

San Joaquin Delta College

Environmental Scan & Strategic Plan, 2008



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Our Vision: The faculty, staff, and students of San Joaquin Delta College envision a community of learners who pursue and achieve ever higher educational goals, commit themselves passionately to life-long learning, and fully appreciate the diverse and dynamic world around them.

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Section One – Vision & Mission

Vision Statement

The faculty, staff, and students of San Joaquin Delta College envision a community of learners who pursue and achieve ever higher educational goals, commit themselves passionately to life-long learning, and fully appreciate the diverse and dynamic world around them.

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.

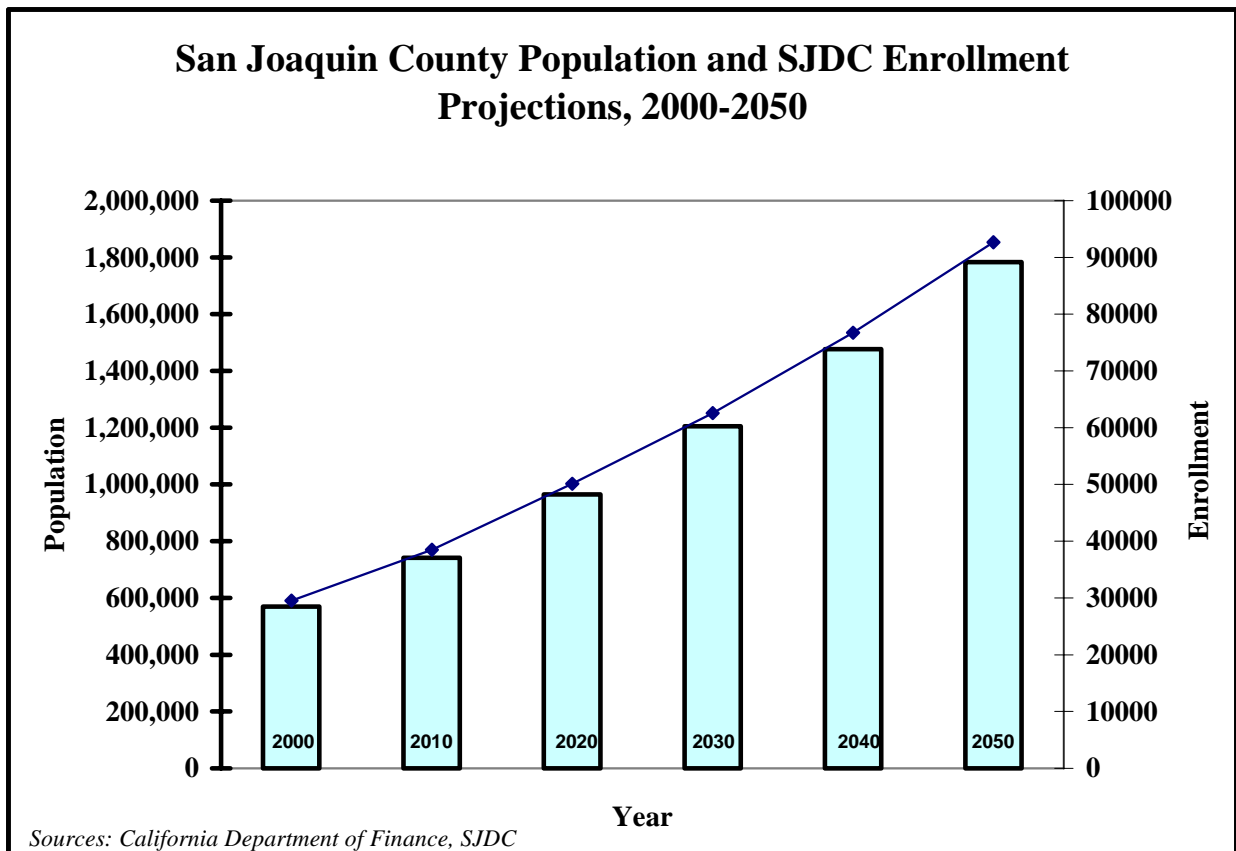
In fulfilling its mission, San Joaquin Delta College acts upon the following principles:

- 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.

The college has engaged in a continuous cycle of evaluation of its mission and vision statements. Both statements were recently reviewed by campus governance groups and modifications were endorsed by the Board of Trustees in early 2008.

market has stalled new housing construction in the county and slowed population growth (California Statistical Abstract 2007, 60 Minutes 2008). A recent estimate places new housing starts for 2008 at one-third the rate of 2005 (Business Forecasting Center 2007, 64). Population forecasts for the county, however, suggest that the housing downturn should have only a short-lived effect on the College's service population. **Estimates from the State Department of Finance indicate that San Joaquin County will have more than 740,000 residents by the year 2010, and will surpass the 1 million mark somewhere around 2020** (California Department of Finance, 2007b). Given these estimates, the College is likely to experience stable rates of growth in student enrollment for the next two decades.

Current enrollment patterns indicate that **just over 5% of the county population is enrolled at the college in any given year**. Projections based on these rates of utilization could drive enrollments as high as 50,000 students by the year 2030, and close to 100,000 by 2050.



Economic and Demographic Profile of the Region

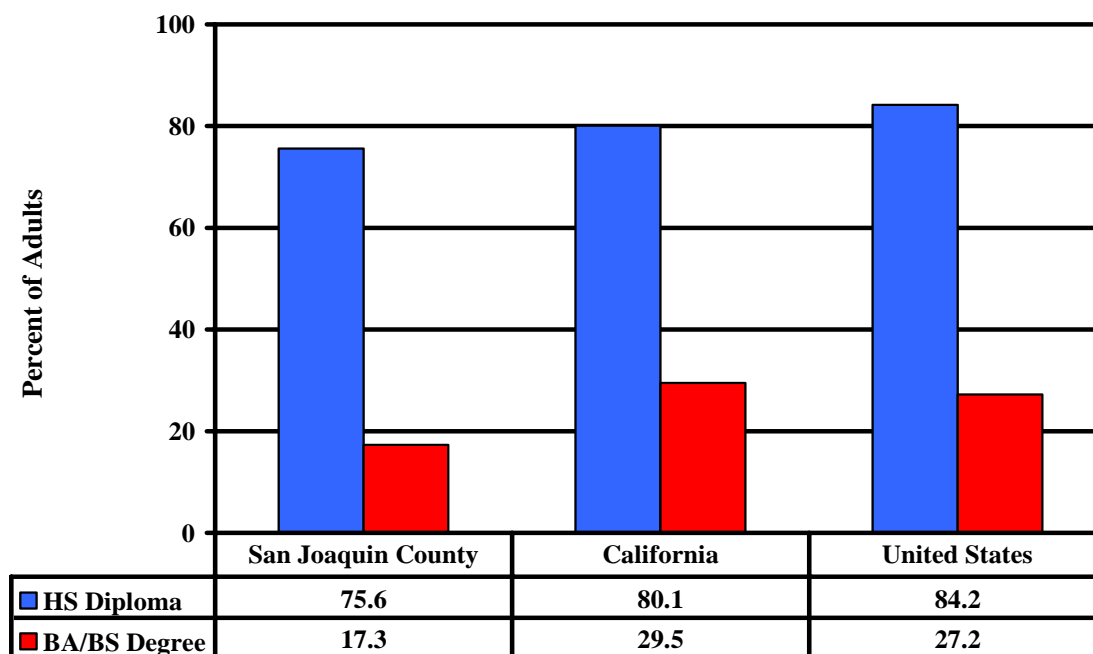
According to Census Bureau data from the 2005 American Community Survey, **San Joaquin County is considerably below the median household income for California at \$49,391 as compared to \$53,629.** Fourteen percent of persons in San Joaquin County are below the poverty level as compared to 13.2% in California. Census data also reveal 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 the figure below).

College-going rates for graduating seniors in the county lag behind the statewide average.

According to data from the California Postsecondary Education Commission (CPEC 2008), only 42% of graduating seniors from public high schools in San Joaquin County enrolled in public colleges and universities after graduating in 2006. County high school graduates were disproportionately represented in the community colleges of the state (especially SJDC) and were far less likely to enroll in CSU or UC campuses (CPEC 2008). Because so many students rely on Delta College for the start of their college career, it is important for the college to stress positive educational outcomes that lead students to gainful employment and transfer to four-year institutions.

One national ranking of educational needs suggests that San Joaquin County is one of the most critical regions in the state and country in terms of improvement of educational attainment (Lumina Foundation 2006). Using data on educational attainment, economic factors, and market demand for jobs and job training, like other counties in California's great Central Valley, **San Joaquin County scored in the bottom ten percent of all counties in the United States on a global measure described as the Educational Needs Index (ENI 2006).** This index uses indicators based on educational attainment, economic factors, market demand for jobs and job training. The data on educational need and attainment present on-going challenges and opportunities for higher education institutions situated in the Central Valley.

