

# SAN JOAQUIN DELTA COLLEGE



## Institutional Effectiveness Report 2009-10

### **Mission Statement**

The mission of San Joaquin Delta College is to provide excellent post-secondary education that serves the needs of students, the College District and the community through continuing, transfer, career and technical education, and economic development. To achieve this objective, the faculty and staff are committed to providing comprehensive instructional programs, student services and public services that are high quality.

In fulfilling its mission, San Joaquin Delta College acts upon the following principles:

- Commitment to excellence requires effective collaboration, respect for cultural diversity, appreciation of historical perspective, open communication, high academic standards, a vital connection to the arts and cultures of the community, and competitive athletics.
- Student success and equity are founded on a well-coordinated and institutionally-integrated developmental education program.
- Educational resources are available to all students regardless of age, disability, gender, or ethnicity.
- Institutional renewal must include continuous improvement through new and revised curricula; the use of student learning outcomes to enhance student performance; new and effective technologies; and ongoing faculty and staff professional development.
- All aspects of the College encourage good citizenship, responsible leadership, ethical behavior, and the appreciation of lifelong learning.

*Revised February 2011*

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## Table of Contents

Executive Summary .....	1
Promoting Student Success.....	2
Improving Student Skills .....	3
Campus Environment That Fosters Learning .....	4
Promoting Lifelong Learning .....	4
Equitable Access .....	5
Cultural Diversity and Enrichment .....	6
Community Involvement .....	7
High Quality Programs .....	7
Stability of Management.....	8
Continuous Improvement.....	9
Competitive Athletics .....	10
Campus Communications .....	10
Financial Stability .....	11
Data Sources .....	11

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## EXECUTIVE SUMMARY

This report is San Joaquin Delta College's third Institutional Effectiveness report. The purpose of this report is to present data documenting the College's progress towards fulfilling its stated mission. In the development of the indicators of institutional effectiveness, shared governance groups were asked to identify measures that fit with the overriding themes of the mission of the College. From the mission statement, 12 broad concepts were formulated to capture the College's performance at meeting its intended mission. Data are presented for each concept and for the following academic years: 2007/08, 2008/09, and 2009/10.

In general, the College appears to be maintaining consistent levels of quality performance, or making good progress in meeting its stated mission. The data reveal that over the past three years, the College has been sustaining its progress or improving in the following areas:

- Promoting student success in courses and programs
- Improving student skills in courses
- Providing equitable access for traditionally under-represented student populations
- Offering cultural diversity and enrichment activities to the community
- Sustaining community linkages through key educational and vocational partnerships
- Maintaining high quality programs and hiring well-qualified faculty
- Improving the stability of executive management
- Monitoring continuous improvement of programs
- Offering competitive athletics programs that successfully transfer students

Based on performance indicators, areas in need of improvement or worthy of further scrutiny include:

- Promoting a safe campus environment that fosters learning
- Promoting lifelong learning
- Maintaining the District's long-term financial stability, which the District has managed well up to this point
- Examining faculty to student load ratios
- Completing instructional program reviews in a timely manner
- Providing campus communications, particularly in the shared governance process

It is important to note that for each of the concepts, there were several indicators used to measure the District's progress on institutional effectiveness. Therefore, the generalizations stated above are based on most of the indicators in each concept showing improvements even though one or more of the indicators within the concept may not have improved.

## Promoting Student Success

	2007-08	2008-09	2009-10
Transfer/AA/AS/18 Unit (Student progress and Achievement Rate) Percent achieving status in 5 years (ARCC Report)	50%	51%	52%
Course completion - Basic Skills Percent receiving C or better (ARCC Report)	63%	61%	62%
Course completion - Transfer Percent receiving C or better (ARCC Report)	66%	66%	66%
Course completion – Voc-Ed Percent receiving C or better (ARCC Report)	72%	74%	72%
Degree completion Percent receiving AA/AS in 5 years (System 2000)	9%	10%	10%
Certificate completion Percent receiving certificate in 5 years (System 2000)	5%	10%	5%
Transfer within 6 years Percent of first-time students (Transfer Velocity Project)	35%	37%	39%
Transfer directed Percent earning 30 units (ARCC Report)	71%	71%	72%
Term to term persistence Percent enrolling in subsequent fall term (ARCC Report)	73%	75%	73%
Probationary student achievement Percent probationary students retained from previous fall term (System 2000)	55%	50%	53%
Probationary student achievement Percent probationary students AA/AS/transfer in 5 years (System 2000)	12%	7%	12%

