Follow-Up Report
of San Joaquin Delta College
To the Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges
April 1, 2009

This response demonstrates the College’s resolution of the recommendations outlined in the Commission’s letter of February 3, 2009.
San Joaquin Delta College

March 30, 2009

Dr. Barbara Beno
President
Accrediting Commission for Community and Junior Colleges
10 Commercial Boulevard, Suite 204
Novato, CA 94949

Dear Dr. Beno,

San Joaquin Delta College has completed the Follow-Up Report that the Commission directed our college to complete by April 1, 2009. A hard copy of the Follow-Up Report is attached to this letter and an electronic copy has already been forwarded to your office.

At its meeting of January 7-9, 2009, the Commission acted to put Delta College on Probation status. The Follow-Up Report that is being submitted responds in detail to the deficiencies noted by the Commission. The letter sent to the college on February 3, 2009 articulates six specific recommendations. San Joaquin Delta College has worked diligently to resolve these deficiencies and we believe that we have done so in every case.

The preparation of this report had broad dissemination on campus. The entire campus community was invited to offer comments and suggestions on the various draft responses to each recommendation. These comments were then reviewed and, where appropriate, incorporated into the text of the report. The San Joaquin Delta College Board of Trustees held several meetings that focused on the accreditation recommendations and the college response to them. The dialogue concerning these issues was both instructive and encouraging for all concerned. The Board of Trustees also appointed two members to review the final draft of the Delta College Follow-Up Report.

We appreciate the ongoing interest of the Commission in guiding Delta College to improve our educational programs and services and to assure the quality of our institution.

Sincerely,

Rael Rodriguez, Ph.D.
Superintendent/President

cc: Dr. Kathleen Hart, Assistant Superintendent. Vice President of Instruction and Accreditation Liaison Officer

Office of the President
5151 Pacific Avenue • Stockton • California 95207 • (209) 954-5018
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Response to 2008 Recommendation 1

Recommendation 1
The team recommends that the Board of Trustees develops a systematic process to review and revise existing Board policies, establishes and adheres to an acceptable code of ethics (Standard IVB.1; IVB.1.a; IVB. 1.b-h, ER 3).

Response to 2008 Recommendation 1

Description
The College has an established set of procedures for reviewing policy and procedure language and revising them through a shared governance process that ensures widespread participation and dialogue. The Policies and Procedures Review Committee serves as the initial forum for discussions of new policy and procedures ideas. The committee receives proposals and examines them to ensure that they do not infringe on the collective bargaining rights of represented groups. The committee forwards policies and procedures that do not impact collective bargaining interests to shared governance groups for review and suggested changes. This allows the Academic Senate, Classified Senate, and Management Senate an opportunity to consider the language changes that are being proposed, or the new practices that are under consideration. Typically, shared governance groups are given one month to discuss a policy or procedure, and comments are brought back to the Policy and Procedures Review Committee for consideration.

The committee serves an important function by consolidating the different comments that might come back from the constituency groups, and can be seen as playing the role of a legislative conference committee that has to rectify competing ideas or suggestions into a consensus document. Once consensus is reached in this committee on a policy or procedure proposal, it is placed on the agenda of the next President’s Council for consideration.

Administrative Procedure changes that get approved at President’s Council become a part of the official collection of College procedures – they do not require Board of Trustees consideration. The broader parameters of Board Policy require Board approval, so policies that are endorsed by the President’s Council are placed on the subsequent Board agenda for “First Reading” consideration. Policies are not formally adopted until a “Second Reading” occurs and a Board majority endorses the policy language.

In the October 2008 report to the Commission, the College documented progress toward Recommendation 1, and the visiting team noted that the College had “responded to Recommendation 1, and made progress toward implementation of the recommendation.” This progress has not stopped despite a remarkable turnover in the composition of the Board of Trustees. The College’s Board of Trustees was reshaped by the November 2008 election, which ushered in four new Board members. Not long after that election, a fifth incumbent resigned from the Board after pleading no contest to charges involving fraudulent travel claims. Since that time, the Board has acted to adopt a code of ethics policy that includes clear sanctions for inappropriate conduct. That policy was initially drafted by the Board in the summer of 2008 and was subject to extensive review in the shared governance committees of the College during the fall 2008 semester. The new policy, BP 1041, Code of Ethics and Standards of Good Practice, was adopted by the Board of Trustees on January 20, 2009.
Beyond the Code of Ethics Policy, the College has also reviewed and proposed revisions to policies dealing with the Board of Trustees’ annual self evaluation (BP 2745) and an evaluation policy for the Superintendent/President (BP 2746). When the proposed policies were discussed in the Policies and Procedures Review Committee in January 2009, several recommendations were brought forward to encourage the Board to engage in evaluative processes that included campus community input. The Board of Trustees discussed these policies at their meeting on February 17, 2009, and accepted the policies for First Reading. Final approval of these policies is slated for April 24, 2009.

The Board policy describing the Board’s duties and responsibilities has also been revised and is under review within the shared governance framework. The revised policy (Policy 1040, now renumbered as BP 2010.1, Duties and Responsibilities of the Board), would clearly assign the Superintendent/President the responsibility for overseeing the policies and procedures process, as well as delegate to the Superintendent/President the approval of procedures. Under the policy language, the Board retains its policy making role. This revision was approved by the Policy and Procedures Review Committee on February 12, 2009, and was approved by the President’s Council on February 24, 2009.

These policy revisions have been reviewed, discussed, and debated in the best spirit of shared governance. In some districts, Board policies are frequently left to the sole province of the Board of Trustees. At San Joaquin Delta College, such policies are deliberated in multiple forums to allow for widespread input and communication of ideas. While a visiting team representative characterized the policy and procedure as “not particularly nimble,” the College takes pride in the fact that its policy deliberation process is inclusive and emphasizes widespread dialogue, communication, and consensus-building.

The new Trustees received a report on the Policies and Procedures Review process at their January 6, 2009 meeting. That presentation and discussion laid out the steps for revamping and introducing new policy language, described the shared governance process required for complete action on policies and procedures, and provided an update on the ongoing project to re-number policies and procedures using the Community College League of California (CCLC) format for district policies and procedures. At that meeting, discussion amongst the Trustees led to a request to have all of the policies and procedures renumbered by the end of 2009, and the Dean of Planning, Research and Institutional Effectiveness (PRIE) pledged to address that request. The Board President expressed direct interest in establishing a “regular review” of all policies and procedures, and asked for periodic updates in the future. The PRIE Office has also developed a primer for finding policies and procedures in the electronic DocuShare collection. That document was presented to the Board of Trustees in a memorandum dated February 6, 2009, and has been placed within the DocuShare collection for other campus users. It is designed to facilitate searches for particular policy or procedure language.

Since that meeting, virtually all of the policies relating to the Board of Trustees have been reviewed by staff in the PRIE office and compared to the CCLC template language. The PRIE staff has worked collaboratively with the Chair of the Policies and Procedures Review Committee on this project. The policies have been renumbered to fit the sequence identified by
Response to 2008 Recommendation 1

the CCLC numbering template, and some revisions have been proposed to update language where necessary. The policies addressed in this CCLC process include the following:

BP 2010.1 Duties and Responsibilities of the Board of Trustees  
BP 2011 Board of Trustees  
BP 2012 Authority of Members of the Board  
BP 2015 Student Representative to the Board of Trustees  
BP 2210 Officers of the Board of Trustees  
BP 2310.1 Order of Business and Procedure  
BP 2320 Special and Emergency Meetings  
BP 2360 Minutes and Meetings  
BP 2700 Resolutions by the Board  
BP 2705 Board Action on Legislative Issues  
BP 2711 Prohibited Interests in Contracts and Incompatible Activities  
BP 2740 Board Education and Orientation

The changes that altered no substantive language but codified old policies into the new CCLC numbering system were endorsed by the President’s Council on January 27, 2009, and those newly numbered policies have been added to the College’s electronic collection. Policies under revision have been distributed to shared governance groups for discussion and review. By the end of the spring 2009 semester, the Board of Trustees policies will be completely revised and renumbered as a result of this initiative. Similar revision efforts are under way for policies and procedures dealing with instruction, by a task force composed of the Instructional Office Deans and Assistant Superintendent/Vice President of Instruction. Human Resources policies and procedures are also scheduled for systematic review by shared governance groups in 2009.

Evaluation

The College has corrected all deficiencies related to Recommendation 1. Since the March 2008 Accrediting Team visit, the Board of Trustees has revamped its code of ethics policy, revised the procedures for self evaluation, revised the procedures for evaluating the Superintendent/President, approved an updated and stronger conflict of interest policy, and directed College staff to complete a thorough review of all Board policies for renumbering into the CCLC template and to complete revisions to update language. These initiatives demonstrate that the College has taken the Accrediting Commission’s recommendations and concerns seriously and has diligently engaged in a systematic review of policies related to the Board, using a deliberative and ongoing process that is in place to review policies and procedures.
Response to 2008 Recommendation 1

Planning Agenda

1. The College’s Policies and Procedures Review Committee will continue its task of reviewing existing policies and procedures to incorporate the CCLC numbering system and recommended language. The projected completion date for review of all policies and procedures is December 31, 2009, with the Dean of Planning, Research, and Institutional Effectiveness and Chair of the Policies and Procedures Review Committee (Business Division Dean) taking responsibility for this project.

2. The College will complete the review of all policies pertaining to the Board of Trustees by their May 19, 2009 meeting.

Evidence

1. Recent Board of Trustee Agenda Items
   - BP 1041, Code of Ethics and Standards of Good Practice (January 20, 2009)
   - BP 1300, Conflict of Interest (February 17, 2009)
   - BP 2745, Board of Trustees Annual Evaluation (February 17, 2009)
   - BP 2746, Superintendent/President Evaluation (February 17, 2009)

2. Policy & Procedures Review Committee Minutes

3. President’s Council Minutes

4. Report to the Board of Trustees on Policies and Procedures Process (January 6, 2009)

5. San Joaquin Delta College Policies and Procedures DocuShare Collection Tutorial (February 6, 2009)

6. Policies and Procedures DocuShare Collection
   http://docushare.deltacollege.edu/dsweb/View/Collection-1373

   - BP 2010.1 Duties and Responsibilities of the Board of Trustees
   - BP 2011 Board of Trustees
   - BP 2012 Authority of Members of the Board
   - BP 2015 Student Representative to the Board of Trustees
   - BP 2210 Officers of the Board of Trustees
   - BP 2310.1 Order of Business and Procedure
   - BP 2320 Special and Emergency Meetings
   - BP 2360 Minutes and Meetings
   - BP 2700 Resolutions by the Board
   - BP 2705 Board Action on Legislative Issues
   - BP 2711 Prohibited Interests in Contracts and Incompatible Activities
   - BP 2740 Board Education and Orientation
Response to 2008 Recommendation 2

 Recommendation 2
 The visiting team recommends that the Board of Trustees establishes and monitors itself as a policy-making body, reaffirms delegation of operational authority to the Superintendent/President, and actively supports the authority of management for the administration of the college (Standard IVB; IVB.1.e).

Response to 2008 Recommendation 2

Description

The November election resulted in the voters selecting four new Trustees to the seven-member Board of Trustees. Two of the incumbent Trustees were defeated by newcomers and two other incumbent trustees chose to retire rather than run for reelection. The four new Trustees were sworn in at a special Board meeting on December 10, 2008. Three remaining incumbent Trustees who were not up for re-election in November of 2008. Those seats will be up for election in November of 2010.

One of the three continuing trustees, the trustee for Area 4, resigned her position in December 2008 as part of a plea bargain agreement with the Office of the San Joaquin County District Attorney to reduce the sentencing for a felony conviction. The new Board of Trustees acted immediately to fill the vacant seat. A process to advertise for candidates from Area 4 and to make a provisional appointment to that position was approved at the December 16, 2008, Board of Trustees meeting. The application period for this position closed on Monday, January 5, 2009 at 5 p.m. At the board meeting of January 6, 2009, the Board of Trustees decided to interview all eleven of the candidates who had applied for the position. These interviews took place in an open forum and were noticed as a special Board meeting on the evenings of Wednesday, January 14 and Thursday, January 15, 2009. At a regularly scheduled Board meeting on Tuesday, January 20, 2009, the Board of Trustees made a provisional appointment by providing one candidate with a majority of votes. The candidate took the oath of office on February 3, 2009.

All five of the new Trustees were sworn in as public officials using a newly crafted oath of office. The first part of this new oath of office contains the traditional oath of office provided to public officials in the State of California. The second part of the oath of office is the oath of office recommended by the Association of Community College Trustees (ACCT) as a model oath of office. The ACCT oath stresses ethical behavior and reinforces key concepts like the policy-making function of the board, board authority being vested in the entire board and not in individual board members, and the delegation of operational authority to the Superintendent/President.

As a result of having five out of seven new Trustees, a number of training opportunities have been offered to the Trustees so that they are fully aware of their roles and responsibilities as a Trustee and how the roles and responsibilities of the Board of Trustees differ from that of the Superintendent/President and the college administration. On November 19, 2008, three of the newly elected Trustees attended a trustee orientation training session sponsored by the San Joaquin County Office of Education even though they were not yet sworn in as trustees. All five of the new Trustees and one of the continuing Trustees attended the Trustee Orientation Conference held by the Community College League of California (CCLC) from Friday, January
Response to 2008 Recommendation 2

23, 2009 through Sunday, January 25, 2009. The CCLC Trustees Conference program offered a variety of topics that included sessions on ethics, the Board/ Superintendent/President relationship, the role of the board chair, and others.

At the Board meeting of January 20, 2009, Laura Schulkind, a lawyer from the firm of Liebert Cassidy Whitmore, conducted a two-hour training session with the Board of Trustees on ethics and the Brown Act. This was an interactive session that delivered information to the Board and that also allowed for extensive questions and commentary.

On February 19, 2009, the Board of Trustees held a retreat at the Lexington Hotel in Stockton that was facilitated by Dr. Marie Kane who is a consultant for the ACCT. The agenda as ordered for the all day retreat included a strategic planning session, a focus on board roles and responsibilities considered in the light of the accreditation recommendations concerning prior board behavior, and a discussion about the evaluation process for the evaluation of the Superintendent/President and the Board of Trustees’ self-evaluation. In addition, there was a special presentation from Mr. Bruce Bishop, who is a certified parliamentarian, on parliamentary procedure and the Brown Act. A summary of the work done on strategic planning at the retreat has been compiled and this work will be used to guide future Board of Trustees study sessions.

The retreat had several tangible outcomes. One outcome was the formation of an ad hoc board sub-committee to further consider the issues of the Superintendent/President evaluation process and the self-evaluation for the board. This ad hoc committee held its first meeting on Wednesday, February 25, 2009. This ad hoc committee has since had two additional meetings and a third meeting is scheduled for Wednesday, April 1, 2009. Although Board Policy 2745, Board of Trustees Self-Evaluation and Board Policy 2746, Evaluation of the Superintendent/President have both worked their way through the participatory governance process, the constituent groups have submitted their comments to the board and they have deferred the completion of these two policies to the board and the Superintendent/President. At the third meeting of this committee, the Dean of Planning, Research, and Institutional Effectiveness was invited to lend his expertise in survey measurement and evaluation. This committee has made a lot of progress in delineating the new evaluation process for both the Superintendent/President and the Board of Trustees. The two new policies (BP 2746 Evaluation of the Superintendent/President and BP 2745 Board of Trustee Self Evaluation) both contain a mechanism for soliciting input from the leadership of the College constituent groups and for incorporating these results into the evaluations. These two policies are scheduled to go to the Board for a second reading and approval at the meeting of April 24, 2009.