Educational Attainment Levels, Population 25 Years and Older



The **population of the surrounding region is diverse, with whites making up only 30 percent of the total population.** Thirty-five percent of the population is Hispanic, and the college has an increasing percentage of students that are drawn from this population base (28 percent in 2007-08). The county also has a population base of 7 percent African Americans, 15 percent Asian/Pacific Islanders, and 1 percent Native Americans.

The college's **service region also features a disproportionately large number of children growing up in single-parent families** (27 percent) compared to the state average (25 percent, Great Valley Center 2004, 8). **Nearly a quarter of the region's children live in poverty** (GVC, 13). The college features a disproportionate share of students who qualify for Extended Opportunity Programs & Services (EOPS), a state funded program that is designed to assist economically disadvantaged students. Foster children are also over-represented in the Central Valley and San Joaquin County region when compared against the state and nation. The authors of a recent report suggested that several focused strategies were necessary to help the region's youth "overcome the challenges of poverty, maltreatment, and poor educational and health outcomes," including better educational partnerships and higher expectations for our children (GVC, 3). The continuing patterns of inequality show up in the college's success rates for ESL students and those taking basic skills courses. According to data compiled for the Accountability Report for Community Colleges (ARCC 2008), only 20% of ESL students taking the next highest course succeed at the next level within three years, and only 40% of Basic Skills students pass a follow-up course within three years. As a provider of education and training for many of the region's economically disadvantaged students, the college will need to continue to address

these patterns of inequality and provide focused instruction and services that cater to the most deserving students in its population base.

The Local Economy and Labor Market

The College's future is intricately tied to the local economy, rates of population and employment growth in the region. In the near term, economic forecasters expect that **the local economy will be significantly harmed by job losses in the housing construction sector and in the banking and mortgage sector** (Business Forecasting Center 2007, 61). Stockton's local economy slowed at a faster rate than the California average as it became one of the country's leading areas for home mortgage foreclosures in 2007. The year ended with only 0.4% job growth in the Stockton/Lodi metropolitan service area, well below the prior year level of 1.3%, and 1.2% for the entire state (Business Forecasting Center 2007, 10, 61). **Unemployment rates (8.2 percent) in the region are higher than the state average (5.3 percent) and national average (4.6 percent for 2007)**. Estimates for Stockton and California's economy in 2008 were even gloomier as the country headed into a recession in the first quarter of the year.

Even with the economic downturn, the local region did feature some positive economic signs in terms of expected job growth in the 2008-2010 period. **The fastest growing segment of the Stockton/Lodi economy is expected to be in the realm of professional and business services**, growing at an annual rate of over 3% in that time frame. Other areas expected to see **higher than average rates of annual growth are in leisure and hospitality services (2.3%) and education and health services (2.1%)**. Two of the largest employment sectors in the region – trade, transportation and utilities and state and local government – were also expected to see job growth of 2.0 and 1.3% respectively (Business Forecasting Center 2007, 61).

Transportation logistics, warehouse management and regional and international trade are increasingly important sectors of the regional economy. The county's geographic proximity to the San Francisco Bay area and Sacramento, coupled with the transportation corridors of Interstates 5, 99, and 580 have made it a prime location for warehousing and distribution centers. Large warehousing operations are evident along all three highways, and the Stockton Port's growing significance for international shipping also highlight the region's importance for the flow of trade. The county also stands to benefit from airport expansion plans and increased air travel out of the Stockton Airport. In areas of the economy where employment is expected to be strong, the college must be ready to offer vocational training that meets the workforce needs of the region.

State Employment Development Department Data provide a more refined snapshot of the job prospects for the region (EDD 2008). According to EDD data, the fastest growing job categories for San Joaquin County through 2014 are in the area of computer network systems and data analysts, and in the realm of home health care aides and personal medical assistance (see Table 1). **In many of the leading job growth categories, the College has certificate and degree programs that are well-positioned to provide employees for the labor market demand.** The College's growing nursing and health programs are certain to play a key role in employment growth over the next decade. In other areas, the college has not developed certificate programs to meet the growing needs of local businesses, and these areas include aircraft maintenance, home care aides, education, the life science, and physician's assistant. The faculty in key disciplines will need to respond with flexible certificate offerings in areas such as physician's assistant and respiratory therapy.

Table 1 – Job Growth in the Fastest Growing Employment Categories for San Joaquin County, 2004-2014

Occupation	Estimated 2004	Estimated 2014	Percent Change	Growth Rate	College Program
1. Network Systems/Data Analysts	150	240	60.0	4.8	yes
2. Home Health Aides	1,010	1,600	58.4	4.7	yes
3. Aircraft Mechanics/Service Techs	100	150	50.0	4.1	no
4. Personal and Home Care Aides	980	1,430	45.9	3.9	no
5. Sales Reps, Wholesale/Manufacturing	290	420	44.8	3.8	yes
6. Respiratory Therapists	250	360	44.0	3.7	no
7. Computer Software Engineers	180	260	44.4	3.7	yes
8. Special Ed Teachers/Middle School	90	130	44.4	3.7	no
9. Postsecondary Teachers	450	640	42.2	3.6	no
10. Life Scientists	760	1,080	42.1	3.6	no
11. Network/Computer Systems Admin	120	170	41.7	3.5	yes
12. Surgical Technologists	120	170	41.7	3.5	yes
13. Instructional Coordinators	170	240	41.2	3.5	no
14. Radiologic Techs	200	280	40.0	3.4	yes
15. Physician Assistants	50	70	40.0	3.4	no
16. Registered Nurses	3,770	5,270	39.8	3.4	yes
17. Postsecondary Teachers/all other	50	70	40.0	3.4	no
18. Drafters	50	70	40.0	3.4	yes
19. Personal Financial Advisers	100	140	40.0	3.4	no
20. Sales Managers	480	670	39.6	3.4	yes

Source: California Economic Development Department

Long-Term Regional and Global Trends

Climate Change & Energy

San Joaquin County is situated in the center of the great Central Valley, and its location in one of the largest agricultural production belts of the world presents some unique opportunities and challenges. **Global climate trends will place increasing pressure on valley residents to adopt green living practices and sustainable energy approaches.** Market forces are already at work to promote solar and wind-powered energy projects and Congress has responded with an omnibus energy bill. That legislation included the Green Jobs Act of 2007, allocating \$125 million for workforce training grants to create jobs installing and maintaining solar panel installations (U.S. Congress 2007). Capital investment in clean energy technologies has been disproportionately located in California, with over \$900 million invested in California firms in 2006 alone (Next 10 2008, 43). Local business leaders are also noting the benefits of “going green.” The Stockton Chamber of Commerce has recognized this need with its “REACON – Recycling, Energy and Air Conservation” private-public partnership that promotes environmentally conscious recycling and energy reduction efforts (Greater Stockton Chamber 2008). The City of Stockton has also received national notice as being one of the top 50 “green cities” in the country in terms of environmental stewardship, energy use, and public transportation (Popular Science 2008). The city is also in the process of revamping its operational procedures to ensure green principles are incorporated into building renovation designs, purchasing processes, irrigation systems, and vehicle management (Tien 2008).

Continued legislative and regulatory pressures will produce greater investment and interest in bringing to market products that emanate from low-energy processes. The college's position in a climate zone that is stressed by 100 degree days and energy costs necessary to live in such an environment will only foster greater popular pressure for energy conservation and awareness. **The college will need to respond in kind with policies that limit its "carbon footprint" and minimize its contribution to the climate change problem, while simultaneously planning for vocational and educational programs that promote sustainability and conservation as core values for the community.** Moreover, current instructional programs can work to "green up" their curriculum to address these changing environmental patterns. As suggested earlier, greater reliance on solar and wind-powered technology for the delivery of energy will foster a burgeoning field of employment in specialized energy technicians. The community college's mission as a provider of technical training should capitalize on this trend.

Water Resources

In tandem with the environmental pressures already cited, there is the critical need for wise use of water resources in the region. Aquifers and water basins across the globe face increasing population pressures and agricultural demands. The region is heavily dependent on three major sources of water: snow melt runoff from the Sierra Nevada mountain range, underground aquifers fed partially by that runoff, and the San Joaquin Delta. **The college's proximity to the San Joaquin Delta and the Sierra Nevada range places it in a prime position to partner with other universities to provide science training to students interested in careers in aquatics, marine biology, and environmental science.**

Information Technology Trends

Another significant trend is the increasing emergence of web-based delivery of information for students and residents of the region. This trend has been documented in a number of ways, including declining rates of newspaper readership, increasing household penetration of computers and web-based information consumption, increasing reliance on web-based instructional delivery. Many of the college's instructors and librarians have been willing pioneers in the implementation of web-based instruction and information services, and the college's information services department has played a leading role in programming development for shared software solutions in the higher education sector. These trends will no doubt continue. **It is likely that software and technology companies will increasingly turn to the Central Valley as a base for their newest development projects here rather than in the more expensive Bay Area.**

State and Federal Mandates

The college operates in a legislative and bureaucratic environment that places a number of mandated reporting and legal requirements on its operations. Some of these statutory mandates are relevant for funding mechanisms. For example, federal and state government civil rights laws require that the college not discriminate on the basis of race, religion, color, national origin, ancestry, disability, medical condition, marital status, age, gender, or sexual orientation. Failure to comply with federal civil rights laws such as Title IX could put the college's federal grant funding and financial aid packages in jeopardy. **State mandates require that restricted portions of the College's annual budget be dedicated to serving specific student populations.** Examples include the use of DSPS funds to provide educational services to disabled students, and the provision of EOPS funds to first-time, first generation college students from disadvantaged backgrounds. Curricular mandates also exist for general education requirements and the number of units that can be completed in the area of basic skills development and in certificate programs.

