the Superintendent/President accountable for the operation of the College.

When a vacancy for the position of Superintendent/President exists, the Board hires a consultant to recruit candidates, organize and train the selection committee, and formulate the interview process. The selection committee puts forward final candidates. These candidates appear individually in a public forum and answer standard questions in the presence of the College community. The College community has the opportunity to give written feedback on each candidate. Board members check references and personally meet with candidates; usually the Board conducts a site visit of the College where their first-choice candidate is currently employed. These processes are not written in policy or procedures. However, the process as outlined above was used to hire the current Superintendent/President of the College.

The authority delegated to the Superintendent/President is stated in several policies and is understood by the College community.

In general, the Board is successful in focusing on the broad policy level and not micromanaging at the operational level.

The Board conducts an annual evaluation of the Superintendent/President based on Board observations and working relationships. In preparation for the annual evaluation of the Superintendent/President, several items are submitted to the Board. These items include a list of accomplishments that outline progress with regard to completing the agreed upon goals for the prior year, a self-evaluation, and a list of proposed goals for the next academic year. A shorter version of these items is provided to the Board for the mid-year review of the Superintendent/President. Some of the goals relate to policy implementations, but most of them are related to operational outcomes and the College's strategic goals.

The Board agreed approximately five years ago to change the format of their twice monthly board meetings. Previously, every meeting was an action meeting with a consent and non-consent agenda to be acted upon by the Board. In response to a proposal from the Superintendent/President to streamline the Board meetings and to assist the Board in focusing on larger policy issues, the Board agreed to change to one action meeting and one report or study meeting per month. This change in meeting structure and purpose has set the standard for presenting regular reports to the Board on the various aspects of institutional performance. The change in meeting format has been instrumental in focusing the Board on matters of educational quality, legal compliance, and financial integrity.

The Board receives quarterly financial reports, regular enrollment reports, and numerous reports on student success.

2. *The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*
 - a. *The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*
 - b. *The president guides institutional improvement of the teaching and learning environment by the following:*
 - *establishing a collegial process that sets values, goals, and priorities;*
 - *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
 - *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and,*
 - *establishing procedures to evaluate overall institutional planning and implementation efforts.*

- c. *The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.*
- d. *The president effectively controls budget and expenditures.*
- e. *The president works and communicates effectively with the communities served by the institution.*

Self-evaluation:

The Superintendent/President of San Joaquin Delta College has primary responsibility for the quality of the institution he leads. He is also responsible for providing effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

The current Superintendent/President, Dr. Raúl Rodríguez, initiated Appreciative Inquiry as a method of identifying strengths and developing goals at the College. He has participated actively in the AI Strategic Planning and Budget Process to write the Mission, Vision and Strategic Goals. He meets regularly with the President's Council, composed of members from each constituent group to discuss policies, procedures and other agenda business of the College. The President communicates institutional values, goals, and direction through his campus-wide email messages. In addition to the kudos and other accolades contained in his email, he discusses issues that speak to the strategic direction of the College or that are important for institutional improvement and success. He also presents these themes in presentations to the public or to campus constituent groups. He works closely with his executive team, the Executive Cabinet, to ensure that each of the top level administrators of the College is focused on the same issues and working toward the same institutional goals.

The Superintendent/President is very knowledgeable about current and past data concerning institutional performance. As the Superintendent/President began his community college career as a Director of Institutional Research, he is well versed in data analysis and institutional performance measures. He regularly receives reports from the Office of Planning, Research, and Regional Education on a wide range of College outcomes and indicators. Based on the existing information on institutional performance, the Superintendent/President has sought to bring in external funding to augment the College's programs and services. The Student Support Services TRIO grant, the Title V Hispanic-Serving Institution grant and several other grants were all initiated by the Superintendent/President to address areas where the College has performance gaps.

The President has been very supportive of the Academic Senate's work with Student Learning Outcomes and Assessments. He has provided training as well as monetary and staff support to develop the necessary skills and tools required to create a culture of evidence and focus on student learning outcomes. The Superintendent/President has presented various research results or outcome measures at different campus forums and

campus-wide meetings and in-service days. He has also mentioned such information in his memorandums to the campus. Additionally, he has supported the public dissemination of data through other entities, e.g., the AI Strategic Planning and Budget process, the Equity for All project, the Developmental Education Review Task Force initiative, and others.