## Comments

The College's global measures of student success and achievement have remained relatively stable over the last three academic years. According to the annual ARCC report, the College tends to rank favorably with peer institutions in the California Community College system when controlling for external factors like the socioeconomic standing and education levels in the local community. Term-to-term persistence measures tend to be particularly strong (73% re-enrolling), reflecting a great deal of satisfaction with the College in the student body.

## Improving Student Skills

	2007-08	2008-09	2009-10
Language Mastery ESL Improvement Rate in 2 year period (ARCC Report)	41%	44%	51%
ESL Course Progression % of ESL enrolling in credit courses by next year (System 2000)	44%	42%	43%
Mathematics Mastery % Basic Math to Algebra in 5 years (System 2000)	28%	28%	29%
Writing Mastery % below college-level (ENG 70) to Eng 1A in 5 years (System 2000)*	23%	30%	29%

\*Percentages differ from previous semesters because the data were re-estimated to accurately reflect the indicator.

## Comments

The College's performance on language mastery in the ESL program saw significant improvement in the most recent year (In the 2009/10 ARCC report, 51% of students moving on to the next highest level course earned a passing grade in that class). This figure is up 10 percentage points from just two years ago. More than 40 percent of ESL students in the cohort end up taking a credit course within a year of entry to the College. Roughly 30% of the lowest skill level students in Math and Writing make it through the college level course within a five-year time period. These data point to the large degree of skill deficiencies of in-coming students when they enter the College.

## Campus Environment That Fosters Learning

	2007-08	2008-09	2009-10
<b>Campus cleanliness</b> % Students surveyed who are satisfied (2008 and 2009 Surveys)	N/A	89%	80%
<b>Technological resources</b> % of computers less than 4 years old (student access) (IT Dept.)	61%	64%	59%
<b>Learning resources</b> % of library deemed current (less than 5 years old, Library staff)	15%	N/A	N/A
<b>Learning resources</b> % of electronic subscription services (Library staff)	31	38	40
<b>Learning resources</b> # of monographs and references (Library staff)	N/A	116,000/600	N/A
<b>Learning resources</b> % of students satisfied with e-services (2008 and 2009 Surveys)	N/A	60%	74%
<b>Student learning centers</b> % of students who are satisfied (2008 and 2009 Surveys)	N/A	51%	68%
<b>Safety/security</b> Crime rates (Annual Change, Campus Crime Report)*	↓11%	↑21%	↑79%
<b>Safety/security</b> % of students/staff feeling safe (2008 and 2009 Surveys)	N/A	84% - 64%	67%
<b>Information sharing</b> % Surveyed who are satisfied (2008 and 2009 Surveys)	N/A	82%	65%

\*Data from SJDC Campus Crime Report indicator revised to reflect annual changes in rates

## Comments

The College has improved student access to electronic data bases in its library, increasing electronic subscription services from 31 to 40 in just two years. However, budget pressures have slowed the College's purchase of new computers for campus users, resulting in a reduction in the number of computers that are less than 4 years old. Despite this trend, students who were surveyed reported increased satisfaction levels with campus e-services and learning centers. Campus safety declined over prior years, with a substantial increase in reported crimes, and a decline in the percentage of students reporting they felt safe on campus.

## Promoting Lifelong Learning

	2007-08	2008-09	2009-10
Non-traditional student enrollment % of population over 25 enrolled fall term (CCCO Data Mart)	38%	37%	36%
Non-traditional student enrollment % of Internet enrollments in fall term over 25 (System 2000)	43%	43%	40%

## Equitable Access

	2007-08	2008-09	2009-10
Minority attendance % Non-White students in fall term (System 2000)	68%	68%	71%
Gender attendance % of female students in fall term (System 2000)	58%	57%	56%
Attendance by age groups % of students younger than 20 in fall term (System 2000)	31%	33%	33%
Scholarship support Amount of scholarship funds (Financial Aid staff)	\$280,000	\$252,000	\$282,000
Affordability Annual increase in cost of education from previous year (Residents – Non-Residents, Financial Aid staff)	2 - 3%	9 -10%	5 - 6%
Affordability % of students getting BOG fee-waivers (System 2000)	33%	36%	41%