The college also operates under strict accounting and audit requirements for the expenditure of funds and the receipt of apportionment revenues. College staff in the budget office must be constantly trained and aware of the guidelines for the proper handling of specific public funds and on generally accepted practices in the field of accounting. The implementation of Government Accounting Standards Bureau (GASB) directives requiring the actuarial accounting of post-employment retirement benefits represent just one example of external mandates that drive college planning.

State mandated testing of students in lower educational levels has significant ramifications for the college. The implementation of the California High School Skills Exit Exam (CAHSSEE) could have both positive and negative effects on the college in terms of its student population. To the extent that CHASSE testing might generate better-prepared students for college entry, the net effect may be positive. However, it is likely that the college's open enrollment policy – mandated by state law – will result in larger numbers of underprepared students enrolling at the college who have not completed high school and have not successfully passed the CAHSSEE exam.

Both the state and federal governments require periodic reporting of college data and information to ensure that mandates are being met. An example of state mandated reporting can be seen in the Accountability Reporting for the Community Colleges (ARCC) data that is collected by the Chancellor's Office from every community college in the system (Chancellor's Office 2007a). Additionally, the federal Department of Education requires annual reporting of college data through the Integrated Post-Secondary Education Data System survey (IPEDS).

College Financial Resources

The College draws its main sources of revenues from the State of California's annual budget allocation to the Community College system. The budget levels are subject to annual allocation by the California Legislature and Governor. Three principal sources of funds for California Community Colleges are state general apportionment dollars (awarded on a per student basis or FTES basis), local property taxes and student enrollment fees. **Since 1988, the community college system and the K-12 school districts have had their state funding tied together in what is called the Proposition 98 guarantee.** The Proposition ensures that **40 percent of state general funds dollars are allocated to K-14 public education**, except in emergency years (LAO 2007, 35). Under the law, Community Colleges have typically expected a 10.9% percent share of that funding, but the Prop. 98 split has often been distributed by the Governor and Legislature to the disadvantage of community colleges relative to primary and secondary school funding. In 2004, community college funding per FTES stood at \$4,637, well below the amounts provided to other educational systems in the California budget (Chancellor's Office 2005). Indeed, equivalent FTES funding for a University of California student stood at \$10,812 that same year, more than double the rate of funding for the community college system (Chancellor's Office 2005, 13).

State revenue shortfalls driven by the mortgage crisis and downturn in property sales and tax revenues have led the discussions of suspending the Prop. 98 guarantee of 40 percent funding in the 2008-09 academic year (LAO 2007; CCLC 2008, 1).

The impact of this reduction in funding was not resolved at the time of this report, but early budget estimates suggested that community colleges could expect to receive no cost of living adjustments and growth funding of only 1.67 percent while categorical programs would face major cuts averaging 7 percent (CCLC 2008, 4). State funded categorical programs make up approximately 14 percent of the revenues and support state targeted initiatives (Budget 2007-08). Late in the 2007-08 year, the community college system ordered budget cuts that amounted to \$1.2 million for Delta College. The 2008 state budget picture suggests that the college will be faced with enrollment growth pressures at the same time that state revenue flows will be capped and specific student support programs will face cuts in funding.

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Federal resources to the college are dwarfed by the State's commitments, and largely come in the form of grants for special programs and through the pass-through of federal financial aid and work study dollars to students. In recent years, **the college has successfully applied for and received major federal support for student instructional programs and support services, including a Title V Hispanic Serving Institution Grant (available to colleges with 25 percent or more Hispanic students); and a TRIO Grant** (designed to foster student achievement for individuals from disadvantaged backgrounds). These grant programs are not without costs since they frequently require the college to commit to staffing levels well beyond the life of the grant funding in order to sustain successful programs. Other important sources of federal funding include the College's annual allocation of federal Vocational Technical

Education Act (VTEA) funds, grant funds to support the College's growing nursing degree program, Small Business Administration funds, and AmeriCorps funds to finance teacher preparation and service learning activities. Frequently grants and categorical funding requires the College to match the dollars provided as is the case with most Federal grants. In total, **federal funds accounted for approximately 4 percent of the College's income in recent years** (Budget 2007-08).

Local funding, excluding property taxes and student enrollment fees, make up another 4 percent of the College's revenue. Much of this revenue comes from local business support such as that from the Caterpillar Dealers and the local hospitals that provide additional funding for key programs to meet the economic needs of the community (Budget 2007-08).

The budget for the District is allocated and spent within sound fiscal management benchmarks established by the California Community College Chancellor's Office and the legislature. The majority of the budget is designated for employee compensation, 81 percent in 2006-07, with operating supplies, services, equipment and transfers out making up the remaining budget. More than 50 percent of expenditures are spent in support of instruction as stipulated in state regulations. The College measures favorably to other benchmarks as well. New expenditures are budgeted using contract commitments, operational mandates, accounting requirements and Strategic Planning Appreciative Inquiry (AI) proposals.

Major Educational Partnerships

The College has established strong partnerships with local school districts, and both public and private universities. The College's nearest post-secondary college is the University of the Pacific, and there are long-standing ties between the two institutions, particularly in terms of articulation of transfer courses, and through Pacific's Community Involvement Program (CIP), a scholarship program for local students with a demonstrated history of community involvement. Many CIP students are former San Joaquin Delta College students. The college is also part of the Higher Education Consortium for Central California (HECCC). **The college also has long-standing articulation agreements that provide a smooth transfer process** for students seeking to attend California State University, Stanislaus; California State University, Sacramento; and the University of California, Davis.

Local school districts frequently partner with the College for grant-funded projects and to provide linkage mechanisms for high school students to enroll in early-college course work or seamless transfers to the College. Some examples of prominent partnerships include the following:

Stockton Unified School District – Valdes Math Institute (summer math skills program); California High School Exit Exam grant (to promote greater passage rates on the California exit exam); and a Teacher Preparation Pipeline Grant (to boost the number of young students to consider a career in teaching); and the Tech Prep Grant (to align technical education curriculum across levels of education).

Lodi Unified School District – The Middle College High School Program (a self-contained high school on Delta's campus offering high school students early entry into college level

coursework); the California Partnership for Achieving Student Success (CalPASS, a data sharing consortium to help faculty align curriculum across the secondary and post-secondary levels); and regional education partnerships that allow the College to offer college coursework at Lodi USD facilities.

Passport to College – The College Foundation has played an integral role in fostering college aspirations among young children by developing a Passport to College program that promises free tuition to participating 5th grade students when they enter the college in 2014. The Passport program has signed up more than 7,000 young students, each of whom has pledged to earn good grades throughout middle and high school in order to qualify for the free tuition guarantee. Students from local schools have visited the campus for tours and special educational presentations, cementing their bond with the college at an early age. This program promises to pay unique dividends in fostering interest in the college not only among young children but their parents and relatives as well.

2+2 Articulation Agreements – The College maintains an active list of articulation agreements with regional high schools, granting students credit for Advanced Placement and equivalent courses taken at their sites. Agreements exist with Amador High School, Bret Harte, Bear Creek, Calaveras, East Union Escalon, Franklin, Galt, Merrill West High School, Linden, Lodi, Manteca, McNair, Modesto, Sierra, St. Mary's, Stagg, Tokay, Tracy, and the Weber Institute of Technology.

Section Three – The Internal Environmental Context

The College has done well addressing some of its key objectives in terms of certificate/degree attainment, transfer preparation, vocational education and skill building, but progress can still be made and the institution faces challenges in addressing ESL students and those entering the college with low level math, reading and writing skills.

College Resources

Human Resources

The College draws its strength from a qualified staff and faculty that are hired through formal personnel processes. **Staffing patterns suggest that the college must do a better job of hiring faculty and staff from underrepresented minority groups.** Currently, only 12% of the full time faculty and 20% of the full time staff are drawn from the ranks of the Hispanic community, a rate that falls short of the 35% that Hispanics represent in the county population. Similarly, African Americans and Asians are underrepresented in the faculty ranks vis-à-vis their standing in the local community.

In terms of academic preparation, instructors, librarians and counselors at the college are well qualified in their fields of expertise. More than 26% possess the equivalent of doctoral degrees or the highest degree awarded in the field of education or law. All of the faculty meet the minimum qualifications established for their discipline by the Chancellor's Office and local Academic Senate.

