

Focus On Results

Accountability Reporting for the California Community Colleges

A Report to the Legislature, Pursuant to AB 1417 (Pacheco, Stat. 2004, Ch. 581)

A magnifying glass is positioned over a bar chart and a line graph. The bar chart has red bars of increasing height from left to right, with a y-axis ranging from 0 to 10. The line graph is overlaid on the bars, showing an upward trend. The x-axis is labeled with years from '96 to '00. The magnifying glass is held over the bars, highlighting the data.

California Community Colleges Chancellor's Office

Jack Scott, Chancellor

Patrick Perry, Vice Chancellor
Technology, Research, and Information Systems

March 31, 2009

ARCC 2009 Report: College Level Indicators

San Joaquin Delta College

San Joaquin Delta Community College District

College Performance Indicators

Student Progress and Achievement: Degree/Certificate/Transfer

Table 1.1:
Student Progress and
Achievement Rate

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; or earned an AA/AS; or earned a Certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Student Progress and Achievement Rate	51.2%	49.9%	51.3%

Table 1.1a:
Percent of Students Who
Earned at Least 30 Units

Percentage of first-time students who showed intent to complete and who earned at least 30 units while in the California Community College System. (See explanation in Appendix B.)

	2000-2001 to 2005-2006	2001-2002 to 2006-2007	2002-2003 to 2007-2008
Percent of Students Who Earned at Least 30 Units	70.3%	70.8%	70.5%

Table 1.2:
Persistence Rate

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. (See explanation in Appendix B.)

	Fall 2004 to Fall 2005	Fall 2005 to Fall 2006	Fall 2006 to Fall 2007
Persistence Rate	75.1%	73.4%	74.7%

NA: This performance indicator is not applicable for schools of continuing education



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College Performance Indicators

Student Progress and Achievement: Vocational/Occupational/Workforce Development

Table 1.3:
Annual Successful Course
Completion Rate for
Credit Vocational Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Vocational Courses	72.7%	72.0%	73.9%

Pre-Collegiate Improvement: Basic Skills, ESL, and Enhanced Noncredit

Table 1.4:
Annual Successful Course
Completion Rate for
Credit Basic Skills Courses

See explanation in Appendix B.

	2005-2006	2006-2007	2007-2008
Annual Successful Course Completion Rate for Basic Skills Courses	64.4%	63.3%	61.0%

Table 1.5:
Improvement Rates for ESL
and Credit Basic Skills Courses

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
ESL Improvement Rate	40.0%	41.1%	43.6%
Basic Skills Improvement Rate	39.0%	39.4%	41.6%

Table 1.6:
Career Development and
College Preparation (CDCP)
Progress and Achievement Rate

See explanation in Appendix B.

	2003-2004 to 2005-2006	2004-2005 to 2006-2007	2005-2006 to 2007-2008
CDCP Progress and Achievement Rate	.%	.%	.%

Blank cell (% only) = No CDCP data for cohort (college may not have CDCP courses)
0% in cell = CDCP cohort data, but no outcome data as of report date



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Table 1.7:
Annual Unduplicated Headcount and Full-Time Equivalent Students (FTES)

	2005-2006	2006-2007	2007-2008
Annual Unduplicated Headcount	26,906	27,711	30,111
Full-Time Equivalent Students (FTES)*	15,223	15,777	17,011

Source: The annual unduplicated headcount data are produced by the Chancellor's Office, Management Information System. The FTES data are produced from the Chancellor's Office, Fiscal Services 320 Report.

*FTES data for 2005-2006, 2006-2007, and 2007-2008 are based on the FTES recalculation.