## Comments

The College experienced increased enrollment from traditionally under-represented ethnic groups in the most recent year, with non-White students now making up more than 70 percent of students. Hispanic enrollments reached a point exceeding 30 percent, making that group the single largest group of students attending the College (followed by whites at 28 percent). The College's enrollment of African Americans and Asians is aligned well with their representation in the local population. Younger students represented a slightly larger share of the student population in 2009-10, partly because of section reductions and the enrollment priorities these students receive through traditional college-taking course patterns. As a result, the percentage of returning adult students over the age of 40 declined. The College continues to serve an economically disadvantaged population, with more than 40 percent qualifying for fee waivers because of income or special status qualifications.

## Cultural Diversity and Enrichment

	2007-08	2008-09	2009-10
Drama offerings # of events/ attendance (Arts & Communication staff)	35/4,445	33/4,211	31/3,622
Art gallery offerings # of events/ attendance (Arts & Communication staff)	6/7,013	8/5,292	6/4,614
Music performances # of events/ attendance (Arts & Communication staff)	19/4,930	17/3,382	22/5,698
Cultural awareness program events # of events/ attendance (Arts & Communication staff)	8/970	6/3,205	6/4,614
Student enrichment # of students enrolled in core art courses (System 2000)	2,946	3,205	3,856

## Comments

The College has consistently offered a rich array of cultural and arts events for its students and community, and in 2009-10 this trend continued. While attendance at drama and art gallery events declined slightly, part of that decline could be attributed to fewer events. Meanwhile, music events and CAPS committee offerings to students saw increases in attendance. Enrollment in core art classes grew substantially over the prior two years, reflecting a greater transfer emphasis by students attending the College. This increased enrollment in art classes is noteworthy in light of the overall reductions in course sections across the College. The increase reflects a willingness on the part of faculty to take larger numbers of students into sections, resulting in higher productivity totals.

## Community Involvement

	2007-08	2008-09	2009-10
Educational partnerships/contracts # of educational partnerships and contracts (District staff)*	116	119	155
Community education offerings # and attendance in fall term (Community Education staff)	125/1,247	78/1,177	79/698
Vocational grants/contracts # of vocational agreements (Annual Budget)	8	7	9

\*Data revised to reflect distinct number of educational partnerships and contracts annually in the community.

## Comments

The College remains intricately connected to the local community through a variety of partnerships and vocational agreements. Using data from the budget and Office of Workforce and Economic Development, the College can boast of more than 155 distinctive partnerships with local firms, school districts, and community organizations. Community education attendance has dropped from prior year highs, perhaps because of a greater focus in the local community on job-specific education and training that leads to certificates.

## High Quality Programs

	2007-08	2008-09	2009-10
Student-teacher ratio FTES/FTEF ratio (System 2000)	19	19	21
Faculty with graduate level degree % of tenured faculty (College Catalog)	93%	91%	91%
National/State recognition # of programs (College Catalog)	11	10	12

## Comments

The College continues to maintain a number of high quality programs that are accredited by state, regional, or national bodies. More than 90 percent of the full-time faculty possess masters degrees or higher. Student-to-teacher ratios have climbed as a result of the economic downturn. The FTES/FTEF ratio implies that average class sizes topped 42 in 2009-10 (the FTES/FTEF ratio x 2). The high teacher-to-student ratio may require some study to determine if larger class sizes are having an impact on the quality of learning by students.

## Stability of Management

	2007-08	2008-09	2009-10
<b>Manager retention</b> % of retention in management positions (CCCCO Fall Staff Reports)	88%	85%	97%
<b>New Managers</b> # of new managers for fall term (CCCCO Fall Staff Reports)	4	5	2
<b>Executive tenure</b> Avg. # of months in office (President and Vice Presidents, MUNIS)	17	24	36

## Comments

Management retention and the tenure of top-level administrators improved in the 2009-10 year. Very few new managers were hired in the past academic year because of the state of the economy and budget difficulties. The inability to replace employees at all levels may be placing great stress on the District's employees.