Learning Resources

The college possesses a mixture of first-rate learning resources that are well situated to provide services to the students and community. The Goleman Library is scheduled for major renovations in 2008, and currently holds over 111,000 books, periodicals, DVDs or other recordings. The library subscribes to 29 different electronic databases for student use and research purposes (Accreditation Self Study 2008, 160). Roughly 300,000 visits were made to the library in the 2006-07 academic year. The renovated library will feature expanded square footage for collections, new study rooms, expanded computer access for students, a coffee and snack bar, and enhanced learning resource rooms for classroom training on library utilization and research techniques.

The college also has two several popular Learning Centers, including newly remodeled centers for Math and Science and Reading and Writing. **The Math and Science Learning Center** occupies space on the second floor of the Shima Building and **is equipped with computers and resources funded through a Title V grant from the federal government.** The center serves as a tutoring center for students seeking help with math and science classes, and some faculty in the division have begun to hold office hours there in order to assist a larger number of students. **The Reading and Writing Learning Center** is located on the second floor of the Holt building. It features a Center for Academic Preparation, the Writing Lab, and a shared computer lab that

allows students the opportunity to obtain tutoring assistance on written assignments. This center serves as a clearinghouse for all tutoring that is outside of the field of math and science. A Basic Skills Math Lab is located on the third floor of the Shima Building in order to provide supplemental assistance to students most in need of skills development in arithmetic. Athletes have a dedicated study hall in Budd Center that is proximate to locker rooms and team facilities (Accreditation Self Study 2008, 160).

A computer lab on the second floor of the Cunningham building serves as the main open computer lab for student work outside of the other learning centers. The lab operates on a drop-in basis for any SJDC student seeking to use a computer for coursework. There are other dedicated labs across the campus that are geared toward particular academic or vocational programs. Examples of these labs include dedicated classroom and lab environments for computer science, broadcasting, electron microscopy, graphic arts, business education, engineering, and the GED program (Accreditation Self Study 2008, 161). The Assessment Center allows for computerized testing to assist in course placement. The college also operates an E-Services lab for students to use for campus business (such as course registration and email). With the renovation of Goleman Library, both of these labs have been relocated to Cunningham while new facilities are built with bond money at the Gateway building.

The agriculture programs offered by the college are strengthened by the college's Manteca farm property, a 160 acre site that allows for the cultivation of crops, rearing of livestock, and classroom instruction. Students enrolled in the college's animal husbandry program have consistently won awards in state and regional competitions. The college also operates viticulture classes and has a vital landscaping program with a well stocked garden and greenhouse on the Stockton campus.

Assets & Property

As indicated above, the college maintains property in several different locations. The main campus is located on a 165 acre site in the center of Stockton, with seven major buildings: Shima, Cunningham, Locke, Holt, Budd, Goleman, and Danner Hall. **The construction of these facilities in the early 1970s has allowed the campus to maintain a coherent architectural theme** that is said to be modeled along a mining environment or the pitched roofs of barns with roof gables (AMEC, 2006, B 17-18). Buildings that have been constructed on the campus since its creation have generally followed the roof lines, color scheme and building forms of prior construction. Example of this are found in the Central Plant facility that was built in the mid 1990s, and the Center for Microscopy and Allied Sciences building completed in 2002.

The Locke Center features Atherton Auditorium, a large scale theater space that can accommodate over 1,400 visitors and is the **home of the Stockton Symphony**. The theater, along with Tillie Lewis Theater in the Locke complex, can be rented out by community groups for events and concerts. The Budd complex features two gymnasiums for athletic team use, an Olympic size swimming pool for aquatics programs, weight rooms, training facilities and locker rooms for student and team use. Nearby athletic fields provide competition and training space for programs in soccer, baseball, softball, track and field, and football. Renovations are under way or planned for the near future to address Title IX concerns about the equality of services and opportunities offered to female athletes.

The Measure L Bond Program

The college's expansion in the Tracy region will be completed using a portion of the college's \$250 million bond measure passed in 2004. **The Mountain House Educational Center will hold 5,000 square feet of instructional space when completed in 2010.** Until then, the college is relying on existing space arrangements with the Tracy Unified School District and in fall of 2008 will begin offering courses at the Mountain House site in portable facilities that will be placed on the parking lots.

Future educational centers are planned for the Lodi, Galt, and Foothills regions of the district. Property has been identified for these sites, including a large parcel of land east of Lodi on bordering Highway 12 on the south and the Mokulumne River on the north, and an already purchased site off of Liberty Road in the northern reaches of the district near the city of Galt. The Manteca Center is also slated for expansion in the College's Educational Master Plan (SJDC 2005). Long-term, the college envisions a movement toward a multi-campus college district that address the population growth expected in the region.

Renovations and construction projects are also under way on the Stockton campus. So far, new athletic facilities have been constructed for baseball, track and field and soccer, and facilities are under construction for softball and football. Major building projects for the next two years include the renovation of Goleman Library and the construction of a one-stop shop for Student Services. Future projects include a Data Center and a new Math and Science Learning Center.

Program Review & Evaluation

The college has implemented a systematic framework for engaging in program review for its instructional programs. Staff members in each instructional unit are required to review program trends in terms of student participation, demographics, retention, success, and patterns of FTEF in the unit. Instructional programs in the vocational arena have an added requirement of completing a "mini" program review every two years that provides up-to-date labor market analysis. **The program review process allows faculty to identify staffing and resource needs for the future, and budget requests for new entitlements and staffing positions must refer to the program review document for justification.** College documents indicate that all of the instructional programs have completed their reviews in a timely manner (SJDC Program Reviews, Docushare).

A relatively new element of review and evaluation for the college is the implementation of course and program level student learning outcomes (SLO's). The incorporation of SLO's has been achieved through the periodic review and resubmission of curriculum through the Academic Senate's Curriculum Committee. **As of the fall of 2007, 80 percent of active or pending courses in the college's curriculum system have SLO's identified by the faculty,** and the next cycle of evaluation will push faculty to review student performance on these SLO's.

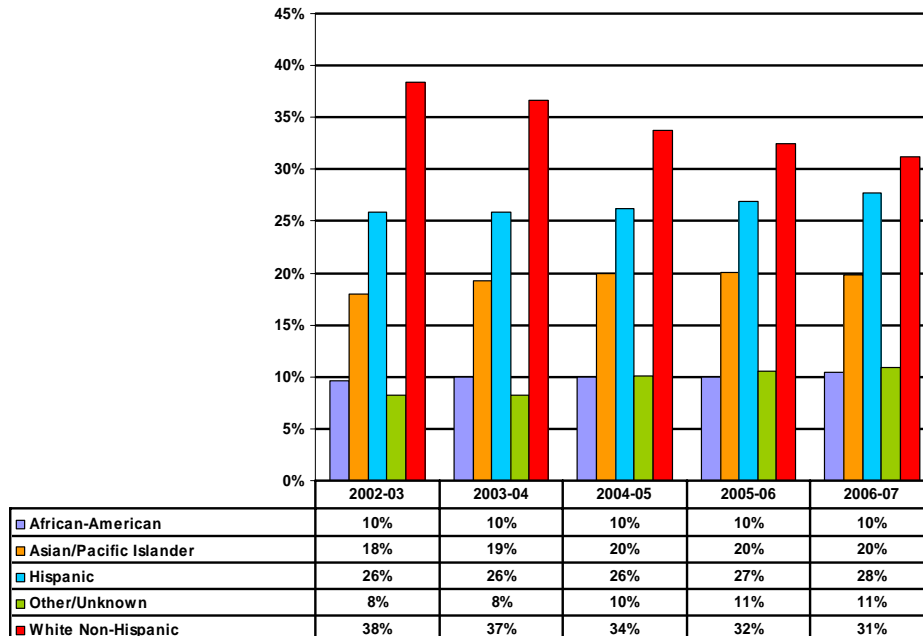
Student and Business Services conduct periodic departmental reviews to evaluate the efficiency and effectiveness of the procedures and processes that support the College.