At a Board retreat in August of 2008, the previous Board of Trustees developed a draft of a board policy that expanded the existing policy (BP 1041 Board of Trustees Standards of Good Practice) into a new policy (BP 2715 Board of Trustees Code of Ethics and Standards of Good Practice). The previous policy did encompass ethical behavior. However, it did not provide any guidance concerning the discipline of trustees who violated ethical standards. The new policy is more comprehensive than the previous policy and contains steps for dealing with ethical violations. This revised policy was submitted to the Policy and Procedures Committee in September of 2008. It was reviewed by the President’s Council at the November 25, 2008 meeting and forwarded to the Board of Trustees for approval. The newly constituted Board of
Response to 2008 Recommendation 2

Trustees reviewed this policy for a first reading at the meeting of December 16, 2008. They approved and adopted Board Policy 2715 Board of Trustees Code of Ethics and Standards of Good Practice at the Board meeting of January 20, 2009.

On March 11, 2009, the Board of Trustees held a study session from two to five in the afternoon on the topic of the two recommendations concerning the Board that were made by the Commission (Recommendations 1 and 2). The purpose of this study session was to consider the implications of these two recommendations and how the Board of Trustees could become a more effective board. This session was facilitated by Cindra Smith, who is an author on community college governance and a professional consultant to Boards of Trustees.

At the Board meeting of March 17, 2009, the Delta College Accreditation Liaison Officer, Dr. Kathy Hart, gave a presentation to the Board of Trustees regarding the remaining four recommendations made to the college by the Commission. This presentation consisted of a progress report on each item and a review of the draft follow-up report to the Commission. The Board discussed these items at this meeting and provided suggestions for improvement.

Evaluation

The San Joaquin Delta College Board of Trustees changed significantly with the election of November 2008. Four trustee seats were up for election and four new individuals were elected to those positions. Shortly thereafter, another trustee seat was vacated, and the newly constituted board moved swiftly to fill that seat with a provisional appointment. With only two continuing members on the Board of Trustees, the entire tenor of the Board of Trustees has changed. The new Board of Trustees has taken great pains to be transparent in their deliberations and to be inclusive of the public in their meetings. Through the new oath of office, the five new trustees swore to honor the division of responsibility between the Board and the Superintendent/President and staff, to exemplify ethical behavior, and to engage in an ongoing process of in-service education and continuous improvement.

On January 20, 2009, the Board of Trustees considered and approved Board Policy 2715, Board of Trustees Code of Ethics and Standards of Good Practice. With the adoption of this Board Policy, the Board of Trustees have reaffirmed their commitment to establishing themselves as a policy-making body and to delegating operational authority to the Superintendent/President along with supporting the authority of management for the administration of the College. In fact, this policy states, “The Board shall delegate authority to the Superintendent/President as the Board’s executive officer and confine Board action to policy determination, planning, performance evaluation, and maintaining the fiscal stability of the District. Problems and issues that arise shall be referred to the Superintendent/President to be dealt with through administrative channels or be placed on the Board agenda for discussion. In this regard, rather than dealing directly with staff, it is appropriate for Board members to take their concerns directly to the Superintendent/President.”

By adopting this new policy, the Board of Trustees have, in effect, pledged to follow all of the tenets of this important document. The new president of the Board of Trustees has been vigilant in ensuring that all trustees are adhering to the ethical guidelines contained in this policy. For
example, when a senior level manager complained of unprofessional conduct towards him by a member of the Board, the Board president brought this matter to the attention of the trustee in question and the matter was quickly resolved in a positive manner.

The relationship between the Superintendent/President and the Board of Trustees has improved significantly. The Superintendent/President is scheduling regular meetings with all Trustees. There is an improved level of communication between the Superintendent/President and the Trustees. One example of this is the collaborative work that has been taking place to complete Board Policies 2745 and 2746. There has been a good exchange of ideas on this topic and the end result will be two new policies and better evaluation processes for both the Superintendent/President and the Board of Trustees. The Board President and the Superintendent/President have developed a good working relationship that has assisted the Board in completing a lot of work in a short amount of time.

Beyond that, all Board members have been diligent in attending the various training sessions and special board meetings and study sessions. Obviously, there is a steep learning curve for the new members of the Board, but they are dedicating the necessary time and effort to learn about the College and about their roles and responsibilities as community college trustees. They have been active in providing direction for the revision of College policies and procedures and for instituting new activities, such as the Board study sessions.

The Board of Trustees has created several new ad hoc Board committees to work on special issues, such as the Board and Superintendent/President evaluation, College climate, and strategic planning. The Board involvement in these new committees signals the understanding of the Board members that they should be involved at the policy level and not at the level of operational detail. That is, the Board is not attempting to direct detailed operational tasks, but to learn about issues and to provide general policy direction to the Superintendent/President and the administrative staff. For example, at a recent retreat for the Board on the Measure L bond projects, the Board provided direction to the Superintendent/President and the Bond Team as to the parameters for exploring future development options for the community of Lodi and the foothills area of Calaveras County. The direction provided by the Board was broad enough to allow staff sufficient flexibility to explore potential options, but specific enough to ensure that the limits and expectations were well defined. Being clear about strategic direction is a necessary element of good practice in communication between the Board and the administration.

The President of the Board recently appointed two Trustees to the Accreditation Committee. These two trustees participated in the process of providing feedback to the authors who were writing the various sections of the follow-up report to the Commission (other trustees were invited to do so as well). These two Trustees will also participate in a review of the final draft of the report that is scheduled to take place during the last week in March.

There is much optimism that the newly reconstituted Board of Trustees will work together to create a unified board that operates according to the adopted code of ethics and fully understands their role as a policy-making body. They are moving in the right direction and are off to a good start. The relationship between the Superintendent/President and the Board of Trustees has been positive and the level of communication and support has improved. Another positive sign is that
Response to 2008 Recommendation 2

the new Board asks a lot of questions at Board meetings and otherwise, as you would expect a
new Board to do. However, in doing so the Board as a whole has demonstrated respect for
college processes and the authority of management to administer the daily operations of the
college. Further, the new Board of Trustees has been involved in the responses to the
recommendations of the Accrediting Commission and they have engaged in a dialogue about
these recommendations and about how to increase their effectiveness as a board.

Planning Agenda

1. Take forward Board Policies 2745, Board of Trustees Self Evaluation and 2746 Evaluation of
the Superintendent/President for a second reading and final adoption.

2. Schedule future Board study sessions on a monthly basis on topics that reinforce the Board
role and function as a policy-making body, e.g., in April the study session topic is tentatively
scheduled to be shared governance, in May it might be collective bargaining, etc.

3. Hold at least one Brown Act/ethics training session per year to keep the Board up-to-date on
these issues.

4. The Board of Trustees will be encouraged to attend state-wide training sessions, such as
CCLC Annual Conference and ACCT Annual Conference as well as other specialized
training opportunities.

5. The NIMS/SEMS training – all Board members will attend.

Evidence

1. San Joaquin Delta College Trustee Oath of Office

2. Board Policy 2715 Board of Trustees Code of Ethics and Standards of Good Practice

3. Board Policy 2745 Board of Trustees Self-Evaluation

4. Board Policy 2746 Evaluation of the Superintendent/President

5. Agendas and Minutes of the Board Meetings of: December 16, 2008; January 20, 2009;
February 17, 2009; February 19, 2009; March 3, 2009; March 11, 2009; and March 17, 2009

6. Summary of Poster Items from Board Strategic Planning meeting on February 19, 2009

7. Summary of Discussion Items from Board Study Session on March 11, 2009

8. Accreditation Progress Report provided to the Board of Trustees on March 17, 2009 by Dr.
Kathy Hart
Response to 2008 Recommendation 3

Recommendation 3
The visiting team recommends that the college decisively address the development and implementation of a comprehensive strategic plan closely focused on assessing institutional effectiveness. A systematic, continuous cycle of feedback and evaluative improvement must be critically and deliberately developed and put into effect. This strategic plan must incorporate student learning outcomes within all institutional efforts, resource allocations, and be supported by program and service reviews and research data. Educational, fiscal, technological, physical, and human resources should be considered and integrated. As a whole, the planning document should also identify short- and long-term directions for the college, timelines for implementation, and the individuals responsible for each area, monitoring and follow-up strategies, and expected outcomes (Standard IA; IB).

Response to 2008 Recommendation 3

Description
The Commission’s third recommendation gets to the heart of a comprehensive planning model that integrates educational, fiscal, technological, physical and human resources elements into a strategic cycle of planning, evaluation and continuous improvement. The College does have processes in place that work to achieve these objectives and many more are planned for the future. In recent months and over the past year, the College has significantly improved its strategic planning process. In the paragraphs that follow, we provide evidence of the planning and budgeting cycle that is used by the College to ensure critical linkages exist across planning for strategic objectives, program review processes, and the identification of critical human, physical, and technology needs for budgeting decisions.

An Integrated Model of Planning, Budgeting, and Assessment at the College
The description of a planning and budgeting model is often a complex task that requires condensing a lot of information into a single coherent description. In a large institution the size of San Joaquin Delta College, it is sometimes difficult for individuals in the organization who are focused on specific tasks to have a “high level” understanding of the various parts of the planning framework that are linked together. Putting the pieces together into a “big picture” is easier if one looks at the existing planning and budget model for the College in diagram form (Model 1). In connection with this framework, the College has published a three-year calendar for planning, budgeting, and assessment cycles that can be used by various groups on campus to stay on a regular schedule of planning and evaluation (Table 1).

Recognizing that the mission of the College is of primary importance, everything flows from that starting point. The Educational Master Plan is designed to flesh out the mission of the College in comprehensive scope, relying on prior planning documents and the existing plans that College groups have about the strategic direction of the College. In future years, the Master Plan will help shape the strategic goal setting of various units of the College, but in the current cycle of planning, strategic goals and an environmental scan were completed first before a full-scale update of the Master Plan could be attempted. Program Review and AI processes are in place at the College to ensure that program goals and objectives are established, reviewed, and new ideas are fashioned in the AI budget request process. The AI and budget development process allows for the prioritization of new AI proposals through a shared governance process. Once programs
are funded, implementation can begin, and the College can engage in evaluation of those projects. Meanwhile, the instructional programs have begun the process of implementing student learning outcomes (SLOs), and a master schedule of assessment is in place for continuous cycles of evaluation of learning outcomes and institutional performance. For courses and programs, software used in the curriculum process serves as the vehicle for tracking SLO assessment and changes in instruction. For broader institutional assessment, the College has an Annual Report on Institutional Effectiveness that uses a wide variety of benchmark indicators to assess performance and attainment of goals. Central to much of this work is a commitment to ongoing institutional research and environmental scanning to ensure the College is serving its mission and its broader community.

The graphic on the following page (Model 1) provides a high level depiction of the planning and assessment cycle used at the College. This framework for planning, budgeting and regular assessment is implemented across a wide variety of shared governance committees, instructional and student support units, and is ultimately overseen by the President’s Council and Board of Trustees. For example, the Academic Senate assumes a key planning and assessment leadership role in the area of curriculum development, policy review, and SLO implementation and assessment. The Senate’s expertise has resulted in the development of a Master Plan for SLO implementation and assessment, and efforts are underway to enhance the College’s tracking of SLO assessment via the CurricUNET software system. The Planning and Budget Committee (PBC) serves as a critical forum for shared decision-making about planning and budget principles and establishing institutional targets and expectations for future cycles of funding (i.e., setting an enrollment growth target). The PBC has spearheaded collaborative discussions of budget reduction strategies during the state’s recent funding crisis. Throughout those discussions, committee members have emphasized the core mission of the College and expressed a collective desire to limit staffing impacts that might result from the budget crisis.

The existing framework of planning has several built-in mechanisms for regular assessment of institutional effectiveness. Units of the College must engage in an annual cycle of goal setting that is tied to the mission and strategic goals of the College. This annual process requires a review of prior goals and objectives. Program Review processes are in place for both instructional and administrative/student support services. The College has established institutional performance indicators that are being tracked through an annual report on Institutional Effectiveness. There are some imperfections that no doubt still exist in such a complex model of planning and the College will continue to work to improve the implementation of its planning and assessment framework. However, it is the case that many pieces of the planning and assessment model are working quite effectively. In the pages that follow, the College provides evidence of elements of the planning framework that have been successfully implemented, or of strategic initiatives that are currently underway. These existing initiatives provide evidence of a “learning College” that is engaged in a continuous cycle of planning and assessment.
Response to 2008 Recommendation 3

Model 1

Model of Integrated Planning, Budgeting, and Assessment Cycle for San Joaquin Delta College

Mission Statement

Educational Master Plan

Outcomes/SLOs - Evaluation of Performance Review of SLO's

Implementation

Budget & Resource Development

Research & Environmental Scanning

Strategic Plan & Goals of 2008 Unit Goals & Objectives, Review of Prior Goals

Program Review & AI Process

Program Review Committees

1999 Master Plan & Campus Plan Documents

In development - completion Nov. 2009

Division, Departments, Project Proposers, Committees, Governance and Groups, Faculty

Finance Office, Planning & Budget Committee, President's Council, and Board of Trustees

Division, Departments, Project Proposers, Committees, and Governance Groups
### Table 1: Planning, Budget & Assessment Calendar for Delta College

**Instructional Division, Discipline Group, Student Services, or Administrative Program**

<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>PROGRAM REVIEW/ANNUAL GOALS &amp; OBJECTIVES BASED ON MISSION &amp; STRATEGIC GOALS</th>
<th>DEVELOP AI PROPOSALS BASED ON PROGRAM REVIEW AND/OR MISSION &amp; STRATEGIC GOALS</th>
<th>UPDATE OF EDUCATIONAL MASTER PLAN</th>
<th>REVIEW MISSION &amp; STRATEGIC GOALS, MAKE SUGGESTIONS FOR REVISIONS</th>
<th>SLO ASSESSMENT &amp; CYCLE OF EVALUATION</th>
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<tbody>
<tr>
<td>2009 JAN</td>
<td>AI Proposals due for next year consideration</td>
<td></td>
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<td></td>
<td>Continue Course Level SLO implementation</td>
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<td>FEB</td>
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<td>Suggested revisions due</td>
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<tr>
<td>MAR</td>
<td></td>
<td>Participate in Master Plan Sessions</td>
<td></td>
<td></td>
<td>Assessment of SLOs &amp; measurable outcomes</td>
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<tr>
<td>APR</td>
<td>Assess progress on goals and objectives</td>
<td>Participate in Master Plan Sessions</td>
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<tr>
<td>MAY</td>
<td>Develop annual goals and objectives</td>
<td>AI Funded Projects Announced</td>
<td>Participate in Master Plan Sessions</td>
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<tr>
<td>JUN</td>
<td></td>
<td>Participate in Master Plan Sessions</td>
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<td>Course Level SLOs completed</td>
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<td>JUL</td>
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<tr>
<td>AUG</td>
<td>Begin new practices to meet goals</td>
<td>AI Self Assessment (prior year projects)</td>
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<td>Faculty begin curriculum or SLO changes (if needed)</td>
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<td>NOV</td>
<td>Complete Program Review (if due)</td>
<td>Master Plan Completed</td>
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<td>DEC</td>
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<td>2010 JAN</td>
<td>AI Proposals due for next year consideration</td>
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<tr>
<td>FEB</td>
<td></td>
<td>Review Master Plan</td>
<td>Suggested revisions due</td>
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<tr>
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**Planning, Budget & Assessment Calendar for Delta College**

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<td><strong>NOV</strong></td>
<td>Complete Program Review (if due)</td>
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<td><strong>DEC</strong></td>
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| **2011 JAN** | AI Proposals due for next year consideration                      | Review Master Plan & Update Env. Scan | Suggested revisions due | Assessment of SLOs & measurable outcomes |
| **FEB**      |                                                                        |                                    |                            |                                         |
| **MAR**      |                                                                        |                                    |                            |                                         |
| **APR**      | Assess progress on goals and objectives                              |                                    |                            |                                         |
| **MAY**      | Develop annual goals and objectives                                  | AI Funded Projects Announced       |                                    |                                          |
| **JUN**      |                                                                        |                                    |                            |                                         |
| **JUL**      |                                                                        |                                    |                            |                                         |
| **AUG**      | Begin new practices to meet goals                                    | AI Self Assessment (prior year projects) |                          | Faculty begin curriculum or SLO changes (if needed)                   |
| **SEP**      |                                                                        |                                    |                            |                                         |
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### Appreciative Inquiry & Program Review

The College utilizes an Appreciative Inquiry (AI) approach to drive the identification of strategic initiatives, new programmatic approaches, and to link these concepts to budget priorities. The contours of this AI model were outlined in a 2005 document titled “Conceptual Framework for the Delta College Strategic Planning Process” which explicitly created the link between an AI approach to strategic planning and budgeting and the accreditation standards calling for integrated planning. The College’s budget cycle relies on AI propositions, program review recommendations, recommendations from existing plans, and annual unit/division/department goals and objectives all of which must be explicitly linked to the College mission and/or one or more of the College strategic goals. These inputs identify new budget priorities in an annual cycle of identification and evaluation.