The research office is currently positioned in the Office of Instructional Services. Nonetheless, the Dean of Planning, Research and Regional Education serves as staff to the Executive Cabinet and has regular meetings with the Superintendent/President as many of the projects carried out in that office are under the purview of the Superintendent/President.

The Superintendent/President was fully involved in and supportive of the implementation of the AI Strategic Planning and Budget process that links planning to budget development. He, along with his cabinet, is involved in reviewing proposals that are submitted and ensuring that they meet the criteria that are related to student success (through the Strategic Goals or the College Mission Statement) or to program reviews. He has also overseen the allocation of College monies to fund a variety of AI proposals.

The Superintendent/President is charged with implementing applicable statutes and regulations for the College. In most circumstances the expectations for this charge have been met. Compliance with the California Open Meetings Act (the Brown Act) is one exception.

To rectify The Superintendent/President scheduled a special training on the requirements of the Brown Act for the Board at a special retreat. Despite this training, allegations of violations of the law have persisted, suggesting that the leadership of the College requires even further training on the mandates of the Brown Act.

3. *In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.*
 - a. *The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.*
 - b. *The district/system provides effective services that support the colleges in their missions and functions.*
 - c. *The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.*
 - d. *The district/system effectively controls its expenditures.*
 - e. *The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.*
 - f. *The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.*
 - g. *The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.*

The College is a single college district.

THEMES

Institutional Commitments:

The Board of Trustees and the Superintendent/President of the San Joaquin Delta College are committed to providing high quality education as specified in the College Mission Statement. Aware of the strengths, challenges, and needs of the College's student population, they launch initiatives that are in the best interest of students such as the construction program providing educational centers throughout the District, the Equity for All initiative, and the Developmental Education Review Task Force project. The Board and Superintendent/President support the programs of the College and the important activities in the service area through their attendance at functions throughout the year.

Evaluation, Planning, and Improvement:

The Board and the Superintendent/President are closely involved in institutional evaluation and improvement to serve the students of the District more effectively. Continued discussions with the Board on student achievement (Equity for All, ARCC, 2006-07, 2007-08), student learning and the effectiveness of College policies, processes, and organization will improve the educational climate for students. The Superintendent/President has initiated the development of a second Ad Hoc AI Strategic Planning Committee whose charge is to complete an environmental scan and a new strategic plan that focuses on the external community environment and its needs as well as the internal needs of the College. The new strategic plan should assist and inform College decisions about where it needs to improve and help the College set its goals for the next few years. The Board and the President will continue to recommend and distribute resources to support improvement goals and evaluate the outcomes of the programs and services they have supported.

Student Learning Outcomes:

The Board and the Superintendent/President are committed to the development of the College-wide student learning outcomes and assessment cycle at the course, program, and degree level. The Board and the Superintendent/President consistently demonstrate their commitment to student learning by supporting initiatives that measure and assess how well learning is occurring and providing faculty and staff with professional development opportunities to discover new and improved ways of teaching. The Board and the Superintendent/President also promote student learning through their financial support for new technologies that can assist students and teachers such as the student portal, email accounts for all students, smart classrooms, as well as new and improved systems for finance and student record keeping (KUALI Financials and KUALI Student).

Organization:

The Board and the Superintendent/President have organized the College to support student learning. Each vice presidential area focuses its programs and services to provide an optimal learning environment for students including the best instruction and student services possible. The Board and Superintendent/President support the hiring of adequate staff and the provision of sufficient resources to orient and train new staff and provide ongoing professional development for those who have made an ongoing commitment to the College. Such initiatives as the New Faculty Academy and the Professional Development Center programs and services are evidence of this commitment.

Dialogue:

The College has defined committee membership, responsibilities, and schedules to ensure collaborative and meaningful dialogue in areas covered by AP 2430 Governance Committee Structure. Decisions for most of the committees are made based on available data. The Academic Senate regularly meets with the Superintendent/President and Assistant Superintendent/Vice President of Instructional Services to discuss academic concerns. The Superintendent/President and Assistant Superintendent/Vice President of Instructional Services often solicit the involvement of the Academic Senate in special matters. The Superintendent/President consistently convenes the President's Council prior to Board meetings where College issues are reviewed and discussed in an open forum.