Demographics of the Student Body

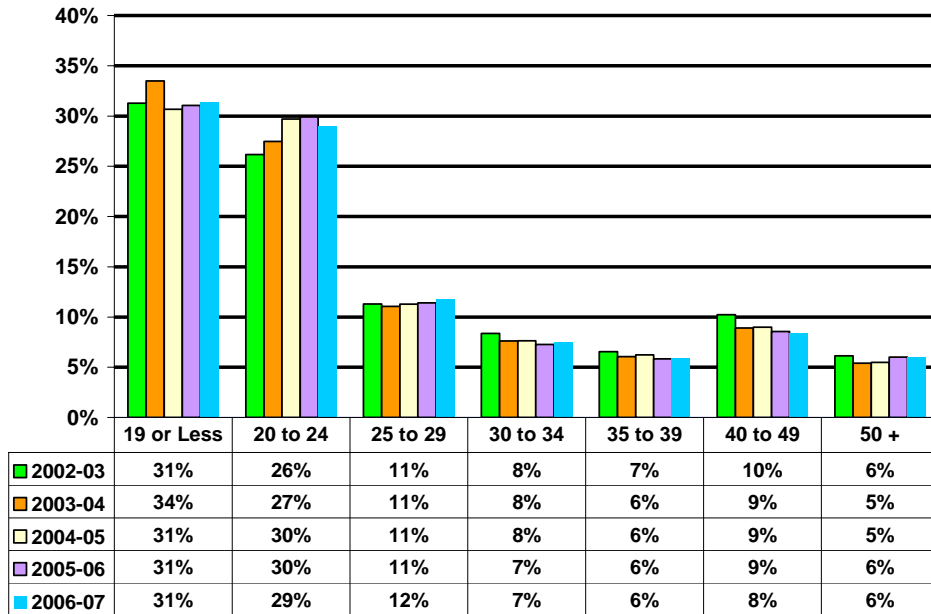
San Joaquin Delta College students are generally representative of the community served by the college. Data in the figures below indicate that **the college has seen a declining share of white student enrollments since 2002** (dropping from 38 to 31 percent in a five year period). **During the same time frame, Hispanic and Asian student enrollments have grown, and the College's 28% Hispanic population has allowed the institution to qualify as a Hispanic Serving Institution (HSI) under the U.S. Department of Education since 2004.** The composition of the student population in terms of age groups has remained stable over the five year period. **Sixty percent of the current students are age 24 or less**, up slightly from 57 percent in 2002. The students who compose that segment are more likely to be traditional college students who take larger loads of courses. As a result, despite a slight drop in student headcounts, the level of full time equivalent students (FTES) has continued to grow slightly.

Women continue to represent a larger proportion of the student population: **6 of every 10 students are female.** In a similar vein, 62 percent of the student population is drawn from the City of Stockton. The College's popularity with local residents is striking. Data analysis of course taking patterns by the Office of Planning, Research and Regional Education suggests that one of every six adults in Stockton have attended the college in the past two years (2006-2007).

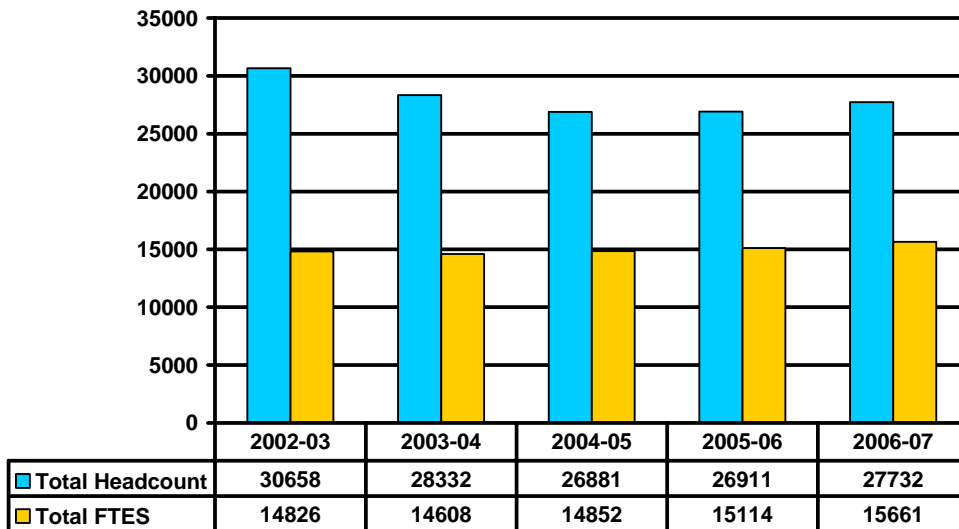
SJDC Students by Ethnicity, 2002-2007



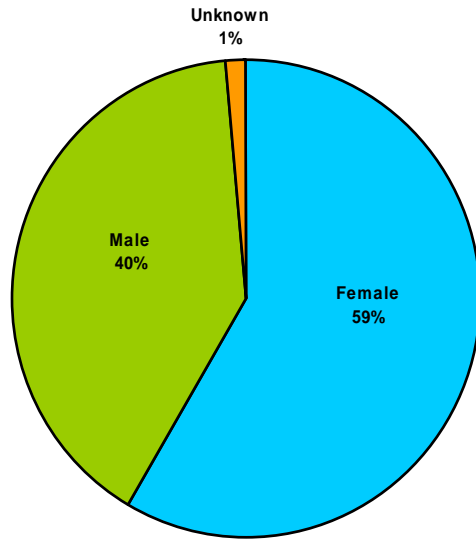
SJDC Students by Age, 2002 - 2007



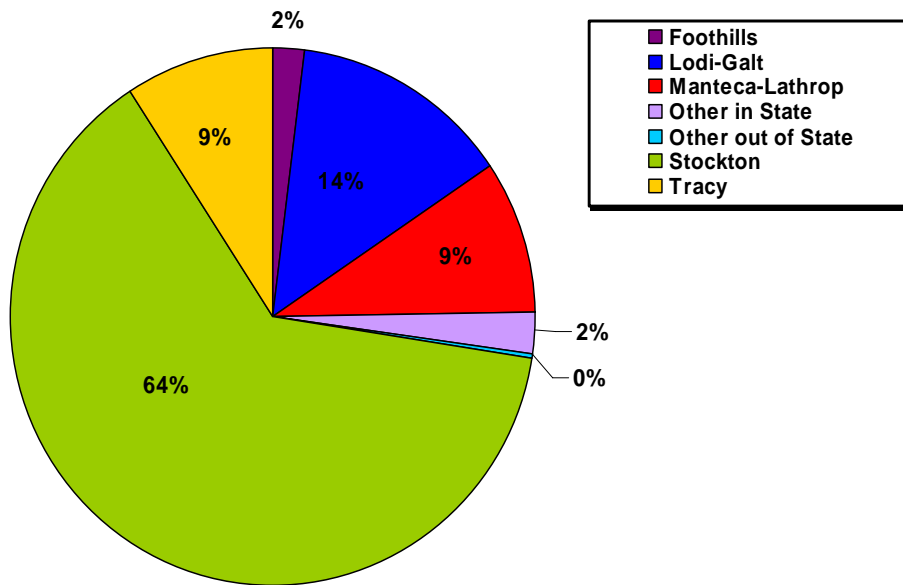
SJDC Head Count and FTES Enrollments, 2002 - 2007



Gender



Students by Region



Patterns of Student Success & Retention

The College's Accreditation Self Study (2008) reports that a significant percentage of students enter the College lacking adequate academic preparation for college-level work. For instance, **less than 20% of entering students in the fall of 2007 demonstrated reading proficiency levels at or above the 10th grade level.** More than 40% tested at Reading Level 1, a level at the 6th grade or lower. Similar patterns existed for writing/composition and math levels as well (see the table below). If reading and writing assessment test performance serves as a suitable benchmark for skill levels, the College faces significant challenges in addressing the development of basic skills in its student population.

Table 2 – Reading, Writing, and Math Assessment Levels for SJDC Students, Summer and Fall 2007

Assessment Category	Level 1 Grade 6 or Lower	Level 2 Grade 6 to Grade 9	Level 3 Grade 10 or Higher
Reading	37.7%	46.4%	15.8%
Writing	46.1%	38.1%	15.7%
Math	41.2%	23.6%	35.1%

Source: SJDC Data Warehouse

The College tracks student performance across a number of different categories. For example **graduates from San Joaquin County High Schools tend to comprise a major bloc of SJDC students,** but success rates vary from school to school. The table below suggests that **Middle College High School (MCHS) students,** who take high school and college classes on the Stockton campus of the college, **perform best among county high school students** when taking classes at the college. Nearly three quarters of the courses taken by MCHS students result in a grade of C or better. The average success rate for San Joaquin County high school graduates is 61.1 percent. These patterns of success track well with standardized test results for the various high schools around the county.