The AI model is designed to promote the discussion of the strengths, achievements, opportunities and potentials for an improved future within an organization, emphasizing the positive attributes that make an organization successful. In 2003-04 at Delta College, AI interviews were conducted with a wide variety of campus representatives to trigger their thinking about possible futures for the College. Those interviews helped inform a revision of the mission statement of San Joaquin Delta College, and generated four strategic goals that were adopted by the Board of Trustees in 2005. The strategic goals of 2005 were used as the foundation for budget requests in the 2005-06 budget calendar. Those goals included:

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

- **Strategic Goal 2:** 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.

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### Table 1

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

- **Strategic Goal 4: Assess resources to accomplish goals, set income and spending targets, and adjust College budget priorities to support and insure access, and successful student outcomes.**

The way the AI process works in practice requires individuals from the campus to frame their requests for new funding around strategic goals and the mission of the College. Those budget requests are aggregated during annual phases that begin in the late fall semester with invitations to solicit new ideas and projects, AI training sessions in January, the submission of proposals by the end of January, the aggregation of the proposals into a master database in February, and Executive Cabinet and shared governance review during the spring semester. Divisions and departments rank proposals first, followed by Vice Presidential and Executive Cabinet rankings, with the ultimate review by the College’s Planning and Budget Committee and President’s Council in April and May. By the end of the spring semester, the AI budget process will have identified the top priorities for strategic allocation of new funds, and the Budget Office can then incorporate the costs of the new projects into the following year budget.

In the years since 2004, the College’s Board of Trustees has set aside AI funds in a reserve account in order to have a pool of funds to finance these strategic initiatives. Over the last three budget cycles, more than $2.1 million in new initiatives and staffing allocations have been added to the College’s operations through the AI process. Most of that funding has been added to the College’s base budget as on-going funds to sustain the projects over a number of years and support staffing costs. Some of the projects funded through the AI process include:

- The hiring of police and safety officers for the Mountain House campus
- A host of student success initiatives across the College’s departments
- A “grow your own” faculty mentoring system
- New security camera systems to enhance campus safety
- The establishment of a New Faculty Academy
- New equipment for science labs
- Staffing to help develop the Kuali financial and student systems
- New computers and software to transition to computerized assessment testing
- Outreach efforts to local schools
- Improved radio, television, and print marketing campaigns
- Expanded transfer center and counseling services
- The annual offering of a constitution symposium for the Delta community
- Annual funding to support the art gallery’s operations
- A student success program providing services for African American students

AI is now seen as a budgeting process that has “matured” at the campus. College constituent groups have grown accustomed to the annual cycle for budget requests and understand the mechanisms for making budget requests through the AI process. The system requires linkages to program review documents and strategic planning goals and objectives. New faculty, staff and
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managers are educated about the process through training conducted by the Office of Planning, Research, and Institutional Effectiveness (PRIE).

Some may criticize AI’s significance by suggesting that it only covers a small portion of the annual budget expenditures for the College. Clearly, AI is only one component in the emerging Educational Master Plan. However, it must be kept in mind that much of the College’s budget is driven by staffing costs related to collective bargaining agreements and categorical grant funded positions (75% of the existing overall budget). These costs are in some sense “locked in” and subject to change only via regular program review processes and when external budget constraints introduce a shock to the College’s budget. Seen in this light, AI funded propositions represent a significant component of the discretionary, non-designated funds available for instructional and student support innovations at the College.

Assessment of Funded AI Proposals
The College initiated an AI self-assessment process in the fall of 2008 that provided an early evaluation of prior funded projects, some of which are still ongoing. A PRIE report by the indicated that nearly all of the projects from the 2005-06 and 2006-07 budget cycle addressed the previously identified strategic goals of increasing student access and success. Nearly 60% of the AI projects also had an element that was designed to enhance more open communication across the campus. In short, the College’s funded AI projects were clearly linked to strategic goals and mission statement of the College. In terms of broad programmatic themes, four out of every ten proposals targeted instructional improvement, and a third of the projects targeted improved efficiency or better operations.

The self-assessment resulted in a set of recommendations to improve the AI process, including better communication with individuals about why programs may not have been funded, an improved AI web site, and clear directions for filling out AI budget requests. The PRIE Dean responded to these concerns by expanding AI training sessions and including a sample budget request in those sessions. The Dean will also implement the practice of informing AI project proposers when their requests are not ranked as a priority project for funding. Clear guidelines and sample documents have been posted on the AI DocuShare web site to help proposers create new AI proposals.

In terms of closing the evaluation and assessment loop, AI proposals require the identification of measurable objectives that are linked to the mission or strategic goals of the College. In this sense, college researchers and deans/division managers have a built-in mechanism for tracking the success of AI projects by examining the outcomes and whether benchmark indicators of success have been achieved. What the College has not yet completed is a systematic cycle of this form of evaluation. While self-assessment of AI projects has begun, the consistent tracking of objective performance indicators is in the nascent stages. The PRIE hopes to add this tracking of objective indicators in the next round of AI self-assessments (planned for August 2009), and in the 2009 Annual Report of Institutional Effectiveness. Projects that fail to meet their stated objectives will need to have their continued funding evaluated and perhaps diminished or eliminated.
Specialized Planning for the Measure L Bond Projects

The College has engaged in specialized planning for construction projects that are a part of the $255 million Measure L Bond campaign. Extensive demographic and labor market research was conducted by the College in conjunction with its 1999 Educational Master Plan and in the process of establishing future project priorities in the 2003-04 period. The essential strategy of that planning process was movement of the College toward a “regional center” concept for the delivery of future educational services, coupled with increasing use of online education. The 1999 Educational Master Plan was instrumental in guiding the College’s selection of a site in south San Joaquin County, and for identifying the need for a future regional center in the Lodi area north of the Stockton campus. The population and housing boom of the late 1990s and early 2000s made the selection of a Tracy area regional center a top priority for the Board of Trustees, and the Master Plan helped shape the College’s submission of a Facilities Project Proposal to the Chancellor’s Office and California Post-Secondary Education Commission. That planning resulted in the selection and purchase of property in Mountain House, just northwest of Tracy and adjacent to Interstate 205, and the development of a Mountain House Center became one of the top priorities for the College’s 2004 bond campaign.

Bond planning consultants that were hired by the College in the wake of the passage of Measure L helped the College complete planning documents that blend educational programming needs with facilities plans. Teaching Faculty Task Force meetings helped frame the conceptual plans in these documents, allowing for the completion of a 2005 Stockton Campus Master Plan, a 2006 Environmental Impact Report for the Stockton Campus Master Plan, and a 2006 Draft Lodi Master Plan. The Lodi Master Plan, completed in 2008, was closely linked to a site that the College Board had identified for development in 2005. Shortly after the completion of the Lodi Master Plan, the Board voted to abandon the Lodi site. The cost of developing the particular site, the inherent liabilities, and the legal complications of acquiring the property led the Board to this decision. At this time, there is a need for further analysis of Lodi area properties for future expansion in that region. However, the academic and vocational program mix identified in the Lodi Master Plan for a future Lodi education center still makes sense: the College will seek to expand into that region based on connections with the region’s burgeoning growth as a hospitality, entertainment, and wine-oriented community that has a vital downtown core of restaurants, entertainment, and wine tasting businesses.

The 2008 Environmental Scan and Strategic Plan

The development of an Environmental Scan and Strategic Plan in 2008 has helped shape a revised list of strategic priorities for the College. The environmental scan produced in that document reflects the type of planning that the ACCJC has in mind in promoting short-term and long-term planning. The 2008 Environmental Scan and Strategic Plan integrates changing population dynamics and labor market demands into the facilities and planning objectives of the College. The new goals identified in that process emphasize critical areas of change, including the following:

- Strategic Goal 5: Facilitate the completion of Measure L Bond Projects and the revitalization of the Stockton campus.
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- Strategic Goal 6: 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.

The Strategic Plan of 2008 features goals and objectives that drive the planning for unit level goals and objectives, with timetables for completion and individuals responsible for implementing the changes. The objectives reflect unit level planning documents that “roll up” to the strategic plan level. The College’s October 2008 response to the Accrediting Commission featured extensive evidence of unit level plans and objectives, with individuals responsible for action identified, and a timetable for completion. Put simply, the 2008 Strategic Plan represents a comprehensive planning document that can guide the development of institutional and unit level planning – identifying the strategic objectives that all of the College units should pursue. When program managers and division deans engage the annual cycle of planning and goal setting, the process is structured around the College-wide strategic goals that are identified in the 2008 document.

Initiatives – Sustainability
Several significant initiatives have emerged at the College in response to the 2008 Strategic Plan. In light of strategic goal number six, and a heightened sensitivity to sustainability at the campus, the College Superintendent/President signed the University and College President’s Climate Commitment to spur the development of a climate action plan and programs designed to reduce the College’s release of greenhouse gases that contribute to positive global climate change.

A number of operational and curricular “green initiatives” have already been completed or are in the implementation stage. The College leadership imposed a campus closure of non-essential operations during the winter break to achieve a 12% cost savings in potential energy costs. The College’s cafeteria manager is shifting to renewable products like plates and utensils that can be mulched – reducing the College’s future contribution to landfill waste by as much as 20%. The College is in the early stages of exploring alternatives for the installation of renewable energy projects at either the Stockton campus or the Mountain House property that is adjacent to wind energy farms dotting the Altamont Pass. A Delta Innovation and Sustainability Committee (DISC) has been established that will help develop a long-range Climate Action Plan for the College. A team of faculty, managers and staff have visited Butte College to learn about their nationally recognized activities in the area of sustainability. Faculty are collaborating to build new curriculum offerings and course proposals that address sustainability themes and could lead to the creation of certificate programs in energy efficiency and new energy technologies. All of these initiatives reflect a College that is serious about environmental stewardship, responding to changing regional trends, and planning for long-term actions that will lessen the College’s “carbon footprint.”

It is important to keep in mind that these sustainability initiatives flow naturally from the identification of a strategic goal that was based on an environmental scan. The pace and scope of change reflected in these initiatives are symptomatic of a College that is in widespread agreement on the significance of environmental sustainability for the future of the College and its leadership in the regional economy.
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Initiatives – Information Technology and Systems Development
New strategic initiatives are not simply occurring in the realm of sustainability. The College has long had a reputation as a leader in information technology projects, and it has used its expertise to contribute to significant “open source” projects in the field of student records management and financial operating systems. The College is the only community college taking part in the Kuali initiative, which promises to build an open source solution for data management for higher education institutions. Kuali has been funded through the AI process and has resulted in the College’s staff partnering with colleagues at institutions as diverse as the University of California, University of British Columbia, Indiana University, MIT, the University of Hawaii, University of Arizona, Cornell University, the Naval Postgraduate School, and USC. The College’s Vice President of Information Technology serves on the national Board of Directors for Kuali.

The Kuali financial system will “go live” for payroll and accounting purposes in June of 2009. This project, which is nearly completed, holds significant promise for enhancing the transparency of financial transactions at the College and “democratizing” the management of budget information. With effective implementation and training, financial information will be more readily available to a wider audience of users. This can help foster a greater degree of trust and openness within the campus community.

Initiatives – Master Plan for Student & Operational Learning Outcomes and Assessment
The College has also taken strides in measuring institutional effectiveness and implementing cycles of continuous evaluation. Academic Senate leaders and the faculty have made significant strides in developing student learning outcomes (SLOs) at the course level, and the October 2008 report provided a master plan for SLO assessment and review across the College. By the end of the academic year 2008-09, Academic Senate leaders had established the goal of implementing SLOs for virtually every course that is currently offered by the College. As of February 1, 2009, the curriculum data base featured 60 percent of courses with at least one SLO, but the percentage is likely to jump considerably higher in the wake of March and April Curriculum Committee meetings.

The College is in the process of evaluating institution-level SLOs and operational SLO’s. The College’s Curriculum Committee has a task force engaged in drafting learning outcomes for students that are based on the mission statement of the College and rooted in the development of engaged citizens who are ready to lead and serve their communities. The Task Force has developed a draft list of institution-level SLO’s and the Academic Senate discussed a draft list of institution-level SLOs at their March 18, 2009 meeting. The College has also adopted a software module for the curriculum process that will allow faculty to identify how courses fit into a broader scheme of course, program, and institutional SLO’s. Small teams of faculty are being asked to test-pilot the system in the spring of 2009, with wider implementation depending on software programming in the summer and fall of 2009. The ultimate goal of the project is the development of an SLO assessment tracking system that can be used to develop program and institutional reports, modify curricular practices, and serve as a repository of evidence of the College’s on-going cycle of evaluation and improvement of SLOs. This entire initiative is linked to the critical strategic goal of fostering student success.
Initiatives – Annual Report of Institutional Effectiveness

The PRIE Office has also implemented an annual report on institutional effectiveness. The report uses benchmark indicators developed through a shared governance consultation process and aligns them with the College mission, strategic goals, and ACCJC standards. The report provides an annual assessment of the College’s success in fostering increased student learning, effective operations, and student satisfaction. The first report was completed in September 2008, and it features a wealth of data that are aligned with ACCJC standards.

The 2009 Report on Institutional Effectiveness will feature a couple of improvements to help “close the loop” on planning and assessment. The report will feature tracking of specific indicators that are tied directly to the strategic goals of the College. One way to do this is to assess some of the annual unit level plans and their goals and objectives, and make a determination of whether a goal has been met, substantially met, is under way, or has not been addressed. The report will also utilize a survey instrument to examine whether College staff, faculty, and managers believe the College is making progress on specific goals identified in the Strategic Plan of 2008. This can be done in the form of questions like the following: How much progress has the College made in addressing the goal of improving environmental sustainability in the last year (very little progress, a little, unsure, some, good, or very good progress)?

Initiatives – Improved Communications Internally and Externally

In response to the strategic goal calling for improved communication to internal and external audiences, the College’s Public Information Office has launched new projects that have improved the communications efforts of the College, particularly in the area of local marketing. The Public Information Office developed a Strategic Communications Plan in 2008 that represented a complete scan of existing marketing and public relations efforts at the College, both internal and external. A number of new initiatives have emerged from that plan. Most prominent among them is a successful series of television, radio and newspaper ads that have featured high profile graduates of the College extolling the virtues of the College. The ads feature a NASA astronaut, a successful airline pilot, the former Mayor of the City of Stockton and the leader of the Chamber of Commerce of Stockton. Communications within the College community have also improved, with frequent updates on bond construction projects and regular reporting on Delta events and staff in an electronic newsletter.