## Continuous Improvement

	2007-08	2008-09	2009-10
Student learning outcomes (SLO) % courses with SLOs (Curricunet – as of January 2011)	56%	78%	94%
Program learning outcomes (PLO) % programs with PLOs (Curricunet – as of January 2011)	0%	0%	99%
Professional development # of professional development trainings & workshops (PDC Staff)	40	69	74
Program Review % of Instructional PRs up-to-date (PRIE staff)	90%	78%	50%
Accountability data review ARCC report discussions/approvals to Board of Trustees (Board Minutes)	Yes	Yes	Yes

## Comments

Continued progress has been seen in the District's efforts to adopt student learning outcomes for courses, with 94 percent reporting documented SLO's in June of 2010. The number has not reached 100% because of the flux in curriculum proposals at any given time. Program learning outcomes were imported into the Curricunet system in the 2010-11 year, reflecting catalog statements of what the faculty believe graduates will learn at the completion of a program. The Academic Senate has already adopted institutional learning outcomes (ILO's) and general education learning outcomes (GELO's), and efforts are underway to map courses to those broader outcomes.

The number of professional development opportunities offered to District staff has been sustained despite state funding cutbacks. However, there has been some slippage in the number of instructional program reviews that are up-to-date. The District is pioneering a new software platform for program review data entry, so it is likely that rates will improve significantly in 2010-11.

## Competitive Athletics

	2007-08	2008-09	2009-10
Team performance % of games won by team (Athletics staff)	48%	68%	54%
Student graduation rates* % transfer to 4-year schools (PRIE staff)	32%	47%	43%
Individual performances # of all conferences/all tournament honors (Athletics staff)	23	22	30
Student athlete scholarships # of student athletes who received a scholarship (Athletics staff)	N/A	24	31

\*For each reported academic year, the cohort of students was based on students enrolled two years prior to that year

## Comments

Athletic teams sustained an overall performance record in 2009-10 that exceeded 50 percent of games or contests won. Graduation rates for student athletes continued to out-pace rates in the larger student population, and more than 30 students earned all conference or all tournament honors in 2009-10. Additionally, the District's student athletes continued to attain high rates of transfer scholarships to four year institutions.

## Campus Communications

	2007-08	2008-09	2009-10
Leadership communication # of email updates by president (PRIE staff)	10	15	20
Governance communication # of committee reports to President's Council (PRIE staff/President's Council minutes)	0	2	3
Bond project communication # of bond update press releases (District web site)	12	6	0
Community communication # of media releases (District web site)	62	46	49

## Comments

While rates of leadership communication remained relatively high in 2009-10, elimination of the Public Information Officer position hampered media communications about the Measure L Bond Program. The District continued to have limited communication of committee reports to the President's Council.

## Financial Stability

	2007-08	2008-09	2009-10
Actual Budget – Expenditures Actual expenditures for reported years (District Budget)	\$108,535,008	\$115,758,799	\$96,057,148
Actual Budget – Beginning Balance Beginning balance (% of overall budget, District Budget)	\$10,478,750 10%	\$14,154,927 12%	\$7,975,566 8%
Actual Budget – General Reserves General reserves (% of overall budget, District Budget)	\$14,154,927 13%	\$7,975,566 7%	\$10,623,023 11%
Actual Budget – Salary & Benefit Costs Salaries and benefits (% of overall budget, District Budget)	\$74,025,942 68%	\$81,623,815 71%	\$76,322,809 79%

## Comments

The impact of reduced state revenues was noticeable in two key areas of the budget: the actual size of annual expenditures and in the percentage of expenditures devoted to salaries and benefits (79% in the 2009-10 year, up from 68% two years prior). The implementation of the Supplemental Retirement Program (SERP) in spring 2010 will help address the District's high rate of growth for expenditures on employee salary and benefit expenses. The conservative budget position taken by District leaders has left the District in relatively strong position in terms of budgeted reserves. The District has responded quickly to past state budget reductions, and continues to maintain general reserves well in excess of 5% in each of the last three years.

## Data Sources

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