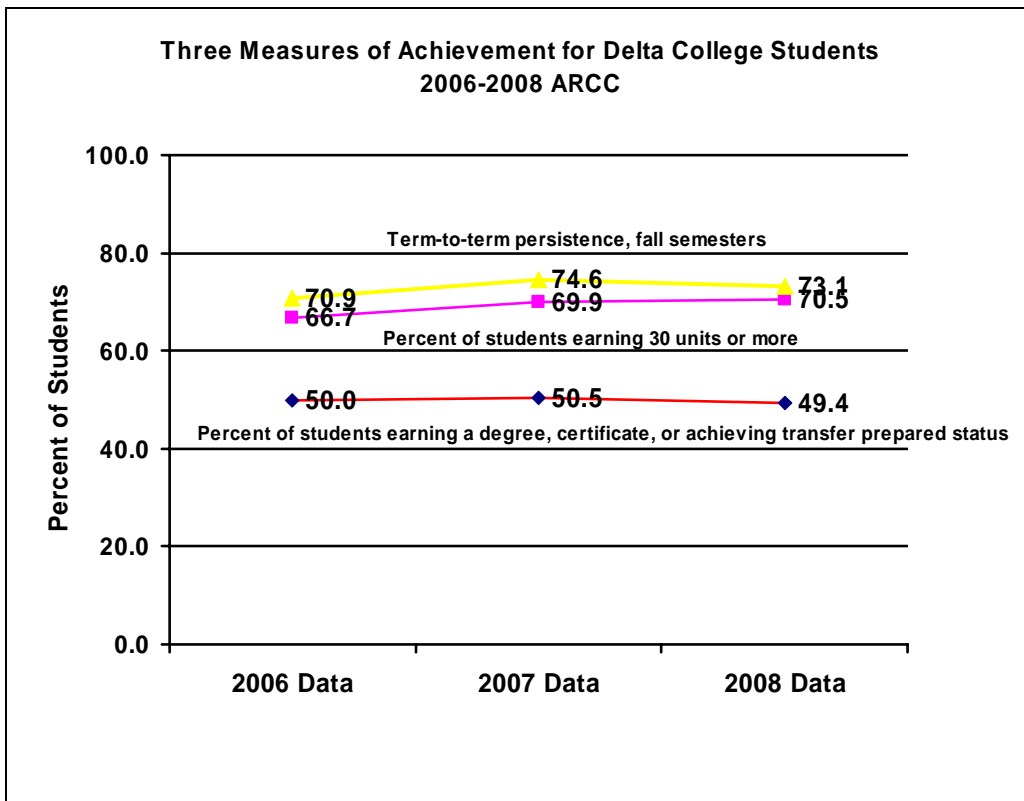
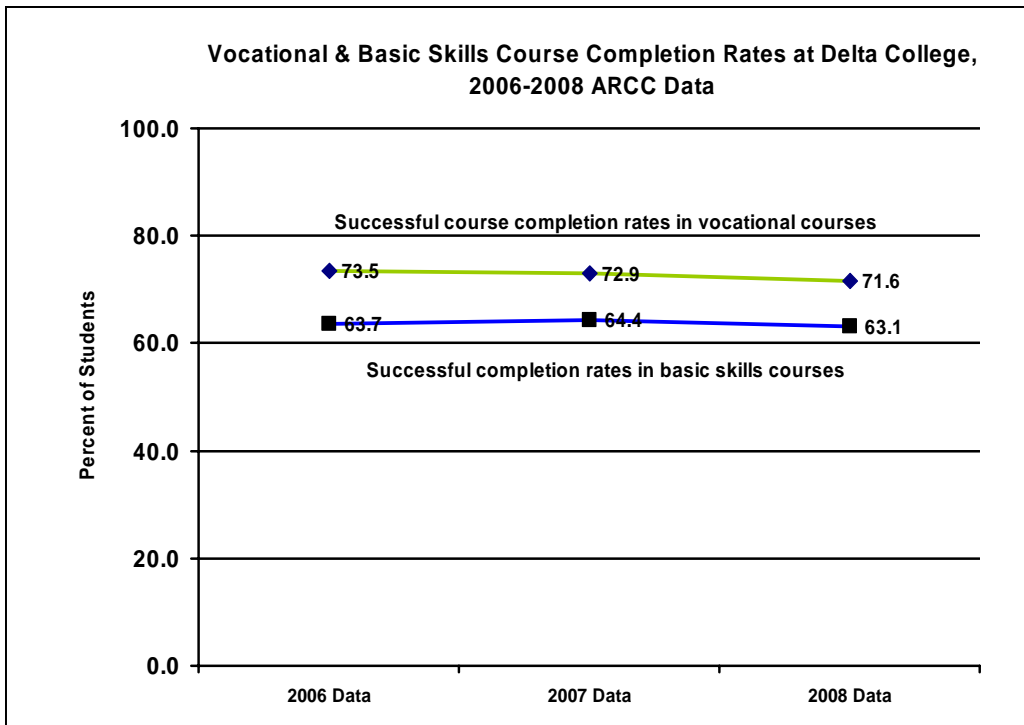
Stockton Unified School District high school graduates represent a significant pool of entering students at SJDC in any given year. **In recent years, standardized test scores for SUSD students have been on the rise (SUSD 2007).** The District's overall Academic Performance Index (API) has risen from a score of 616 in 2003-04 to 645 in 2006-07. To the extent that the API measures student reading and writing abilities, this pattern of rising scores bodes well for higher rates of increasing rates of success at Delta College.

Table 3 – Student Success at SJDC by Major Feeder High Schools, 2006-07

High School	Total Enrollments	% Success
Middle College High School	1,716	74.8
Escalon HS	773	71.7
St Mary`s HS	3,207	69.3
Linden HS	1,927	68.7
Tracy HS	3,075	67.8
West (Merrill F.) High	3,448	67.4
Sierra High (Manteca)	2,389	66.7
Lodi HS	5,625	66.6
East Union HS	3,428	66.2
Tokay HS	8,023	65.2
Lincoln HS	7,536	62.7
Manteca HS	2,502	62.3
Bear Creek HS	6,539	61.7
Stagg HS	8,191	60.8
Edison HS	6,839	60.5
Franklin HS	6,882	59.0
Liberty HS (Lodi)	951	56.8
Weber Institute (SUSD)	708	55.6
SUSD Continuation/ILC	765	47.1
Plaza Robles	1,022	46.5

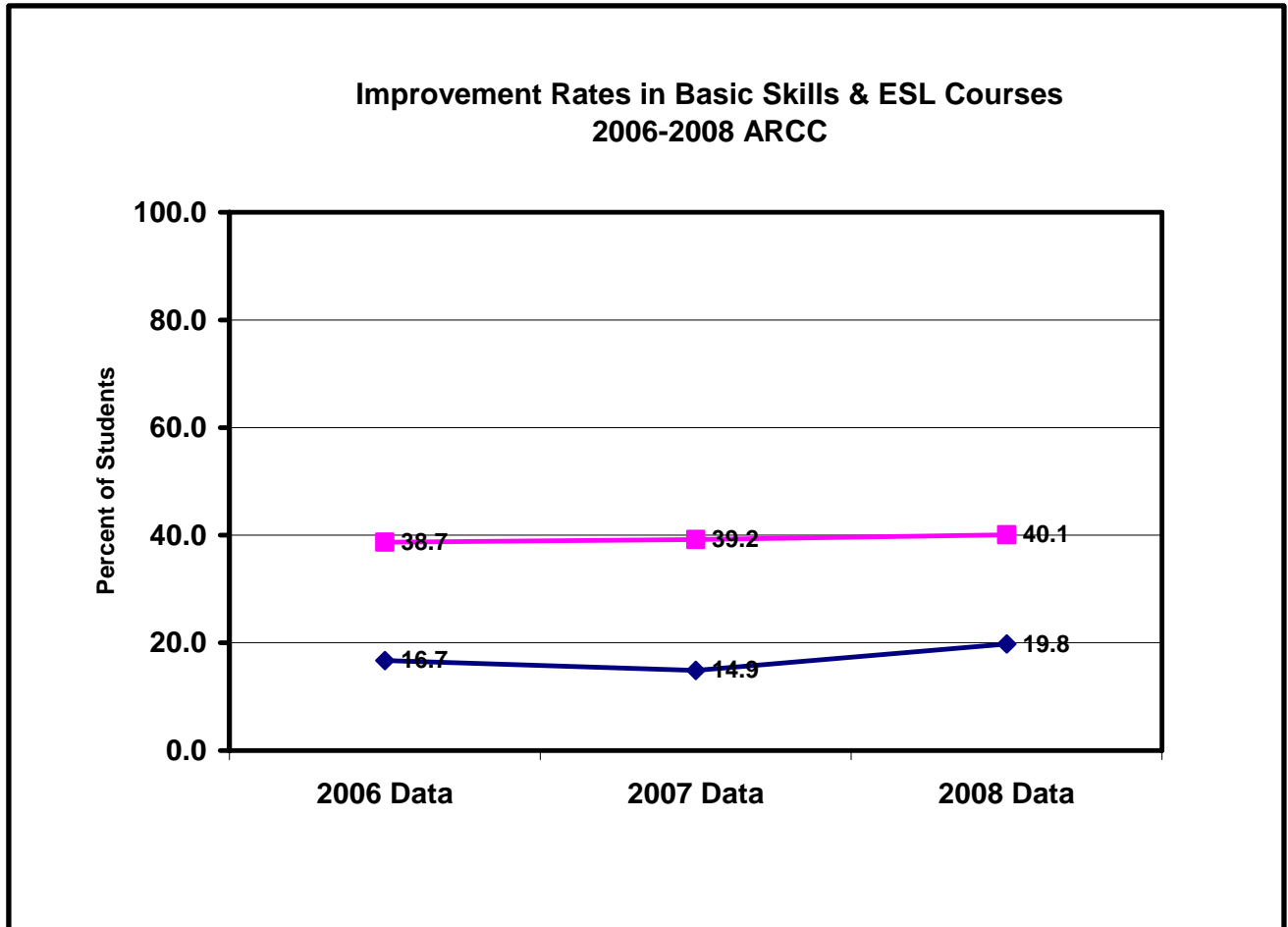
Source: SJDC Data Warehouse

When it comes to patterns of successful course completion, data from the Chancellor’s Office ARCC report (2008) suggest that **SJDC students do reasonably well when completing vocational and basic skills courses.** The college’s rates of successful course completion for new cohorts of students have hovered above 70 and 63 percent in each of these respective categories. Additionally, the college has performed reasonably well in achieving benchmarks for AA degrees, certificates awarded, and preparing students to be “transfer ready” for their next level of study within six years. **Roughly half of the students who have entered the college achieve transfer status or an AA degree within a six year time frame.**



Rates of improvement in basic skills and ESL instruction have not been as strong, and this is where the college needs to make major strides of improvement. According to the most recent ARCC data, the college's rate of improvement in ESL – a measure based on students completing a higher level course within three years of their first ESL course – is only 20%, suggesting that

four out of every five ESL students never completed a follow-up course within a three year span. For basic skills students, the rate was better, reaching 40% for a cohort of new students enrolling in 2004-05 (ARCC 2008, 505).