The Public Information Office is also in the final stages of developing an external magazine that should be ready for release in the late spring of 2009. The magazine is called Career Focus and highlights the College’s role in preparing the region’s workforce. The magazine will feature a complete listing of career and technical education programs at the College, including contact information for local readers. Circulation is projected to be 15,000, with publication occurring twice a year.

The Communications Plan has also resulted in several web-based enhancements for internal and external communication. A shared governance website has been established that creates a repository for committee materials and a standard framework for committee agendas and minutes. The College’s website has been redesigned and will be launched in a public manner before the beginning of the fall 2009 semester. The new site is the result of extensive analysis of
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web page traffic “hits” and focus group discussions with users. The web site will be published for internal reviews this spring in order to gather feedback information for final improvements.

External marketing outreach in the coming budget year will target students from traditionally under-represented populations. A specific effort will be made to enhance marketing to the African American community, and build on prior successes in marketing to the region’s Hispanic population. All of the efforts mentioned here are drawn from the recently completed Communications Plan, and they are emblematic of the College community responding to a strategic theme identified in the 2008 Environmental Scan and Strategic Plan.

The Educational Master Plan of 2009: Shaping a Future Together
The College is currently implementing a planning process that will explicitly address the recommendation from the 2002 and 2008 visiting teams. The goal is to develop an updated Educational Master Plan that integrates short-term (five year) and long-term (ten-year) plans for educational programs, staffing, technology, resources, and facility needs. The process of developing the Master Plan is being led by a Master Planning Task Force chaired by the Assistant Superintendent/Vice President of Instruction and supported by the Dean of Planning, Research, and Institutional Effectiveness and staff in that office. The process has been kicked off by a strategic planning retreat with the Board of Trustees that allowed newly appointed Board members an opportunity to reflect on the strengths of the College and areas in need of improvement over the short-term and long-term horizon (February 19, 2009). This type of “SWOT” analysis (strengths, weaknesses, opportunities, and threats) is common to the development of strategic plans. The Board’s planning agenda cited the following major issues:

- Concerns about the need for more transparent communication and the promotion of a culture that values trust and mutual respect.

- Short-term and long-term emphases on delivering high quality services to students and the need to adapt to changing regional trends in educational and labor market needs.

- The need to plan for facilities and regional centers based on sound data and evidence of community need.

The development of the updated Master Plan will be informed by the Board’s identification of strategic themes and the prior work that has gone into the planning documents mentioned earlier. As an example, the 2005 Stockton Campus Master Plan identified the concept of orienting the campus layout and organization toward academic and/or vocational “neighborhoods” that would foster greater faculty collaboration within similar disciplines. Recognizing this earlier vision, the current Master Plan focus group interviews with faculty will seek to determine if this theme is still relevant to the faculty.

The planning process features a series of faculty focus group sessions that invite instructors, counselors and librarians to contemplate the future of their programs five and ten years out, based on data drawn from existing program review documents, past and current enrollment trends, past and current staffing levels, and projections of future enrollments framed by labor market data and population projections. The focus groups emphasize several important themes,
including anticipated staffing, resource and facility needs, ways that curriculum and instruction might be re-shaped by changing patterns, and faculty thoughts about cross-discipline collaboration and more effective ways to organize the College in operational terms. The spring 2009 semester has more than 15 different focus groups scheduled to solicit widespread faculty input into the Educational Master Plan.

Future efforts in the summer of 2009 will include further interviews with staff and managers from student support programs and services, and the administrative units of the College. The Master Plan Task Force serves as the clearinghouse for data collection, the writing of draft sections of the document, and the organizing force to keep the planning process on schedule. The draft plan will feature “vision documents” for all of the academic programs and programs that provide student and academic support services. It will integrate these vision documents with a staffing plan, a technology plan, and a facilities plan that sketches out the strategic direction the College will take over the next decade. Once these draft documents are completed, the College will invite the local and regional public to review the Master Plan and provide commentary to improve the document before it is finalized. This public participation is designed to ensure that community needs are reflected and endorsed by community leaders, particularly in the education and occupational sector.

The scheduled completion of the Educational Master Plan in the fall of 2009 will provide timely guidance for the next phase of facility planning related to the College’s Measure L Bond construction schedule. It also can serve as a blueprint for budget and planning decision-making for the next five and ten years at the College. Put simply, the Master Plan can serve as the touchstone for budget development and the identification of new funding priorities. College constituents will be required to tie new budget requests to specific recommendations outlined in the Master Plan, and funding of projects will be based largely on whether a logical connection exists between a proposal and program review documents and the Master Plan objectives. One of the ways this can be accomplished is through the AI budget process requiring proposers to identify the specific page in the Master Plan and an existing program review that provides evidence of the need for the project.

**Evaluation**

The College has made strides in improving its planning processes since 2002, and a new era of strategic planning has taken hold at the College. The College has a coherent framework in place that describes a continuous planning, budgeting, and assessment model. The College leadership believes that this model is not well understood by the various constituent groups of the College. The model deserves wider communication to College representatives to provide a broader understanding of integrated planning and how “pieces of the puzzle” fit together into a coherent framework.

Evidence of the College’s enhanced planning and assessment approach can be seen in the development of an extensive Strategic Plan and Environmental Scan (2008) and the planning process that is being implemented for the updated Educational Master Plan for the College (2009). The Master Plan addresses all of the themes identified in the Accrediting Commission’s recommendations and suggests that the College has entered a new phase of systematic planning,
evaluation, and review. The completion of the Master Plan will bring the College in line with the ACCJC standards for planning and evaluation.

The tests that remain for the College are those of implementation, follow-through, and the engagement of cycles of evaluation. Once the Master Plan is completed, the College’s leadership and shared governance groups will be forced to follow the strategic goals and objectives outlined in the plan. Budgeting decisions in the AI budget development process will need to be aligned to the planning themes in the Master Plan. This will require leaders to refrain from endorsing funding proposals that are not linked to strategic themes in the Master Plan. In short, implementation of the Master Plan objectives requires organizational discipline and follow-through that forces new projects to be linked to strategic objectives in the College’s Master Plan, program reviews, and planning documents. The AI process can help shape this discipline by requiring project proposers to identify the specific page in the Master Plan that their project addresses. Evaluation of AI requests will require discipline as well. Individuals charged with key roles in the budget and planning process will need to review those proposals through a rubric that places greater weight on projects that are clearly tied to the Master Plan and are more central to student success and learning.

The Master Plan will require periodic review in order to ensure the College remains responsive to changing population and labor market dynamics. College leaders have agreed to update the Master Plan by engaging a comprehensive review of the document every two or three years. The review will be informed by the instructional and administrative program review documents that have been completed in the time period since the completion of the 2009 Master Plan. Additionally, regular evaluation of AI proposals and the annual development of unit-level goals and objectives will help shape the review and possible modification of the Educational Master Plan. The Executive Cabinet of the College can play a leadership role in ensuring that the Educational Master Plan is reviewed every two or three years.

In a similar vein, the College will also need to work to ensure that a culture of project review and evaluation continues to take hold at the College. AI projects and strategic initiatives that garner funding and resources will need to be reviewed to determine if they are meeting stated objectives. The College has processes in place that can help solidify this pattern of evaluation. AI budget requests must state measurable objectives when they are submitted. The College initiated a self-evaluation process for past AI funded projects in the summer of 2008 with some success. The Master Plan’s stated objectives and follow-up benchmarks will need to be tracked over the next five and ten years.

More effort must be made to enhance the College’s Annual Report on Institutional Effectiveness as an annual mechanism for tracking performance on strategic goals. The metrics identified in the 2008 report present a good first effort at building an annual feedback mechanism for the entire College. Improving the document by adding in specific survey questions and objective benchmarks for specific strategic goals will be an important enhancement.
Response to 2008 Recommendation 3

Planning Agenda

1. The College will complete an updated Educational Master Plan by the end of 2009. Widespread participation and a sweeping scope will ensure that the document features an integration of educational, human, technology, resource, and facilities plans in one holistic document. Parties responsible: The Educational Master Plan Task Force and Office of Planning, Research, and Institutional Effectiveness.

2. The College leadership will use the completed Educational Master Plan to require 2010-11 and future budget requests to be linked to the College mission, strategic goals and objectives as specified in the Master Plan. Parties Responsible: Executive Cabinet and Planning and Budget Committee.

3. By the end of 2009, the College will engage in an extensive review of prior AI funded projects to assess their performance in relation to stated objectives. Parties Responsible: Office of Planning, Research, and Institutional Effectiveness and relevant program managers.

4. The College will enhance its Annual Report on Institutional Effectiveness to include specific benchmark indicators of performance and survey questions tied to the strategic goals identified by the College.

Evidence


Response to 2008 Recommendation 3


   [http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html](http://www.deltacollege.edu/div/planning/STRATEGICPLANMAINPAGE2.html)


   [http://docushare.deltacollege.edu/dsweb/View/Collection-8973](http://docushare.deltacollege.edu/dsweb/View/Collection-8973)

**Recommendation 5.1 (2002)**
It is recommended that the college enact a plan to resolve the issue of counseling department schedules to ensure that the counseling needs of students are being met.


**Description**

As noted in the 2002 and 2008 Accreditation Self Studies, as well as the November 2008 response to the accreditation team’s findings, the Commission recommended that the College “enact a plan to resolve the issue of the counseling department schedules to ensure that the counseling needs of students are being met.”

Counseling services include a wide variety of activities: academic planning, developing student educational plans, orientation, outreach, assessment, career planning, transfer services, transcript evaluation, special services to special populations (EOPS, DSPS, etc.), as well as individual personal and academic counseling appointments. San Joaquin Delta College believes that, for the most part, students should be provided counseling services by full-time counselors if possible. In an attempt to provide optimal counseling services to students, since at least 1993, the San Joaquin Delta College counselors have worked on a staggered schedule. The staggered schedule was considered necessary in order to ensure that full-time counselors were on duty year round and to reduce the need to supplement the counselors’ schedule with overload and hourly counseling expenditures. The schedule reflects a three-stage scheduling approach. The full-time counseling staff is divided into three groups, and each group is assigned to work during various periods throughout the year based on the need to provide counseling or counseling-related services to students as needed.

More specifically, Group A counselors, approximately one quarter of the counseling staff, begin their contract year on July 1. These counselors provide counseling services during the peak fall registration period. They are supplemented with additional counseling faculty who work overload or are hired as adjuncts. Group A counselors end their full-time service in April, approximately a month before commencement. Group A full-time counselors focus on providing students with counseling and counseling-related services during the summer registration period in preparation for the fall semester. In addition, this group addresses orientation needs for students by offering Guidance 11 courses.

Group B counselors, approximately fifty percent of the counseling faculty, have a contract year that is parallel to the teaching and library faculty. They begin their contract year in August, at the beginning of the fall academic calendar. Group B counselors end their contract year at the end of the spring semester with commencement attendance. The schedule followed by Group B counselors is ideal for counselors who are working with special programs that span the academic year such as PUENTE, Delta Golddd (TRIO), and Title V because they begin their contract year when the students begin the programs and end when they end.

Finally, Group C counselors, approximately one quarter of the counseling staff, begin their contract year in September and end on June 30. Along with their duties throughout the year, these counselors are on duty to cover the period after the end of the spring semester through

June 30 when the other two groups are not on contract. Group C counselors address ongoing student needs for “continuing students.” These students have many needs, such as completing general education requirements and receiving counseling and advising for educational planning, career planning, and transfer planning.

Throughout the year, provided that funding is available, full-time counselors work on an overload basis and adjunct counselors are engaged to provide additional counseling services to students.

Evaluation

The College has extensive evidence demonstrating that the number of counseling-related services provided to students has significantly increased since 2002-03. Figures 1, 2, and 3 below, based on data compiled by the College's Office of Planning, Research, and Institutional Effectiveness, indicate that students received greater numbers of counseling services in 2007-08 than in 2002-03 in each of the three annual terms: summer, fall, and spring. Moreover, the data show that these services occurred at "peak" demand periods such as the critical registration months of summer (for summer and fall registration) and in November, December and January (for the spring registration cycle). While the staggered schedule may contribute in part to this increase; it may also be attributed to the hiring of additional full-time counseling faculty and particularly due to hiring full-time counseling faculty who work overload during the summer months.

The data in Figure 1 suggests that across a wide range of counseling services student demands are being met at a higher level in the current period compared to 2002-03. However, there is evidence of a lower level of personal counseling and professional/certificate counseling in 2007-08. This apparent decline in such counseling may be due to the greater utilization of transfer, career planning, and the development of student education plans. Also, an increase in the traditional college-age population may be influencing the decline in personal counseling and the increase in transfer-related services.

Figures 1, 2, and 3 - San Joaquin Delta College Office of Planning, Research, and Institutional Effectiveness, “Counseling Service Utilization Trends, 2002-03 and 2007-08,” (March 10, 2009).”

Figure 4 below also demonstrates an increase in the services provided to students in 2007-08 as compared to 2002-03.

**Figure 4: Evidence of Counseling Services To Meet Student Needs**

<table>
<thead>
<tr>
<th>PROGRAM SERVICES</th>
<th>2002 Level of Service</th>
<th>2008 Level of Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Probation</td>
<td>Service</td>
<td>1 FTE Counselor</td>
</tr>
<tr>
<td>Early Alert</td>
<td>No Counselor</td>
<td>1 FTE Counselor</td>
</tr>
<tr>
<td>e-Advising</td>
<td>Limited-2004</td>
<td>1 FTE Counselor</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Limited-2007 Service</td>
<td>Service</td>
</tr>
<tr>
<td>GED</td>
<td>Limited</td>
<td>Expanded</td>
</tr>
<tr>
<td>Guidance &amp; Counseling Courses</td>
<td>Limited</td>
<td>Expanded</td>
</tr>
<tr>
<td>High School Outreach</td>
<td>Limited</td>
<td>Expanded</td>
</tr>
<tr>
<td>International Students</td>
<td>Limited</td>
<td>Expanded</td>
</tr>
<tr>
<td>Middle College High School Students</td>
<td>Limited</td>
<td>1 FTE Counselor</td>
</tr>
<tr>
<td>Orientation</td>
<td>Limited</td>
<td>Expanded</td>
</tr>
<tr>
<td>Puente Program</td>
<td>.50 FTE Counselor</td>
<td>.50 FTE Counselor</td>
</tr>
<tr>
<td>SARS (Student Appointment Reporting System)</td>
<td>None</td>
<td>New 2008</td>
</tr>
<tr>
<td>Saturday Services</td>
<td>Limited</td>
<td>Expanded</td>
</tr>
<tr>
<td>Student Athletes/Athletic Express</td>
<td>No Program</td>
<td>1 FTE Counselor</td>
</tr>
<tr>
<td>STEM (Science, Technology, Engineering &amp; Math)</td>
<td>No Program</td>
<td>2009 – 1 FTE</td>
</tr>
<tr>
<td>Title 5</td>
<td>No Program</td>
<td>.50 FTE Counselor</td>
</tr>
<tr>
<td>Transfer Services/Transfer Admission Guarantee (TAG’s)</td>
<td>Limited</td>
<td>Expanded</td>
</tr>
<tr>
<td>TRIO</td>
<td>No Program</td>
<td>1 FTE Counselor</td>
</tr>
<tr>
<td>Veterans</td>
<td>No Counselor</td>
<td>1 FTE Counselor</td>
</tr>
</tbody>
</table>
The evidence above indicates that the current staggered schedule meets the counseling and counseling-related needs of students; nevertheless, the current schedule presents persistent challenges.