Institutional Integrity:

San Joaquin Delta College Board of Trustees and Superintendent/President demonstrate honesty and truthfulness in their dealings with the College staff, students and the external community. The Trustees provide information to their constituents through attendance at public meetings and College and community events. The Superintendent/President and the Board are engaged in assessing the efficacy of the policies, practices, and procedures they use to deal with students, employees, and the external community. Both the Superintendent/President and the Board support academic honesty and student equity, and they value the diversity of the College and larger community.

EVIDENCE:

1. Academic Senate Ethics Statement
<http://www.deltacollege.edu/org/acadsen/facethics.html>
2. Academic Senate
<http://www.deltacollege.edu/org/acadsen/index.html>
3. ACCT Self-Assessment (Board)
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#A
4. AI Strategic Planning and Budget Process - Prioritization and Funding Allocation
<http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html>
5. Audit Reports
http://www.deltacollege.edu/div/planning/accred_study_evidence/ANNUALAUDITS.html
6. Board of Trustees
<http://www.deltacollege.edu/div/trustees/currentyear/index.html>
7. Board Agenda for Retreat, November 27, 2007
http://www.deltacollege.edu/div/trustees/2007/documents/Board_Agenda_07-11-27.pdf
8. College Mission Statement
<http://docushare.deltacollege.edu/dsweb/Get/Document-18733/BP1200MissionStatementFINAL.doc>
9. College Strategic Goals
<http://www.deltacollege.edu/div/instserv/INSTRUCTIONALSERVICES/documents/StrategicGoalsPB12705.pdf>
10. College Vision Statement
<http://docushare.deltacollege.edu/dsweb/Get/Document-39913/BP1201VisionStatemenFINALt.doc>
11. College Policies and Procedures
<http://docushare.deltacollege.edu/dsweb/View/Collection-1373>
Board Policy 1040 Duties and Responsibilities of the Board of Trustees
Board Policy 1041 Board of Trustee's Standards of Good Practice, sections, 6,8,13
Board Policy 2010 Board Membership
Board Policy 2100 Board Elections
Procedure 2035 Ethics Standards for Professional Managers
Board Policy 6000 Educational Programs
12. Conflict of Interest Form (Board of Trustees)
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#B

13. Special Meeting of the Board of Trustees, Thursday, February 9, 2006
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#B
14. News Paper References-Lodi Sentinel, The Record, Tracy Press
http://www.deltacollege.edu/div/planning/accred_study_evidence/evidence_sources.html#N
15. President's Campus-Wide e-mail Communications
http://www.deltacollege.edu/div/planning/accred_study_evidence/PRESIDENTSEMAILMESSAGES/PRESIDENTSINDEX1.html
16. Program Review
<http://docushare.deltacollege.edu/dsweb/View/Collection-4787>

PLANNING AGENDA:

1. Continue to develop policies and procedures that reflect the already-developed online Student Learning Outcomes and Assessment Cycle and send them through the approval process.
2. Continue to bring policies and procedures inline with the recommendations from the California Community College League and adopt the Board Policies (BP) and Administrative Procedures (AP).
3. Establish a procedure for the regular review of those policies that relate directly to the Board (i.e., the BP 1000 series). The Superintendent/President has initiated a review of these policies with the Board.
4. Develop a formal, written policy for selecting and evaluating the Superintendent/President.
5. Continue to use evaluation as a negotiable item in the Superintendent/President's employment contract; publish the process on the College website.
6. Continue to use the services of ACCT to provide logistical and staff support for the Board of Trustees's evaluation process of the Superintendent/President.
7. Continue to seek out expertise and education from consultants to advise the Trustees on construction projects and legal issues.
8. Continue the Superintendent/President's meetings with the Academic Senate Executive Board on a regular basis, and include vice presidents in the meetings when appropriate.
9. Consider meeting with the Management Senate Executive Committee and the Classified Senate leadership.
10. Consider developing an annual agenda for managers' meetings that includes updating the managers on College business and training on a variety of topics such as performance evaluation, health and safety, emergency procedures, etc.
11. Review the current organizational structure and revise as necessary.
12. Hire permanent vice presidents to head the major areas of the College.
13. Include the College Mission Statement on Board, Cabinet, and President's Council agendas and minutes.
14. Develop a program for inducting new Board members.

15. Develop a code of ethics for the Board of Trustees.
16. Involve the Trustees more effectively in the next accreditation process.
17. Consider implementing a web-based ethics training for Board members modeled after the California law requiring conflict of interest training for local elected officials.