Overall, the College has done well in addressing some of its key objectives in terms of certificate/degree attainment, transfer preparation, vocational education and skill building, but progress can still be made and the institution faces challenges in addressing ESL students and those entering the college with low level math, reading and writing skills. The need for basic skills improvement has been identified as a key focus of energy and resources by college leaders, and the Developmental Education Task Force and Basic Skills Initiatives provide clear evidence that strategic efforts are being directed at this challenge.

Section 4 – Challenges & Opportunities

Delta finds itself at a crossroads, facing significant challenges and opportunities for growth and change. Economic and global forces can work to energize the college’s curricular offerings and importance to the region at the same time that environmental trends and labor market conditions impinge on the traditional ways the college has operated.

Technological innovations are reshaping many fields of the local and regional economy. In fields ranging from farming to automobile parts distribution to aerospace to nanotechnology, **faster computing speeds and the shrinking size of technology are altering the way information is processed and the way products are manufactured and moved.** The environmental consciousness of the state and region suggest that **“green” trends in transportation, housing, and consumption will influence the college and its operations.** This places Delta College at a crossroads, facing significant challenges and opportunities for growth and change. Economic and global forces can work to energize the college’s curricular offerings and importance to the region at the same time that environmental trends and labor market conditions impinge on the traditional ways the college has operated. Faculty at the college will need to be responsive to emerging community needs and green trends, designing new curricular offerings to address these themes.

One of the major challenges facing the college is the low educational attainment rate of the region, low literacy levels, and school systems that produce underperforming students. This places demands on the college to offer expansive and high quality programs in basic skills instruction. When addressing this challenge, college staff and instructors have tremendous opportunities to reverse years of educational neglect, but it requires them to be adaptive to new teaching strategies and to be attuned to best practices in developmental education.

The college also faces remarkable challenges as it revamps its aging buildings on the Stockton campus while simultaneously building new educational facilities in the Tracy, Lodi and Manteca regions. Voter support within the greater community has opened the door to \$250 million in bond funding, but college officials will be hard pressed to manage construction schedules and costs during an aggressive building program.

The college also needs to address its planning processes to ensure that varied planning processes are tied together to address strategic themes in a single-minded manner. **Planning is an area of concern that has been identified in two successive accreditation reports and the college must face this challenge head-on.** Indeed, a coordinated planning process that sets objectives and goals on an annual basis is one of the hallmarks of a successful college, and it is hoped that the development of this environmental scan document will kick off a serious planning and goal setting process.

Section 5 – Strategic Planning & Objectives

Simply put, strategic planning is rigorous, cyclical assessment of where we are, where we want to be, how do we get there, and how do we measure progress. This process begins with assessing the external and internal environment in which the college operates. It is an analysis of internal and external factors that allows the planning team to see the organization as a whole in relation to its environment. This is one of the key accomplishments of effective planning. The results of the analysis should 1) point out the most significant indicators of need; 2) aid decision makers by placing the institution's priority issues in context; and 3) help define or describe the significance of a strategic issue.

At this time, college-level planning is largely achieved through the leadership of the Planning and Budget Committee and the Office of Planning, Research, and Regional Education. The Planning and Budget Committee has implemented a planning and budget cycle that uses Appreciative Inquiry (AI) as its guiding focus. AI budget requests are submitted on an annual basis by programs asking them to address mission, vision, and strategic goals of the college, and those requests are collated and reviewed by Vice Presidents and the President's Cabinet. Once AI proposals have been identified for funding in the coming year, the College's budget office takes the necessary steps to create budget accounts for the new programs. This Office of Planning, Research, and Regional Education plays a support role for the institution by conducting research and analysis on student enrollment trends, student success, providing data to campus decision makers and by writing ad hoc reports for campus groups engaged in program evaluations. The office has spearheaded the development of an on-campus Data Warehouse and provides frequent training to campus representatives on the use of data for decision making and program evaluation. The office has taken the lead in developing the environmental scan and strategic planning document for the college, meeting with governance groups to discuss recent trends, the environmental context it faces, and formulating draft strategic goals for discussion. As a result of those discussions, **the college has identified six strategic goals for the immediate future (2008-09)**. The goals are focused on the following themes:

- 1) improving communication of the college's programs and outcomes
- 2) improving staff development
- 3) increasing student access, student success, and positive student learning outcomes
- 4) reviewing and adjusting of budget priorities to enhance access and student success
- 5) facilitating the revitalization of college facilities and the Measure L Bond campaign
- 6) launching new programs that respond to the emerging trends in the region and world

Program units at the college have been asked to develop their own objectives and strategic initiatives that mesh with the overarching goals established by the College. In the paragraphs that follow, a summary of major goals and planning objectives are provided for stakeholders and the community at large.

Goal 1 Communications – Develop and implement a communication plan that provides easy access to information to and from all internal and external groups.

Communication is essential to addressing the college’s commitment to serving the community and its planning objectives. Several internal and external planning objectives are highlighted below to address this strategic planning theme.

Objective	Activity	Timeline	Key Individuals
Increase communication of college priorities to external community	Print & disseminate strategic plan document to community leaders	Summer 2008	Director of Public Information & Marketing
Increase campus use of information resources documenting student success & learning outcomes	3 campus workshops for faculty and staff on the use of the college data warehouse & Chancellor’s Office Data Mart	Fall 2008-Spring 2009	Dean of Planning, Research & Regional Ed
Increase by 5% student use of the college’s web portal for access to campus services	Increase student use of the web portal by enhancing web services through the Kuali project	On-going	Vice President of Information Services
Implement a consistent schedule of campus notices on bond projects and upcoming activities	Maintain a bi-weekly schedule of distribution of the Campus <i>E-Bulletin</i> and <i>Delta Express</i>	2008-2009	Vice President of Information Services and Director of Public Information & Marketing
Increase the publication of committee agendas & minutes on the campus docushare network At least 75% of committees submit annual report to President’s Council	Mandate a consistent format and uploading of committee agendas and minutes to the campus docushare network Annual submission of committee reports to President’s Council	2008-2009	Committee chairs
Establish and publicize a list of institutional performance indicators for the college	Complete at least 80 percent of the performance indicators project by September 2008, post on the college web site	September 2008	Dean of Planning, Research & Regional Education
More fully develop and utilize the college web site to provide meaningful information	Review current Delta web content, identify information gaps and inconsistencies and work to enhance the web page	2008-09	Vice Presidents and Director of Public Information and Marketing

Goal 2 Staff Development – Develop a college wide staff development program to improve faculty, administrator, and classified staff skills to promote access, student success, and positive student learning outcomes.

A college that is focused on continuous improvement cannot lose sight of the importance of continuous staff development. Listed below are some of the key strategies and objectives that have been identified by campus programs in this field.

Objective	Activity	Timeline	Key Individuals
Increase faculty training initiatives in basic skills courses to improve rates of retention and student success by 2% within two years	Faculty workshops on campus by national and regional experts in developmental education Opening day Flex activity on developmental education and learning communities (Vince Tinto) Continue funding of faculty generated Basic Skills Mini Grants and establish research evaluation studies to track progress and implementation	Ongoing	Academic Senate, Vice President of Instruction/Assistant Superintendent, Student Success Coordinator, Dean of Planning, Research and Regional Education
Increase staff development opportunities to provide improved services to students in the areas of registration, on-line services, assessment, counseling, and matriculation	Classified Staff Retreat workshop on improving services to students	Spring 2009	Vice President of Student Services
Increase by 3 the number of learning communities courses offered at the college	Provide training and \$1,000 stipends to faculty to encourage the creation of learning communities courses	Fall 2008 and Spring 2009	Vice President of Instruction/Assistant Superintendent, Title V/TRIO Coordinator
Provide increased faculty and staff training on use of the data warehouse and Chancellor’s Office data mart	Provide 3 workshops in the Professional Development Center on use of the data warehouse and data mart for studies of access, equity, retention, and student success	Spring 2009	Office of Planning, Research, and Regional Education

Goal 3 Access, Success & Learning Outcomes – Increase access, student equity, student success, and positive student learning outcomes.