First, counselors are assigned to Group A, Group B, or Group C on the basis of seniority. The most senior counselors tend to prefer the schedule assigned to Group B—the traditional academic year. Unfortunately, the traditional academic year is also the optimal schedule for those counselors who are assigned to work with special programs, but these counselors are often ones more recently hired and with less seniority. Consequently, the less senior counselors are usually assigned to either Group A or Group C. The Group A and Group C schedules disadvantage the students in special programs because the Group A counselor goes off contract in April before the end of the year activities have been completed and because the Group C counselor misses the first weeks of school and the kick-off of the program’s activities.

Second, the absence of one fourth of the counseling faculty at the beginning of the Fall Semester, Group C, also affects the launch of special programs which engage students in a successful start, the timely completion of Transfer Admission Guarantee (TAG) agreements, the initiation of tenure review committees, Academic Senate assignments, the attendance at initial shared governance meetings, the instruction of Early Start guidance courses, meeting “beginning of semester” timelines, and the needs of veterans, athletes, international, disabled (DSPS) and EOPS, and Middle College students. The current assignments of counselors may have an impact on counseling services to students at the end of the academic calendar with approximately one fourth of full-time (Group C) counselors off contract and possibly unavailable during the last month of the spring semester. This has an effect on the completion of transfer applications and related transfer issues, preparation to enter the workforce, as well as assisting students with graduation applications, pre-registration for summer and fall semesters, and the counseling and advising of matriculating high school seniors, and re-entry students.

Third, the staggered schedule does not allow all counselors to be on staff during critical times of the year to take advantage of training opportunities designed to provide improved services to students. For instance, the annual New Faculty Academy begins in early August in preparation for the fall semester, but not all first-year counselors are assigned to work during this time. To attend the New Faculty Academy, a counselor on the B or C schedule would have to be paid on an overload basis in order to ensure that he/she attends. In addition, a counselor on the C schedule will miss early fall staff development opportunities including the opening day flex activities, initial policy and procedure changes, counselor orientation meetings, and other information and training that is essential to assist counselors in effectively advising students. The counselor on the A schedule will miss workshops scheduled in May as well as commencement unless he/she is available for overload work.
The College has conducted numerous meetings and efforts to address the current staggered counselor's schedule. These meetings are documented as listed below:

- Monday, November 3, 2008, 3:00 p.m.
- Friday, December 5, 2008, 10:00 a.m.
- Monday, December 15, 2008, 9:00 a.m.
- Monday, December 15, 2008, 10:00 a.m.
- Friday, December 19, 2008, 10:00 a.m.
- Monday, February 23, 2009, 9:00 a.m.
- Friday, December 19, 2008, 11:00 a.m.
- Friday, January 9, 2009, 8:30 a.m.
- Tuesday, January 13, 2009, 4:00 p.m.
- Monday, February 23, 2009, 9:00 a.m.
- Wednesday, February 25, 2009, 10:00 a.m.

The purpose of these meetings was to clarify and discuss how the staggered schedule operated and how the schedule could change to meet the needs of students more effectively. In addition, conversations took place to assess how student needs could be addressed during "peak times" and during registration periods.

A new Vice President of Student Services was hired in July 2008. The new Vice President has been instrumental in leading the discussions related to changes in the scheduling of full-time counseling faculty. Through this inquiry process, the College recognizes the opportunity to improve the delivery of educational support services to students.

The College needs to assign full-time counselors to work throughout the entire calendar year. Counselors who “rotate off” the current schedule before the academic year ends should be scheduled to return to work to cover peak periods to meet the needs of students. All counselors should be available to work at the beginning of each academic year so they can participate more effectively in in-service programs for themselves and start-up events and activities for students. These assignments represent more efficient ways to address student needs and delivery of services. These assignments will be implemented to accommodate all students beginning summer 2009. This plan demonstrates that continuous ongoing coverage of counselors is available, thereby meeting student needs.

The College’s plan addresses more meaningful strategies to meet the needs of students as well as a concrete plan with measurable outcomes to support the plan. Data will be collected through the Student Accounting Record System (SARS) and other College data systems that will evaluate the extent to which assigning counselors throughout the entire calendar year increases the College’s ability to meet students’ needs over the current staggered schedule system. The Office of Planning, Research, and Institutional Effectiveness will assist in the data collection and analysis and advise the Vice President of Student Services as well as the College community of their findings.

1. Using the levels of counseling services appointments by service type in 2007-08 as benchmarks, the College will evaluate and review how the needs of students are being met in 2009-10 and each year following. Based on these evaluations, annual adjustments will be made.

2. Continuous, ongoing evaluation will take place at the end of each semester to address how students’ needs are being met. These data will be compared to the corresponding

semester or term in 2007-08. Based on these evaluations, semester by semester adjustments will be made.

3. Through interviews with program staff and counselors and student surveys, the College will evaluate whether specific programs such as PUENTE, TRIO, and Title V, are served more effectively in 2009-10, as counselors who lead these programs will be available at the beginning of the semester and throughout the academic year.

4. Using the 2007-08 data as a comparison, the College will also conduct an analysis to determine the extent to which more students are served during peak periods in 2009-10. This analysis should demonstrate an increase in the number of appointments as well as participation in other programs and services.

5. Using the 2007-08 data as a comparison, the College will evaluate the effectiveness of transfer and career services, services to all special populations provided through the Counseling department, orientation, counseling, outreach and other matriculation services related to the College’s Matriculation Plan. The College will evaluate how many students received educational plans through the SARS system; track retention and success rates of students and survey students to measure satisfaction of services.

6. Based on all of the data collected, the College will assess the need to hire more counselors based on determining effectiveness of delivery of services to meet student needs.

Planning Agenda

The College’s comprehensive plan to resolve the issue of the counseling department schedules to ensure that the counseling needs of students are being met includes the following actions:

1. Re-enter negotiations regarding the counselors’ schedule to resolve the issue of the counseling department schedule (negotiations are currently in progress).

2. Consider new ways to provide counseling-related services to students such as online or large-group orientations.

3. Analyze effectiveness of a new approach to counseling schedules using the measurable outcomes outlined above.

4. Analyze new ways to provide counseling-related services to students by assuring that students are offered a variety of student services, matriculation services, services to special populations, services to athletes, and others listed in the counseling services list.

Evidence

1. Master Contract between the District and the SJDC Teachers’ Association, 2004-08: Article XVII Workload

2. Office of Planning, Research and Institutional Effectiveness Counseling Services Utilization Trends Data Charts

3. Counseling services demonstrating level of service to meet student needs

4. Calendar of meeting to discuss how to approach different ways to meet student needs

As called for in the 1996 Accreditation Evaluation Report recommendation 4.1, the college should ensure that evaluations of staff are conducted at agreed-upon intervals and provide training on evaluation procedures to managers, faculty, and classified staff. (Standard 7.B1 and 7.B2).


Description

Completion of Performance Evaluations:
As noted in the 1996, 2002, and 2008 Accreditation Self-Studies as well as the November 2008 response to the 2008 Accreditation team’s findings, the College has experienced difficulty in completing evaluations of managers, faculty, and staff at agreed-upon intervals and in a timely manner. In fact, prior to the March 2008 Accreditation team visit, there were well over 300 evaluations that were at least 60 days past due. By October 1, 2008, as the result of a cooperative and concerted effort on the part of all College managers and the Human Resources and Employee Relations (HRER) Office, the number of overdue evaluations had been reduced to 85. And, by November 17, 2008, the time of the follow-up visit, HRER was receiving completed evaluations on a daily basis.

While managers have continued to make progress in completing overdue and current evaluations, they also expressed concern about the accuracy of the information they were receiving from HRER about overdue evaluations. Managers reported that the periodic lists of overdue and currently due evaluations they were being sent sometimes contained inaccuracies: evaluations that had been completed had not been logged in HRER; individuals whose status had changed from faculty to manager or vice versa were listed and counted twice; and/or the dates indicating that evaluations were due did not coincide with their local records. By working cooperatively, HRER and the College managers have successfully reconciled the evaluation data so that both groups agree that the data are correct.

The evaluation situation is 100% improved over the November 2008 results. The table below provides evaluation completion results by employee group as of March 17, 2009:

<table>
<thead>
<tr>
<th>Employee Group</th>
<th>% Completed within 60 days of due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management</td>
<td>100%</td>
</tr>
<tr>
<td>Confidential</td>
<td>100%</td>
</tr>
<tr>
<td>Classified</td>
<td>100%</td>
</tr>
<tr>
<td>Full Time Faculty</td>
<td>100%</td>
</tr>
<tr>
<td>POA</td>
<td>100%</td>
</tr>
</tbody>
</table>

In short, the College is up-to-date in completing all overdue evaluations, current evaluations are occurring within agreed-upon deadlines, and HRER and managers’ records have been reconciled.

In addition, managers and HRER have agreed to work cooperatively on a variety of issues related to the overdue evaluation problem. A work group comprised of College managers and

HRER staff has been established, and discussions to review and revise policies and procedures and establish mutually-agreed upon time-frames have begun. The work group will focus on aligning policies and procedures with Education Code and Title 5 and the CTA, CSEA, and POA contracts.

Meanwhile, HRER is actively pursuing the implementation of MUNIS, a new human resources data management system that promises to provide more accurate, timely, user-friendly evaluation tracking and reporting functions. Users will be involved in providing input on implementation of this software system.

Since January 2009, HRER has provided each manager and his/her vice president with a list of the employees that were due or overdue for evaluation. The Vice Presidents have followed up with their managers to make sure they are completing the evaluations in a timely way. Managers have reviewed the lists provided by HRER, correcting them if necessary. HRER has then corrected their data and updated their lists. This parallel human resources system will remain in place until MUNIS, the new human resources data management system is fully implemented and the data it produces have been fully validated. The additional check and balance system should produce a considerably more accurate estimate of overdue and pending evaluations.

Employee Training for Effective Performance Evaluations:

Training for Managers
By November 17, 2008, the date of the follow-up site visit, the HRER Vice President had conducted a training session for managers on the principles of effective employee performance evaluation. In addition, the Vice President of HRER and the Assistant Superintendent/Vice President of Instruction have been meeting to plan a Management Academy that will begin in the summer of 2009. The Management Academy will feature a comprehensive performance evaluation component which will include the following:


2. Training in CTA contract, College policies and procedures, and Education Code/Title 5 regulations related to evaluating contract (untenured) and regular (tenured) faculty.

3. Training in the Tenure Review Process as specified by CTA contract, College policies and procedures, and Education Code/Title 5 regulations.

4. Training in the CSEA and POA contract, College policies and procedures, and Education Code/Title 5 regulations related to evaluating classified employees and police officers.

5. Training in the best practices in faculty and staff development.

6. Training in disciplinary procedures as they relate to the CTA contract, College policies and procedures, and Education Code/Title 5 regulations.
Training for Faculty
Faculty members are trained in a variety of ways as participants in the evaluation and tenure review processes. The CTA contract specifies that all contract and regular faculty will participate in an individual or group pre-evaluation conference. The purpose of the pre-evaluation conference is to review and achieve a common understanding of the CTA contract articles on evaluation of faculty and the tenure review process if applicable. Each faculty member receives a packet of documents related to evaluation including the appropriate contract provisions and evaluation forms. Topics covered include the objectives of the evaluation program, premises basic to the evaluation program, the plan for evaluating contract and regular faculty, the due process procedure, the peer review process, the student evaluation process, the self-evaluation process, and the tenure review process if it applies.

Regular faculty who serve on tenure review committees are required to attend tenure review orientations where they receive and review the contract provisions for the tenure review process and their roles in assisting new faculty in meeting the expectations for achieving tenure. First-year, untenured faculty are introduced to the Tenure Review Process as described by the CTA contract, Board Policies and Administrative Procedures, the Education Code, and Title 5 through the New Faculty Academy. After they have completed their first year and the New Faculty Academy successfully, untenured faculty will be invited to workshops on the Tenure Review Process conducted through the Professional Development Center to provide an update.

Adjunct faculty members participate in a pre-evaluation conference so that the Dean/Director can explain the evaluation policies and procedures, and apprise the adjunct instructors of the purpose of performance evaluation at the College.

After the human resources data management software has been implemented, it will be used to create a simple calendar-type document for untenured faculty and tenured faculty involved in the Tenure Review Process outlining the exact dates for each required evaluation.

Training for Classified Employees and Police Officers
The CSEA and POA contracts specify the evaluation process; however, they do not speak to the need for training or review of the contract or evaluation process with the employees. Workshops for classified employees and police officers or a pre-conference prior to their evaluation would likely be beneficial additions to the classified and police officers’ evaluation processes so that topics such as the reason for evaluation, the value of a self and/or peer evaluation, and/or the importance of professional development could be discussed. The College-wide Staff Development Committee is implementing these practices, and workshops are planned for the Professional Development Center in fall 2009.

Evaluation

The College has corrected all deficiencies related to the completion of staff evaluations at agreed-upon intervals. As of January 5, 2009, HRER has been working cooperatively with all of the College managers to correct their performance evaluation data and provide accurate information to the managers. Managers are assisting HRER in correcting their data, validating that they have completed evaluations, and completing due and overdue evaluations. The prior referenced table (evaluations completed 60 days of due date) indicates that all of the overdue evaluations have been successfully completed. The HRER staff continue to develop plans for implementing MUNIS, the new human resources data management system, which is expected to facilitate the timely evaluation-completion process.

To date, managers have been trained on the principles of effective employee performance evaluation. Beginning in summer 2009, as part of the Management Academy, managers will continue their training on a variety of performance appraisal and faculty and staff development topics:


2. The CTA contract, College policies and procedures, and Education Code/Title 5 regulations related to evaluating contract (untenured) and regular (tenured) faculty.

3. The Tenure Review Process as specified by CTA contract, College policies and procedures, and Education Code/Title 5 regulations.

4. The CSEA and POA contract, board policy and procedures, and Education Code/Title 5 regulations related to evaluating classified employees and police officers.

5. The best practices in faculty and staff development.

6. Disciplinary procedures as they relate to the CTA contract, College policies and procedures, and Education Code/Title 5 regulations.

All faculty members continue to review and discuss the evaluation content and process in the context of their evaluations. Those who serve on tenure review committees attend orientation sessions to review the tenure review process and their roles. Contract faculty members (untenured) are introduced to the performance evaluation process and the tenure review process through the New Faculty Academy. Untenured faculty who have completed the New Faculty Academy will be updated annually on the tenure review process through workshops in the Professional Development Center.

Discussions with the Staff Development Committee have begun about the need for training for classified employees and police officers relative to the purpose and value of the evaluation process and the role of employee development in that process. Workshops will be offered in the

Professional Development Center beginning in summer 2009 to provide this training, and managers will be urged to discuss purposes and processes for evaluation and employee development with these employees.

Planning Agenda

1. Continue the implementation of the MUNIS HRIS software to track all evaluations and provide information on due and past due evaluations to managers. Continue to provide a parallel human tracking system to validate the MUNIS data and processes.

2. Continue the practice of monthly electronic reminders for managers to complete evaluations; managers will correct reminders to reflect the evaluations they have completed and provide copies of their records HRER to validate their assertions.

3. Provide data on overdue evaluations to Vice Presidents quarterly so they can urge the managers to complete the evaluations in a timely manner. Request Management Senate to discuss and recommend appropriate consequences for managers who do not complete their employees’ evaluations in a timely way.