Table 1.8:
Age of Students at Enrollment

	2005-2006	2006-2007	2007-2008
19 or less	31.1%	31.4%	31.0%
20 - 24	29.9%	29.0%	29.1%
25 - 49	33.0%	33.6%	34.0%
Over 49	6.0%	6.0%	5.9%
Unknown	0.0%	0.0%	0.0%

Source: Chancellor's Office, Management Information System

Table 1.9:
Gender of Students

	2005-2006	2006-2007	2007-2008
Female	58.6%	58.3%	58.0%
Male	40.2%	40.3%	40.7%
Unknown	1.2%	1.4%	1.4%

Source: Chancellor's Office, Management Information System



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Table 1.10:
Ethnicity of Students

	2005-2006	2006-2007	2007-2008
African American	10.0%	10.4%	10.6%
American Indian/Alaskan Native	1.3%	1.3%	1.4%
Asian	12.9%	12.7%	12.4%
Filipino	6.0%	6.0%	6.0%
Hispanic	27.0%	27.7%	28.2%
Other Non-White	1.6%	1.6%	1.7%
Pacific Islander	1.2%	1.1%	1.2%
Unknown/Non-Respondent	7.7%	8.0%	8.0%
White Non-Hispanic	32.4%	31.2%	30.6%

Source: Chancellor's Office, Management Information System



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College Peer Grouping

Table 1.11: Peer Grouping

	Indicator	College's Rate	Peer Group Average	Peer Group Low	Peer Group High	Peer Group
A	Student Progress and Achievement Rate	51.3	47.7	41.4	55.6	A1
B	Percent of Students Who Earned at Least 30 Units	70.5	71.1	63.2	78.4	B2
C	Persistence Rate	74.7	69.3	53.8	80.6	C3
D	Annual Successful Course Completion Rate for Credit Vocational Courses	73.9	74.5	67.0	85.4	D2
E	Annual Successful Course Completion Rate for Credit Basic Skills Courses	61.0	59.5	48.9	69.7	E2
F	Improvement Rate for Credit Basic Skills Courses	41.6	47.9	30.9	57.3	F4
G	Improvement Rate for Credit ESL Courses	43.6	58.4	33.1	79.2	G5

Note: Please refer to Appendices A and B for more information on these rates. The technical details of the peer grouping process are available in Appendix D.



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College Self-Assessment

San Joaquin Delta College has seen a substantial increase in students in recent years as unemployment has increased in the local economy at rates higher than the state average and as growing numbers of students have been turned away from the CSU and UC system. The College now serves more than 30,000 students, a disproportionate share of which come from disadvantaged economic backgrounds. Nearly 50% of students meet income guidelines granting them Board of Governors Fee waivers, and 23% of the school-age children in Stockton, the major city the College serves, live well below the poverty level.

On most of the ARCC measures, the College has seen improvements over the prior year. Rates of student progress and achievement in transfer to four-year colleges have remained constant or improved slightly, perhaps as more traditional college-age students choose the College for their lower division preparation. Term-to-term persistence rates remain much higher than at peer institutions. Successful completion rates in credit vocational courses have improved over the prior year (74% compared to 72%), and the College's rate is now competitive with other similar colleges in the system. Annual course completion rates in basic skills courses have declined by two percentage points from the prior year, yet the College's score on this indicator is above the peer group average. Meanwhile, improvement rates from one level to the next in ESL classes and basic skills saw a dramatic rise at the College over prior year data. Despite these gains, the College remains well below peer group averages on these two benchmarks.

The College has targeted basic skills and ESL for major initiatives to improve student achievement. A Student Success Coordinator has been hired to improve faculty development across the curriculum and to enhance cross-disciplinary communication concerning basic skills instruction and its relationship to overall student success and achievement. Workshops for faculty and staff have focused on aligning performance expectations for student achievement, conduct, and behavior across the College. Assessment test benchmarks have been recalibrated in mathematics to place students more accurately in courses that fit their skill levels and ensure greater student success. Plans are being considered to relocate Learning Centers to a larger facility that will provide greater access to tutoring and peer-to-peer mentoring. English instructors are discussing revisions in their curriculum to facilitate a more effective progression of students from developmental levels to the transfer-level English course. Initiatives supported by Title V funds and other resources include learning communities combining basic skills and guidance courses and financial support for expanded tutoring and supplemental instruction. The College has also secured a \$2 million federal grant to fund Science, Technology, Engineering and Math (STEM) outreach in low-income communities and to improve its learning facilities for students who enroll in these areas. The College is hopeful that these collective efforts will pay off in higher rates of achievement across all sectors of the ARCC performance indicators.