Objective	Activity	Timeline	Key Individuals
Achieve a successful course completion rate of 65% for all courses at San Joaquin Delta College (up 2%)	Review success rates by course, instructor, method of instruction and type of student; provide reports to relevant campus stakeholders	2008-2009	Dean of Planning, Research and Regional Education
Achieve a 55% rate of successful course completion in pre-collegiate Basic Skills courses (up 2%)	Re-examine best practices for success in Basic Skills courses and work to implement best practices Conduct faculty workshops to disseminate best practices for student success in basic skills courses	2008-2009	Student Success Coordinator, Vice President of Instruction/Assistant Superintendent
Examine barriers to success for first-generation and low-income students	Conduct surveys and focus group studies of student groups to determine local and psycho-social factors that impact rates of successful course completion	Fall 2008	Office of Planning, Research and Regional Education, Student Success Coordinator
Increase by 5% the services offered in the Math/Science Learning Center and the Reading/Writing Learning Center	Increase by 5% the number of tutors available for one-to-one tutoring within two years	2009-2010	Dean of Math & Science and Dean of English Language Arts divisions
Increase the number of courses with student learning outcomes (SLOs) by 15%	Initiate review and adoption of new curriculum for courses lacking SLOs	2008-09	Academic Senate, Curriculum Committee, Faculty in various disciplines
Establish assessment and placement guidelines in Math and English to promote greater rates of student success in key gateway courses	Examine research studies of assessment cut scores for correlations with rates of student success Faculty review of studies and establishment of assessment regimes to foster greater rates of successful course completion	Fall 2008	Math and English Faculty, Office of Planning, Research & Regional Education, Assessment Center Coordinator

Objective	Activity	Timeline	Key Individuals
Increase rates of persistence and transfer for all students, and particularly for Hispanic and African American students	Continue funding, operation and explore new sources of funding to support programs such as AFFIRM, MESA, Puente, TRIO and Title V programs Conduct on-going evaluation studies of special population programs to evaluate their success	Ongoing	President/Superintendent, Vice President of Instruction/Assistant Superintendent, Vice President of Student Services, Vice President of Business Services Office of Planning, Research and Regional Education
Continue accessibility modernization to ensure ADA access to all campus structures that provide student and community services	Explore accessibility barriers and devise timelines and funding models for their removal	2008-2009	Director of DSPS, Vice President of Business Services

Goal 4 Budget Priorities – Assess resources to accomplish goals, set income and spending targets, and adjust college budget priorities to support and ensure access and successful student outcomes.

Objective	Activity	Timeline	Key Individuals
Streamline planning and budget process to ensure budget requests are tied to strategic priorities and to program review recommendations	Strengthen review of budget proposals by Vice Presidents to ensure AI strategic goals, mission, and program review “check-offs” are valid Establish annual goal setting process at the level of academic divisions and programs	Ongoing	Superintendent/President, Vice Presidents, Dean of Planning, Research, and Regional Education, Director of Finance
Evaluate the success of funded AI projects	Interview AI proposers on success of AI projects, identify measurements needed to gauge success	2008-09	Planning & Budget Committee, Vice Presidents, Dean of Planning, Research, and Regional Education
Continue with the Quali Finance modernization process to upgrade the college’s financial accounting system	Continue programming development of the Quali finance module	Ongoing	Vice President of Information Services, Director of Finance

Goal 5 Rebuilding & Growth – Facilitate the completion of Measure L Bond Projects and the revitalization of the Stockton campus.

Objective	Activity	Timeline	Key Individuals
Complete construction of the Gateway Student Services Building with a goal of opening by summer 2010	Supervise construction and change order processes to reduce construction delays and foster completion of the project under budget	2008-2010	Vice President of Information Services, Vice President of Business Services, Vice President of Instruction/Assistant Superintendent, Bond Team
Complete renovation of the Goleman Library Building with the goal of returning to the expanded center in 2010	Supervise construction and change order processes to reduce construction delays and foster completion of the project under budget	2008-2010	Vice President of Information Services, Vice President of Business Services, Dean of Library Services, Bond Team
Complete design and architectural approval processes for the new Math and Science Building and begin construction	Track approvals with the State Architect's Office	2008-2009	Vice President of Business Services, Director of Facilities, Bond Team
Complete renovation and construction of the athletic complex	Supervise construction and change order processes to reduce construction delays and foster completion of the project under budget	2008-2009	Vice President of Information Services, Vice President of Business Services, Vice President of Instruction/Assistant Superintendent, Bond Team, Dean of PERA

Goal 6 Innovation – In light of regional and global trends, examine operational procedures and launch new vocational and educational programs that meet the challenges of wise resource management, new energy technology, transportation logistics, health care, viticulture, and information technology.

Objective	Activity	Timeline	Key Individuals
Explore innovative academic and vocational programs and introduce at least 3 new programs that address changing needs of the surrounding community	<p>Research emerging trends in the labor market</p> <p>Explore the feasibility of new certificate programs in:</p> <ul style="list-style-type: none"> • Viticulture, • Outdoor recreation, Naturalist/parks worker, • Alternative energy technician, • Solar energy technician, • Water resource management, • Transportation management, • Information technology, • Stem cell lab technician, • Home health care aide, • Geographic information systems 	2008-2009	Faculty, Division Deans, Vice President of Instruction/Assistant Superintendent, Dean of Workforce Development, Curriculum Committee
Explore green innovations that could reduce the college’s carbon “footprint” by 15%	<p>Research the feasibility of sustainability projects that would reduce energy consumption, increase recycling, and employ the creative re-use of resources:</p> <ul style="list-style-type: none"> • Shortened summer schedules, • Compressed calendars for fall and spring terms, • Composting of food waste, • Improved irrigation practices, • Re-use of office products on a larger scale, • Purchase of office furniture using recycled materials, • Use of biodiesel fuels in diesel fleet, • Low flow toilet installations 	Ongoing	President/Superintendent, Vice President of Business Services, Vice President of Instruction/Assistant Superintendent

Institutional Performance Indicators

In line with the planning processes mentioned above, the college has embarked on the development of a comprehensive list of key performance indicators that can be tracked over time to measure the college's progress toward meeting specific goals. As of the spring of 2008, campus governance groups had been asked to review a list of some 60 performance indicators, and the list was endorsed by the President's Council in spring of 2008. The Office of Planning, Research, and Regional Education was assigned the task of developing an institutional report that tracked the indicators on an annual basis. The specific indicators are aligned with the college's mission and vision statement, and parallel many of the goals outlined in the Strategic Plan. The first formal report is scheduled for release in fall of 2008.

Appendix 1 – Chancellor’s Office Strategic Plan for California Community Colleges

The California Community College System has identified several key components in a strategic planning process that was established in 2005. In 2007, the system office released a report on progress toward implementing some of those goals (Chancellor’s Office 2007a). Among the goals and the priority strategies that have been identified for implementation are:

A. College Awareness & Access

1. Encouraging early awareness of the community colleges as an option and the need for K-12 students and parents to prepare for student success.
2. Ensuring that community colleges remain affordable and fulfill their primary mission or providing open access to all Californians
3. Increasing college access among growing population groups that will emerge from current demographic trends.

B. Student Success & Retention

1. Ensure that basic skills development is a major focus and an adequately funded activity of the community colleges.
2. Develop methods to more effectively assess student preparedness levels and to place students in appropriate courses.

C. Partnerships for Economic & Workforce Development

1. Ensure that community college programs are aligned and coordinated with state and local economic and workforce development needs.
2. Create links between academic and career fields to provide clearly defined career pathways that encourage and support a lifetime of educational career opportunities.
3. Ensure high standards and academic rigor in the community college programs while delivering timely, relevant and high quality offerings that meet the needs of business and industry.
4. Encourage and support community college initiatives to collaborate with other economic and workforce development agencies and industry sectors to develop regional partnerships and networks.

D. System Effectiveness

1. Ensure the implementation of accountability reporting for the community colleges (ARCC) and annual evaluation of college-level performance indicators in meeting statewide educational needs.
2. Develop additional measures of success based on student outcomes and the unique role of the community colleges in providing open access, lifelong learning, and career exploration opportunities.
3. Enhance the research and analytical capability at the System Office to support the colleges and Board of Governors in tracking performance, planning and budgeting, and setting policy.
4. Support the System Office in its role as an advocate and facilitative leader of the community colleges (especially for providing assistance with recovery from potential campus crises and emergencies).

E. Resource Development

1. Ensure that system resources are leveraged to implement the initiatives identified in the Strategic Plan.
2. Develop alternative sources of revenue to reduce overall reliance on state funding.
3. Ensure that colleges receive sufficient state resources to fulfill their primary mission of providing open access and ensuring student success.
4. Address inequities and inadequacies in District funding mechanisms.

The college's own strategic plans and strategies parallel many of the themes identified at the system level. For example, **basic skills development and student success are central elements of the college's own strategic plan** and current planning documents, and mini-grants have been awarded to faculty and staff to pursue specialized projects to improve student success rates in developmental education courses. The college has taken part in several key initiatives at the system level, including spearheading the development of geographic information system (GIS) mapping files for each of the community college districts in the state. Annual ARCC data submissions have resulted in discussions of strategies and objectives to improve rates of learning in basic skills and ESL courses.

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