4. Establish the Management Academy which will include comprehensive training in performance evaluation and staff development; align the trainings with the College policies and procedures, the collective bargaining contracts, the Education Code/Title 5, and Federal Employment Law.

5. Develop and offer workshops on the tenure review process for untenured faculty who have completed the New Faculty Academy and for classified employees and police officers on the value and purpose of the evaluation process and the role of professional development.

Evidence

1. Human Resources and Employee Relations spreadsheets notifying managers of their due and overdue evaluations.

2. Managers’ spreadsheets and copies of completed evaluations correcting the HRER data.

3. PowerPoint presentation of effective evaluation processes as presented to the Managers’ meeting in October 2008.

4. Managers’ evaluation policy and procedures.

5. Faculty evaluation policy and procedures, CTA contract on evaluation processes and Tenure Review, Education Code/Title 5 sections on evaluation of faculty and tenure, Federal Employment Law.

6. Classified and police evaluation policy, CSEA contract and POA contract on evaluation processes, and Education Code/Title 5 sections on evaluations of classified personnel and police.
Recommendation 8.1

Comment from 2002 Accreditation Visit
A comprehensive Strategic Plan should be developed with input from all key constituencies, which integrates educational programs and facilities needs for the entire San Joaquin Delta College District including the main campus in Stockton, the Tracy Learning Center, the proposed Mountain House Center, and other centers and sites. The plan should build in contingencies for short and long-term demographic trends and shifts, anticipate and balance needs at the main campus with needs at regional centers and outlying sites, maximize the use of distance education strategies, project expansion and investment in centers and sites as needed, and consider development of collaborative agreements with neighboring college districts to help address educational needs in outlying areas.

Evaluation of 2008 Visiting Team
The visiting team did not find evidence of a Strategic Plan integrating educational programs and facilities for the entire district. An in-depth review of documentation did not verify the self-study assertions that a current viable College-wide Strategic Plan forms the basis for decision-making. There is no across-the-board institutional plan that would include individual unit goals, measurable objectives, action plans for programs/services, needed resources, priorities for resource allocations, timelines for implementation, and evaluation processes. Although the College has conducted periodic program reviews and has gathered some appropriate research data, it is clear that these are isolated general procedures with little or no relationship to overall planning and appraisal. Commendable projects, such as those funded by the Appreciative Inquiry (AI) process, are limited by the availability of funds. The AI process does not address traditional institutional activities and decisions and only encompass a relatively small portion of comprehensive planning and allocation. The College has not met this recommendation.

Response to 2002 Recommendation 8.1

Description
As indicated in its response to the Commission in October 2008, the College recognizes its need to improve planning processes and has implemented dramatic changes in this area with a new leadership team in place. The College’s response to Recommendation 3 blends well with its response to Recommendation 8.1. The College has recently implemented a major planning initiative that will produce an integrated Educational Master Plan by the end of 2009. There is still room for improvement, but the College is clearly advancing in a new strategic direction.

The Strategic Plan for 2008
In the spring of 2008, the College’s Office of Planning, Research, and Institutional Effectiveness (PRIE) developed an environmental scan that became part of a strategic planning document. The Interim PRIE Dean made this one of his top priorities for the year. The draft strategic plan was discussed in several governance forums to allow for input from all constituencies at the College. This input was garnered in meetings with the Management Senate, the Student Services Council, the Associated Student Body Government, the Planning and Budget Committee, the President’s Council, and the Board of Trustees. The Strategic Goals outlined in the document were ratified by the President’s Council in July 2008, and formally adopted by the Board of Trustees on August 26, 2008. The six strategic goals identified in that planning document included the following items:
Response to 2002 Recommendation 8.1

Model of Integrated Planning, Budgeting, and Assessment Cycle for San Joaquin Delta College

Mission Statement
- Outcome/SLOs - Evaluation of Performance Review of SLO's
- Research & Environmental Scanning
- Educational Master Plan
- Strategic Plan & Goals of 2008 Unit Goals & Objectives, Review of Prior Goals
- Program Review & AI Process
- Budget & Resource Development

Divisions, Departments, Project Proposers, Committees, Governance and Groups, Faculty

1999 Master Plan & Campus Plan Documents

In development - completion Nov 2003

Program Review Committees

Finance Office, Planning & Budget Committee, President's Council, and Board of Trustees

Divisions, Departments, Project Proposers, Committees, and Governance Groups
## Table 1

### Planning, Budget & Assessment Calendar for Delta College

**Instructional Division, Discipline Group, Student Services, or Administrative Program**

<table>
<thead>
<tr>
<th>CALENDAR</th>
<th>PROGRAM REVIEW/ANNUAL GOALS &amp; OBJECTIVES BASED ON MISSION &amp; STRATEGIC GOALS</th>
<th>DEVELOP AI PROPOSALS BASED ON PROGRAM REVIEW AND/OR MISSION &amp; STRATEGIC GOALS</th>
<th>UPDATE OF EDUCATIONAL MASTER PLAN</th>
<th>REVIEW MISSION &amp; STRATEGIC GOALS, MAKE SUGGESTIONS FOR REVISIONS</th>
<th>SLO ASSESSMENT &amp; CYCLE OF EVALUATION</th>
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<tbody>
<tr>
<td>2009 JAN</td>
<td>Al Proposals due for next year consideration</td>
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<td></td>
<td>Continue Course Level SLO implementation</td>
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<td>FEB</td>
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<td>Suggested revisions due</td>
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<td>MAR</td>
<td></td>
<td>Participate in Master Plan Sessions</td>
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<td>Assessment of SLOs &amp; measurable outcomes</td>
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<tr>
<td>APR</td>
<td>Assess progress on goals and objectives</td>
<td>Participate in Master Plan Sessions</td>
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<tr>
<td>MAY</td>
<td>Develop annual goals and objectives</td>
<td>Al Funded Projects Announced</td>
<td>Participate in Master Plan Sessions</td>
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<tr>
<td>JUN</td>
<td></td>
<td>Participate in Master Plan Sessions</td>
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<td>Course Level SLOs completed</td>
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<tr>
<td>AUG</td>
<td>Begin new practices to meet goals</td>
<td>Al Self Assessment (prior year projects)</td>
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<td>Faculty begin curriculum or SLO changes (if needed)</td>
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<tr>
<td>NOV</td>
<td>Complete Program Review (if due)</td>
<td>Master Plan Completed</td>
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### Response to 2002 Recommendation 8.1

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<tr>
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<td>AI Proposals due for next year consideration</td>
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<tr>
<td>FEB</td>
<td></td>
<td>Review Master Plan</td>
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## Response to 2002 Recommendation 8.1

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<td>Review Master Plan &amp; Update Env. Scan</td>
<td>Suggested revisions due</td>
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<td>Assessment of SLOs &amp; measurable outcomes</td>
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Response to 2002 Recommendation 8.1

The goals in the strategic plan are drafted in a way that individual departments and programs can link their own annual unit-level goals to the College-wide strategic goals. Thus, unit-level plans and objectives can be “rolled up” to the institutional level to reflect a comprehensive, consolidated and continuous cycle of planning. The Strategic Goals also reflect a commitment to both educational planning and facilities planning, with an emphasis on completing the Measure L Bond projects that will revitalize the Stockton campus and provide new regional education sites.

For particular academic divisions and support units of the College, annual plans and the identification of goals and objectives for the coming year are framed by the six strategic goals identified in the Strategic Plan. In other words, any goal or objective that a group of staff, faculty, or managers identify for the 2009-10 year is linked to one or more of the strategic goals. The annual review of prior year goals and objectives creates a continuous cycle of evaluation and assessment. When annual goals are formulated, College representatives must naturally review the prior year goals and objectives to gauge success or progress on specific goals.

Innovation and Sustainability

The College’s completion of the 2008 Environmental Scan and Strategic Plan has launched a number of new initiatives addressing the goal of introducing innovative operation approaches that help reduce the College’s impact on global climate change. These initiatives are described earlier in the response to Recommendation 3, but two of the significant forces driving this transformation are the Superintendent/President’s signing of the College and University President’s Climate Commitment and the formation of a Delta Innovation and Sustainability Committee (DISC). The DISC Committee is advisory to the President’s Council and will serve as the institutional structure that generates a long-term Climate Action Plan for the College and recommends systematic changes to reduce energy consumption and the implementation of sustainability practices. The committee will finalize a “greenhouse gas” audit for the College (currently 80% complete), recommend new practices to move the College toward climate neutral impacts, and provide periodic progress reports on the College’s efforts. This committee will serve a critical purpose of helping to plan, implement and evaluate environmental changes at the College in the near and long-term future.

AI Budget Requests and Program Review

Strategic planning has been a focus of discussion at a number of shared governance meetings since the College received the Accrediting Commission’s Report in June 2008. Beyond the establishment of strategic goals by the Board of Trustees, the Planning and Budget Committee has adopted an annual schedule for Strategic Planning, and reviewed a conceptual model of the Planning and Budgeting Process that was shared with governance group leaders in the Planning and Budget Committee. In reality, the Planning and Budget Committee is engaged in planning throughout the year, but the annual schedule helps establish regular intervals for budget development, AI project consideration, and review of new initiatives.

Training for the annual AI budget submission process emphasizes the importance of making a linkage with the mission of the College and the strategic goals that have been identified by the College and Board. In the spring of 2009 the PRIE Dean is piloting the use of an AI “scoring rubric” that will ensure that strategic goals and the College’s mission statement frame the decisions that are made when budget requests are prioritized by the executive cabinet level.
decision makers. AI Budget requests are reviewed and ranked by division/program managers, vice presidents, and at the executive cabinet level before being reviewed and endorsed by the Planning and Budget Committee and President’s Council.

In a similar manner, program review processes allow departments of the College to present ideas for new resources and facilities on a periodic basis. Program reviews are regularly completed in the instructional units of the College, and the AI budget proposal process allows individual departments to propose new projects and facility space needs on an annual basis.

5-Year Facilities Plan
Major facilities requests that go beyond minor construction projects are referred to the Facilities Planning Committee for consideration. When a major project wins endorsement of the Facilities Planning Committee and the Planning and Budget Committee, they are fed into the College’s list of projects for the annual Five-Year Capital Outlay Plan that is submitted to the Chancellor’s Office. The Five-Year Plan is drafted by the Director of Facilities and signed by the Superintendent/President before submission to the state in June of each year.

Currently, the Capital Outlay Plan features a host of projects that have been identified in College planning documents stretching back to the 1999 Educational Master Plan and the 2005 Stockton Campus Master Plan. The 2010-2014 Five-Year Construction Plan was completed before decisions to delay the full-scale Mountain House facility. The Five-year plan includes the following top 10 prioritized projects:

<table>
<thead>
<tr>
<th>PROJECT</th>
<th>COST</th>
<th>FUNDING SOURCE</th>
<th>COMPLETION DATE</th>
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</thead>
<tbody>
<tr>
<td>Student Services Center – Gateway Building</td>
<td>$27.5 million</td>
<td>Measure L</td>
<td>2009</td>
</tr>
<tr>
<td>Goleman Learning Resource Center Renovation</td>
<td>$21 million</td>
<td>50% State</td>
<td>2010</td>
</tr>
<tr>
<td>Cunningham Math/Science Replacement</td>
<td>$61.6 million</td>
<td>50% State</td>
<td>2011</td>
</tr>
<tr>
<td>Planetarium</td>
<td>$7.3 million</td>
<td>80% State</td>
<td>2011</td>
</tr>
<tr>
<td>Holt Building Reconstruction &amp; Expansion</td>
<td>$61.2 million</td>
<td>75% State</td>
<td>2014</td>
</tr>
<tr>
<td>Tracy/Mountain House Center Phase 1</td>
<td>$78.7 million</td>
<td>Measure L</td>
<td>2012</td>
</tr>
<tr>
<td>Lodi/Galt Center</td>
<td>$10.0 million</td>
<td>Measure L</td>
<td>2013</td>
</tr>
<tr>
<td>Manteca Center</td>
<td>$10.0 million</td>
<td>Measure L</td>
<td>2013</td>
</tr>
<tr>
<td>Shima Building Reconstruction</td>
<td>$35.1 million</td>
<td>50% State</td>
<td>2015</td>
</tr>
<tr>
<td>Danner Hall Reconstruction</td>
<td>$14.7 million</td>
<td>50% State</td>
<td>2016</td>
</tr>
</tbody>
</table>

The first two projects on the Five-year plan are nearing completion. The Cunningham Math/Science Building remains a centerpiece of the existing Stockton Campus Master Plan, and is likely to begin construction within the next two years. The building designs are under review at the Department of the State Architect. The College intends to build the new building and tear down the existing building at the completion of the construction project. In tandem with that construction, the College will move forward with a new Planetarium (the existing facility is linked in with the existing Cunningham Center). Other capital outlay projects on the list may get re-shuffled with the 2009 Educational Master Planning process that is under way.
The Educational Master Plan of 2009: Shaping a Future Together

The most significant planning project for the College is in the area of Educational Master Planning. The College is implementing a process that will result in the development of an integrated Master Plan by the end of 2009. This process was initiated with a Board of Trustees retreat on February 19, 2009, that emphasized strategic directions the College should take and a “SWOT” (strengths, weaknesses, opportunities and threats) analysis by the Board working with a consultant. SWOT analysis is useful because it helps an organization identify the areas of operation that are strong, identify specific programs that need strengthening, and pinpoint the various external and internal factors that might influence College operations in the long term future. The 2008 Strategic Plan features an extensive SWOT analysis for the College, and its components have been updated for inclusion in the Educational Master Plan.

The contours of the Board of Trustees planning discussion identified several significant short and long-term strategic priorities for the Board:

- Concerns about the climate of the campus and the need for more transparent communication and the promotion of a culture that values trust and mutual respect.
- Short-term and long-term emphases on delivering high quality services to students and the need to adapt to changing regional trends in educational and labor market needs.
- The need to plan for facilities and regional centers based on sound data and evidence of community need.

In tandem with that planning session with the Board, the College is implementing a planning process that invites faculty groups to outline their strategic vision for the College in a series of focus group interviews that are taking place in the spring 2009 semester. These sessions are designed to prompt faculty to examine past patterns of staffing, FTES, and resource utilization, to examine program review recommendations from their units, and to think about curriculum, staffing, technology, facility, and resource needs in the immediate (5-year) and long-term (10-year) future. The sessions also included an examination of projected enrollments at the College and department level at a five and ten year time horizon. The enrollment projections are based on an analysis of adult population growth projections in the College’s service region and labor market forecasts for specialized academic and vocational programs. The summer months will be filled with interviews of managers and staff in student services and administrative departments, along with interviews with key campus leaders.

The Master Planning process is directed by an Educational Master Planning Task Force, which encompasses broad representation from the shared governance groups at the College. The draft document produced by this committee will feature an integration of educational plans with a description of the projected staffing, technology, facility, and resource needs for the future of the College. Once the draft is completed, community input sessions will take place so that representatives of the region served by the College can have an opportunity to respond to the collective vision that is contained in the draft plan. The timeline for completion of the updated Educational Master Plan is November 2009.
Response to 2002 Recommendation 8.1

The Educational Master Planning process that is underway meets the standards recommended by the Commission. The Plan features an integrated approach to planning for the future of the College. Guided by enrollment projections and demographic trends, the plan will identify program resource and technology needs, staffing levels, and facilities requirements for the near and long-term future of the College. It incorporates key themes and conceptual designs from prior planning documents and it will be the result of a broad participatory process that solicits input from all sectors of the College’s operations.

Central to the Master Plan’s success is its integration of existing themes in the College’s planning documents related to the Stockton Campus (2005) and plans for a Lodi campus (Lodi Center Campus Plan, 2008). Those documents represent “mini-educational master plans” that highlight the facilities necessary to accomplish the delivery of planned educational services at the College’s main campus in Stockton and a future regional center in Lodi. The integration of these documents with the 2009 Master Plan is a major project of the Educational Master Planning Task Force. The focus group interviews are structured in a way that allows faculty to express a vision of where they might see expansion and growth in particular programs, whether in Stockton or elsewhere. Early responses to those focus group queries suggest that faculty understand that growth pressures at the Stockton campus will persist until new facilities are opened for the Math and Science division, and until the Gateway Student Center has been completed (scheduled completion date is October 2009).

The Lodi Center Campus Plan envisions a balancing of program offerings between the Stockton and Lodi campuses. Considerable thought was put into placing relevant academic and vocational programs at a future Lodi Center. For instance, the plan envisions the relocation of the culinary arts program and its expansion into hospitality offerings that coincide with the Lodi region’s emphasis on the wine industry (the Zinfandel capital of the world). The possible relocation of public safety and POST academy offerings also makes sense to ease overcrowding at the Stockton Peace Officer Standards and Training Academy (POST) location and to place the offerings in closer proximity to the Sacramento region and Sierra Nevada foothills and nearby prisons. The plan also calls for the establishment of a Middle College High School (MCHS) in collaboration with the Lodi Unified School District. A new Lodi MCHS would be modeled after the College’s existing award-winning MCHS at the Stockton campus. The Lodi Plan envisions an architectural scheme that would be modeled after the academic village concept identified in the Stockton Campus Master Plan, and features building designs that reflect the Tuscan winery style that is prominent in many of the region’s wineries.

The site for a future Lodi Center is in flux at this point in time, since the Board of Trustees voted in the summer of 2008 to abandon the purchase of property just east of the City of Lodi on Highway 12. Having said this, the conceptual plans laid out in the Lodi Campus Plan will make sense because of the logical connections to the burgeoning grape and wine-growing industry of that area. Moreover, the data on anticipated population growth, projections of high school graduates, and adult participation rates in College courses all suggest that the strategy of establishing a Lodi Center in the near-term future make sense for the College’s efforts to better serve the community.
Facilities Relocations on the Stockton Campus

When the strategic plans play out over the next decade, newly freed-up space at the Stockton campus will allow for the expansion of course offerings in general education and specialized vocational programs at the Stockton campus. A possible example would be the expansion of auto body repair, HVAC, and green technology programs in the Holt Center complex once the POST Academy and Admissions and Records departments vacate space in the Holt building. In like manner, the fall 2009 opening of the Student Services Gateway Building at the Stockton Campus is opening up possibilities for program consolidations in the Danner Hall Building that would not have been possible without the Measure L construction of a consolidated center for student services.

The College’s Facilities Planning Committee is serving as a clearinghouse for proposals on space utilization in the wake of the completion of the Gateway Building. More than 20 project proposals have been drafted by individuals across the campus to present a re-envisioned use of space vacated by student services operations. Facilities Committee members have reviewed the proposals and ranked them using a scoring metric that focuses on the College’s mission statement and clear statements of rationale for the improvement of student services. The committee will use the rankings to structure a facilities planning session that examines all of the possible combinations of relocation decisions at one time. This is likely to take place in the spring of 2009, offering the committee the opportunity to look at all of the pieces of the relocation puzzle in order to maximize instructional delivery and the provision of high quality student services. Possible moves that have been proposed and are being reviewed include the following:

- The possible consolidation of tutoring and learning assistance centers in the second floor of Danner Hall
- The possible consolidation of tutoring services in vacated space on the first and second floor of the Holt Building
- The expansion of space and course offerings in Auto Body and POST Academy in the Holt Building
- The centralization of offices and study space for the Middle College High School operated by Lodi Unified School District
- The proposed creation of a multicultural student center in the Second floor of Danner Hall
- The consolidation of Culinary Arts programs in Danner Hall
- The centralization of Human Resources services in one location in Holt
- The relocation of Business Services to the center of campus and out of leased office space adjacent to the College on Pershing Avenue
- Possible relocation of various offices around campus to free up space for more instructional offerings or the creation of study spaces for students (examples include the Fine Arts and Communication Division Office, Community Education, Associated Student Body Government, and the Academic Senate)

The Facilities Planning Committee review of these proposals is in the initial stages. The review of the facilities proposals will be completed by the end of the spring 2009 semester. Completing the review by this time frame will allow for the recommendations to be presented to the President’s Council and to be folded into the Educational Master Plan for 2009, and the
Response to 2002 Recommendation 8.1

College’s Five Year Capital Outlay Plan that is submitted to the Chancellor’s Office on an annual basis.

Regional Sites and Distance Education
The College has addressed several of the planning priorities identified in the 2002 recommendation from the Commission. In the realm of on-line learning, the College has capitalized on long-term contracts with e-College and ETUDES to grow its internet offerings by 168 percent over the last six years. Online enrollments reached a high water mark of 2,706 FTES in 2007-08, comprising 15 percent of the College’s overall FTES figure. Summer enrollments in online courses have seen the most dramatic upsurge, moving from 11 percent of FTES in 2002 to nearly 25 percent in summer 2007. The College’s internet offerings provide reliable and extensive help-desk services to students, faculty, and staff on a 24/7 basis. The increased use of internet course offerings has allowed the College to relieve some pressure on facility space demands at the Stockton campus.

While internet course offerings have been growing, the College has also gradually expanded its course offerings in Tracy as part of a strategy to obtain grandfathered center status for state funding. Using classrooms from existing portables that were moved from the Stockton campus in 2000, the College has increased enrollments in Tracy from under 800 students in fall 2002 to more than 1,300 in fall 2008. FTES at Tracy have grown from 320 five years ago to more than 800 in 2008-09. Over that time, the College’s successful instructional planning at the Tracy Center has allowed it to secure an increase of FTES revenue amounting to $1.9 million more annually and more than $790,000 in annual facilities center funding according to the state apportionment funding formula.

In March 2004, regional voters approved Measure L, providing the District with access to $250 million which, together with potential state and other funds, allows the District to update the Stockton campus as well as expand and build educational centers throughout the District. The College’s bond consultant, working with faculty and staff groups, formulated a Stockton Campus Plan and a Lodi Campus Plan. The College had already initiated project proposals with the state to construct a center at Mountain House. The broad contours of the various plans envisioned the following:

- Mountain House – A planned 55,000 square foot facility featuring a transfer-centered curriculum with math and science emphases and a full suite of student services.
- Stockton – Renovated physical education and athletics facilities, a renovated library, a new data center, a new Math and Science Center, a “Gateway” Student Services Center that serves as a “one-stop shop” for student needs, a re-furbished Planetarium, and significant infrastructure improvements for fiber-optic wiring, and heating and cooling needs of the future.
- Lodi – A center that will capitalize on the viticulture and hospitality needs of that region, while also offering general education and vocational offerings in fields like administration of justice and culinary arts.
- Manteca – The initial plans for the Manteca Center called for relocation of the College’s Caterpillar Technician program to that site (from the Stockton campus), but funding shortages in the Bond campaign have scuttled that plan and the Caterpillar program will now benefit from a
program expansion at the Stockton campus. It is possible that minor improvements at the Manteca Center will be accomplished with Measure L funds.

Measure L Bond funds were used to accomplish a number of quick start safety and ADA compliance projects, along with several high profile projects for the Athletics programs at the Stockton campus. The College now boasts a world class track and field venue that features a track surface on par with the one used at the Beijing Olympics. New “field turf” systems have been installed for football, softball and baseball, and the College’s soccer team has a new grass field that is a significant improvement on its prior facility. All of these projects provide for safer instructional environments and competitive athletic forums for the students and local community users.

The College has several construction projects underway, including major infrastructure work related to energy and heating/air conditioning systems, a new facility for the campus police, a new data center building, a new campus roadway on the north end of the Stockton property, and the nearly completed Gateway Student Services building. Other projects that are nearing bid or completion include safety improvements in the Atherton Auditorium and renovation of the College’s Planetarium. The Planetarium’s re-birth is being enhanced by additional equipment purchases made possible by the pursuit of a $2 million College Cost Reduction and Access Act (CCRAA) grant that is designed to boost Hispanic and low-income student enrollment in science, technology, engineering, and math fields of study. Also scheduled for future construction are a barn and shade structure at the College’s Manteca Farm property, and Budd center renovations to locker room and training facilities to meet Title IX requirements.

The construction of a new Mountain House Center (near Tracy) has been hampered by threats of litigation and disagreements surrounding off-site development costs. Delays, cost overruns and a critical grand jury report and an audit by the State Controller’s Office contributed to the decision of two Board members to retire and not seek re-election, and the defeat of two incumbents in the November 2008 election. The delays in construction and off-site costs led to a conclusion by the current Board of Trustees that at this time, it is not economically feasible to build a full-scale phase one building at Mountain House. In early 2009, the Board voted to postpone the idea of using Measure L funds to build a permanent center at Mountain House, opting instead for a more economical center that utilizes modular buildings. Construction on these buildings is 80 percent complete and they will open for classes in the fall of 2009. The modular facilities will feature a wide range of classes until funding for a larger facility can be secured from a state-wide bond measure. This scaled down vision for Mountain House will generate a greater pool of funds for Stockton Campus initiatives and the ability to purchase land for other regional centers.

The Board of Trustees conducted a day-long bond workshop on March 18, 2009, to consider the current status of the Mountain House project and other projects that are under way or about to be bid for construction. The workshop provided an extensive overview of currently active construction projects, remaining Measure L funding streams, and allowed the Board to engage in a strategic planning session about the relative merits of moving forward with plans for centers in different regions of the District. The discussion suggested that there is Board consensus for a strategy that focuses on developing regional centers so that educational services are provided to students in or near the communities in which they live. The Board also is receptive to innovative
partnerships to accomplish the development of centers, whether through private-public partnerships or collaborations with other public agencies. Though no formal action was taken, the Board also appeared to be receptive to pursuing the purchase of land in the Lodi area, or the use of an existing building to begin offering a larger scope of educational services in the region. Such an approach seems timely in light of population data and zip code enrollment patterns from the Lodi region. The College remains popular with Lodi area citizens, and recent data suggest that three of the top five feeder high schools for the College are in the Lodi School District (Tokay, Bear Creek, and Lodi). The data on enrollment patterns are less supportive of developing a Foothills Center in the near future, simply because of smaller population projections and lower attendance rates from that area. As a result, the Foothills Center is well down the list of Five-Year Capital Outlay Projects for the College.

**Evaluation and Assessment of the Master Plan**

The establishment of a new Educational Master Plan will be a hallmark achievement for the College. However, it will need to feature an evaluation and assessment cycle to ensure that the College stays focused on achieving objectives laid out in the plan, and to ensure that the College acts quickly to respond to changing demographic patterns and community needs. As such, the College intends to revisit the Educational Master Plan on a regular cycle (at least every two or three years). Moreover, the Office of Planning, Research, and Institutional Effectiveness intends to build a set of measureable outcomes that track the successful completion of projects envisioned in the Master Plan and the Five-Year Capital Outlay Plan. This can be done in several ways. One way is to tally the progress of completion of specific projects and the accomplishment of specific objectives that are benchmarked to the strategic goals identified in planning documents. Thus, the Annual Report on Institutional Effectiveness can track completion, or progress toward completion, of critical projects.

Another way to track the completion of Master Plan concepts and projects is through annual surveys administered to faculty, staff, and students. This approach envisions asking College constituents whether the principles laid out in the Master Plan are being addressed. An example might include a question like the following: The 2009 Educational Master Plan envisions a reorganization of the Stockton Campus around academic neighborhoods, bringing together students and faculty in like-minded disciplines in the same building. How much progress did the campus make on this concept in the last year (very little, a little, some, uncertain, good, or very good progress)? Positive aggregate responses would reflect a College that is staying true to its planning principles, while negative responses would suggest a need to revisit the principles, or adjust decisions by the College and the Board to bring them in line with the Master Plan principles.

**Other Planning Initiatives: Forecasting & GIS**

In its October 2008 report to the Commission, the College suggested that it might explore improved long range forecasting capabilities by contracting with Economic Modeling Specialists Incorporated (EMSI). State funding constraints have curtailed that option, and the PRIE Office is emphasizing a “home-grown” approach to this problem. Research Analysts are being asked to gather their own data from a variety of publicly available sources. The PRIE office is using its own expertise to make forecasts of population change and enrollment projections. These forecasts are based on reliable data sources from the State of California (Department of Finance
Response to 2002 Recommendation 8.1

Demography Unit, The U.S. Census Bureau, the Bureau of Labor Statistics, and the California Employment Development Department. Regional providers of data are also scanned on a regular basis, including the regional Council of Governments, University of Pacific’s Economic Forecasting Center, and other UC and CSU research centers.

Through the use of training and conferences, the PRIE has become more skilled with the use of geographic information software (GIS). Recent reports to the College community have used GIS to explain the impact of greenhouse gas emissions produced by students and staff driving to and from campus, and to provide visual depictions of adult participation rates in the various zip codes that are closest to the College. Put simply, the College’s capacity to engage in data driven strategic planning is significantly improved since the 2002 and 2008 accreditation visits.

Evaluation

Effective and transparent Bond planning was an issue of concern for the College in past years. As indicated in the October 2008 response to the commission, the College had its reputation in the community harmed by inefficient planning by the original Bond consultant and delays in project startups at Mountain House. The new Bond Planning Team has helped to stem the tide of public criticism, and significant decisions have been made to save remaining bond dollars for critical projects at the Stockton campus. There is widespread hope that the team will build on its momentum of effective planning and transparency with the Board and public.

The composition of a Board that now features five new members presents both a challenge (in terms of informing new members on the legacy of earlier decisions) and a tremendous opportunity in terms of strategic planning. The new Board has worked collegially to identify several themes that Board members believe are significant for the short-term and long-term direction of the College. These strategic themes include: 1) improving the climate of the campus and the need for more transparent communication, and the promotion of a culture that values trust and mutual respect; 2) a short-term and long-term emphases on delivering high quality services to students and the need to adapt to changing regional trends in educational and labor market needs; and, 3) the need to plan for facilities and regional centers based on sound data and evidence of community need.

The College community is taking part in a ten-month process to develop an integrated Educational Master Plan. This effort represents the single most important element in response to the Commission’s concerns about planning at the College. By the end of 2009, the College will complete an updated Educational Master Plan, and its completion will establish a new benchmark of evaluation for the College. The College believes that its existing Strategic Plan and updated Educational Master Plan meets the Commission’s standards and recommendation.

While substantial progress has been made on this element, the College recognizes that there are steps that must be taken to improve the strategic planning process and the evaluation of prior planning decisions. Perhaps most critical will be the steps taken by the College’s leadership to implement the strategic vision laid out in the Master Plan. This will require disciplined decision making by the Board and leadership team. The College’s leadership team will need to follow through and make sure that future budgeting decisions are guided by the goals outlined in the
Response to 2002 Recommendation 8.1

Strategic Plan and the Educational Master Plan. Additionally, the College will need to stay focused on the evaluation of projects laid out in the Master Plan.

Planning Agenda

1. Complete a new Educational Master Plan by November 2009 that analyzes instructional and student support programs, facilities, technology, and resource needs for the district population and the various regional educational sites envisioned by the District.

2. Implement the use of a standard scoring rubric by the President’s Cabinet to prioritize budget requests through the AI Process by March 2009.


4. Initiate a process that ensures the evaluation of projects in the Educational Master Plan by including discussion of measurable outcomes in the College’s Annual Report on Institutional Effectiveness. Deadline: Fall 2009.

Evidence


Response to 2002 Recommendation 8.1


APPENDIX 1

Accreditation Standards
Standard 1 – Institutional Mission
Standard 2 – Student Learning Programs/Resources
Standard 3 – Resources
Standard 4 – Leadership and Governance

SJDC Goals

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

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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.

SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

STRATEGIC GOALS 2008-09

The various units and academic divisions of the College are asked to develop goals and action plans that address the mission and strategic goals of the College. The goals and actions plans are organized by vice presidential areas of responsibility. In October 2008, the College provided examples of past action plans in its report to the Commission. This report contains some updates to the action plans, with some revisions made in light of the College’s probationary accreditation status.

The goals and plans listed support the Strategic Plans and identify the accreditation standard to which they refer.
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Business Services

A new vice president assumed the administrative responsibilities for the Business Services Division in June 2008. As part of the overall District initiative to fill important administrative vacancies, the new vice president of business services has already begun many of the Action Plans and new initiatives that were contemplated under the previous leadership.

Leveraging technology, the new vice president of business services has an aggressive agenda for replacing critical administrative computing systems with state-of-the-art programs that will add functionality to the College and provide key accountability measures. For example, the new Kuali/KFS financial control system will provide a way to report total general fund expenditures based upon the Strategic Plan pursued by the expenditures. Recognizing that funding is a significant way an institution shows its commitment to strategic initiatives, the new vice president has made accountability to the Strategic Plan his number one priority for computerized financial control systems.
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Standard 2 – Student Learning Programs/Resources

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### Areas of Responsibility: Business Services

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<tr>
<th>Goal: ☑1 ☑ 2 ☑ 3 ☑ 4 ☑ 5 ☑ 6</th>
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<tr>
<th>Objectives</th>
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<th>Responsible Party w/Stakeholders Involved</th>
<th>Status Time Frame Completed</th>
<th>Planned Outcomes</th>
<th>Resources</th>
<th>Accreditation Standard</th>
<th>Objective Borne from Program Review</th>
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</thead>
<tbody>
<tr>
<td>Enhance engagement of Planning &amp; Budget Committee (PBC).</td>
<td>Schedule more PBC meetings.</td>
<td>Vice President Business Services and PBC</td>
<td>June 2008 to April 1, 2009</td>
<td>Better communication/ understanding of Budget. Reasonably framed expectations</td>
<td>☑ Completed</td>
<td>☑ Standard 1 ☑ Standard 2 ☐ Standard 3 ☑ Standard 4 Other ___</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Enhance engagement of Planning &amp; Budget Committee (PBC).</td>
<td>Make PBC meetings relevant by introducing relevant economic and state topics to the agenda.</td>
<td>Vice President Business Services and PBC</td>
<td>June 2008 to April 1, 2009</td>
<td>Better discussion among PBC and more informed decisions.</td>
<td>☑ Completed</td>
<td>☑ Standard 1 ☑ Standard 2 ☐ Standard 3 ☑ Standard 4 Other ___</td>
<td>☑ Yes ☐ No</td>
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**MISSION AND STRATEGIC GOALS 2008-09**

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<tr>
<td>Enhance engagement of Campus Community.</td>
<td>Hold strategic budget forums to allow all campus to hear budget information first hand.</td>
<td>Entire campus community</td>
<td>January 2009 to June 2009</td>
<td>Hold budget forums</td>
<td>☑ Completed</td>
<td>☐ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ☐ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Provide more oversight and management by program administrators.</td>
<td>Decentralize financial control systems to allow remote ordering and purchasing.</td>
<td>rSmart, VPBS, Business Services and larger campus program managers</td>
<td>July 2005 to January 1, 2010</td>
<td>Implement open source system to manage financial resources of the college</td>
<td>☑ Completed</td>
<td>☐ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ☐ Yes ☑ No</td>
<td></td>
</tr>
<tr>
<td>Provide secure accounting and cash control systems for ASBG Flea Market and educate students on good fiscal practices.</td>
<td>Identify risks of ASBG Flea Market and redesign financial controls. Instruct the students of how to implement strong controls.</td>
<td>ASBG, Business Services staff</td>
<td>June 2008 to June 30, 2009</td>
<td>Secure internal control of ASBG Flea Market; increase ASBG revenue</td>
<td>☑ Completed</td>
<td>☐ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ☐ Yes ☑ No</td>
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**SAN JOAQUIN DELTA COMMUNITY COLLEGE**

**MISSION AND STRATEGIC GOALS 2008-09**

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<tr>
<td>Improve working relationships with employee bargaining groups.</td>
<td>Educate employee groups about statewide &amp; local budgets.</td>
<td>Vice President Business Services</td>
<td>July 1, 2008 to June 30, 2009</td>
<td>[ ] Completed</td>
<td>Hold budget forums and other opportunities to present data to employee groups.</td>
<td>[ ] Standard 1 [ ] Standard 2 [ ] Standard 3 [ ] Standard 4 Other ____</td>
<td>[ ] Yes [ ] No</td>
</tr>
<tr>
<td>Improve working relationships with employee bargaining groups.</td>
<td>Introduce Interest Based Bargaining to employee groups.</td>
<td>Vice President Business Services Vice President Human Resources</td>
<td>July 1, 2008 to June 30, 2010</td>
<td>[ ] Completed</td>
<td>Develop bargaining based upon mutual needs and facts.</td>
<td>[ ] Standard 1 [ ] Standard 2 [ ] Standard 3 [ ] Standard 4 Other ____</td>
<td>[ ] Yes [ ] No</td>
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<tr>
<td>Review Internal Control of College.</td>
<td>Develop Internal Audit program to enhance efficiency and limit exposure to loss of funds.</td>
<td>President’s Office Vice President Business Services</td>
<td>July 1, 2008 to September 30, 2009</td>
<td>Establish internal audit process</td>
<td>Internal Auditor</td>
<td>□ Standard 1 □ Standard 2 □ Standard 3 □ Standard 4 □ Other</td>
<td>Yes  ☒ No</td>
</tr>
<tr>
<td>Ensure payment of retiree health benefits.</td>
<td>Develop a fund for receiving funds needed to pay for Other Post Employment Benefits (OPEB).</td>
<td>Vice President Business Services Vice President Human Resources Employee groups</td>
<td>July 1, 2008 to June 30, 2020</td>
<td>Fund retiree health benefits</td>
<td>Money to fund investments to pay OPEB</td>
<td>□ Standard 1 □ Standard 2 □ Standard 3 □ Standard 4 □ Other</td>
<td>Yes  ☒ No</td>
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<tr>
<td>Fund develop of new facilities to accommodate growth.</td>
<td>Manage Measure L Bond proceeds to ensure appropriate funds and cash flow for construction projects.</td>
<td>Vice President of Business Services</td>
<td>2004 to present</td>
<td>Accommodate growth and construction of facilities</td>
<td>Measure L funding and state funding</td>
<td>□ Standard 1</td>
<td>□ Yes □ No</td>
</tr>
</tbody>
</table>

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Human Resources and Employee Relations

The Human Resources and Employee Relations Department (HRER) has new leadership through an internal promotion of San Joaquin Delta staff who took the place of the former vice president. Taking his new position in May 2008, the Vice President has acted quickly to expedite progress on the Strategic Plan and to leverage new technologies to increase the administrative capabilities of HRER.

Previous comments and recommendations of the Accrediting Commission have included accurate appraisals that employee evaluations have not been completed in a timely manner and have not been completed for some employees during the entire tenure of that employee. Part of the lack of administrative discipline has been caused by a lack of training of managers. The second, more important component, however, has been the inability of HRER to accurately and timely research and report the areas that need employee evaluations. Without this critical accountability of managers to write evaluations, the College has not had the ability to enforce policies.

The new vice president has selected and partially implemented new software that will, among other functions, be able to quickly identify and report the employees who need evaluations. The complete implementation of MUNIS software is expected January 1, 2009.

Many of the following goals and objectives will be made possible by the implementation and use of this new Human Resource Information System, MUNIS.
APPENDIX 1

Accreditation Standards
Standard 1 – Institutional Mission
Standard 2 – Student Learning Programs/Resources

Standard 3 – Resources
Standard 4 – Leadership and Governance

SJDC Goals

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

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SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

Areas of Responsibility: Human Resources and Employee Relations

Objective: Yes ☑ No ☐

<table>
<thead>
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<th>Status Time Frame Completed</th>
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<th>Resources</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Produce a comprehensive payroll migration plan - System 2000 to Munis.</td>
<td>Utilizing rSmart and internal analysis by HR &amp; IS.</td>
<td>VP HRER, VP Information Services, HRIS Specialist, Payroll Mgr, Tyler/Munis Rep.</td>
<td>On Schedule</td>
<td>Run paralell April - June go live July 1, 2009</td>
<td>Tyler Software, IS, HR, rSmart</td>
<td>☐ Standard 1 ☑ Standard 2 ☐ Standard 3 ☐ Standard 4 Other ☐</td>
<td>Yes ☑ No</td>
</tr>
<tr>
<td>Produce timeline and milestones to implement electronic time &amp; attendance system.</td>
<td>Build interface to legacy system, produce user interface &amp; design user training.</td>
<td>VP HRER, VP Information Services, HRIS Specialist Payroll Mgr.</td>
<td>On Schedule</td>
<td>Test Ldap interfaces, run tests, go live 1/2010</td>
<td>IS, HR, Contractor/Developer</td>
<td>☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ☐</td>
<td>Yes ☑ No</td>
</tr>
<tr>
<td>Produce plan to implement HRIS fully.</td>
<td>Develop web based self service portal.</td>
<td>VP HRER, VP Information Services, HRIS Specialist</td>
<td>In process 6/1/2010</td>
<td>Paperless HR function</td>
<td>Tyler, IS, HR/ER</td>
<td>☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☑ Standard 4 Other ☐</td>
<td>Yes ☑ No</td>
</tr>
</tbody>
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### Accreditation Standards

|-----------------------------------|-----------------------------------------------|------------------------|---------------------------------------|

### SJDC Goals

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### SAN JOAQUIN DELTA COMMUNITY COLLEGE

**MISSION AND STRATEGIC GOALS 2008-09**

#### Areas of Responsibility: Human Resources and Employee Relations

**Goal:** ☒1 ☒2 ☒3 ☒4 ☒5 ☒6

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<tbody>
<tr>
<td>Achieve required data sharing with Kuali Financial System (KFS).</td>
<td>Create interface to KFS, position control, budget information</td>
<td>VP HRER, VPs - Business Services, Information Services, Instruction rSmart</td>
<td>On Schedule 7/1/2009</td>
<td>Seamless data shares between functions</td>
<td>rSmart Information Services Business ServicesHRER</td>
<td>☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 ☐ Other ☐</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Implement Healthcare Spending Accounts</td>
<td>Munis, Development Center to train, IS assistance</td>
<td>Benefits Specialist, Payroll Manager, HRIS Specialist, Employee Relations Manager</td>
<td>In process 1/1/2011</td>
<td>Greater benefit to employees</td>
<td>Munis self-service portal</td>
<td>☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 ☐ Other ☐</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Create Management Academy - all groups</td>
<td>Comprehensive training &amp; orientation for supervision &amp; mgmt. FRISK, Zenger/Miller, Professional Development Center (PDC)</td>
<td>VP HRER, VP Instruction, Employee Relations Manager, PDC</td>
<td>On Schedule 8/1/09</td>
<td>Competent, consistent management team, fewer grievances</td>
<td>Policies &amp; Procedures, FLSA, EEO, Contracts</td>
<td>☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 ☐ Other ☐</td>
<td>☑ Yes ☐ No</td>
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Standard 3 – Resources  
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### SAN JOAQUIN DELTA COMMUNITY COLLEGE MISSION AND STRATEGIC GOALS 2008-09

#### Areas of Responsibility: Human Resources and Employee Relations

**Goal:**  
1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6

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<tbody>
<tr>
<td>Phase II &quot;How May We Help You…Better.&quot;</td>
<td>Campuswide Report Card for HR/ER service levels, improvement plan.</td>
<td>VP HRER, Payroll Manager, Employee Relations Manager, general staff, campus staff</td>
<td>Ongoing - 6/2009</td>
<td>Customer service goals and metrics</td>
<td>Survey Monkey, HRIS Specialist</td>
<td>☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☑ Standard 4 ☐ Other ☐ ☐ Yes ☒ No</td>
<td></td>
</tr>
<tr>
<td>Development of Collective Bargaining Plan - CTA, CSEA &amp; POA.</td>
<td>Compensation Surveys, Past Practice Values, Campus Climate Data.</td>
<td>All VPs, President &amp; Board direction</td>
<td>December 2009</td>
<td>Cleaner contracts, pressure</td>
<td>SJDC Mgmt. President &amp; Board</td>
<td>☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other ☐ ☐ Yes ☒ No</td>
<td></td>
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**Completed** ☑  
**Other** ☐
APPENDIX 1

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Standard 1 – Institutional Mission
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Standard 3 – Resources
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SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

Areas of Responsibility:  Human Resources and Employee Relations

Goal: ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6

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<tr>
<td>Update Staff Diversity Plan</td>
<td>Campus-wide Staff Diversity Committee &amp; Board participation</td>
<td>VP - HRER</td>
<td>In Process 11/09</td>
<td>Focused recruiting, embracing campus</td>
<td>CCC data, campus climate data</td>
<td>☒ Standard 1</td>
<td>☒ Yes ☒ No</td>
</tr>
<tr>
<td>Improve HR/Jobs Webpage</td>
<td>Increase community use of webpage to gain needed information</td>
<td>HRIS Specialist, Mgr. ER</td>
<td>On going</td>
<td>Less dependency on phones</td>
<td>IS, ER, HRIS</td>
<td>☐ Standard 2</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Comply with recent 403b Common Remitter laws</td>
<td>Utilize present relationships with Tax Deferred Services</td>
<td>VP - HRER, Payroll Mgr.</td>
<td>6/1/09</td>
<td>SJDC fully compliant</td>
<td>Munis, Premier Credit Union</td>
<td>☒ Standard 4</td>
<td>☒ Yes ☒ No</td>
</tr>
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### Accreditation Standards
- Standard 1 – Institutional Mission
- Standard 2 – Student Learning Programs/Resources
- Standard 3 – Resources
- Standard 4 – Leadership and Governance

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### SAN JOAQUIN DELTA COMMUNITY COLLEGE
**MISSION AND STRATEGIC GOALS 2008-09**

| Areas of Responsibility: Human Resources and Employee Relations |
|---|---|---|---|---|---|---|---|---|---|---|
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| Maintain full Compliance with AB 1825 - sexual harassment training. | Ongoing every 2 years training for all managers. | VP - HRER Employee Relations Manager | Ongoing | Less sexual harassment | CBT self-paced from The Law Room | | Yes | No |
| Migrate Liability Exposure from BASIC & SELF to SWACC & Student Insurance. | Move the college from present high deductables | VP - HRER VP Business Services | Ongoing 7/1/09 | Less financial risk PERA & Gen. Liability | | | Yes | No |
| Migrate Workers’ Comp. Exposure from JT2 to Keenan & Associates. | Improve risk pooling and overall cost to risk position for Delta | VP - HRER VP Business Services | Ongoing 7/1/10 | Decreased financial risk | Keenan & Assoc. | | Yes | No |
APPENDIX 1

Accreditation Standards
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SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

Information Services

The Information Services division is the organizational unit that assists all areas of San Joaquin Delta College in its technology needs. Its vice president and staff support academic as well as administrative computing services. With a lean budget and growing, unfunded enrollment, the College relies more and more on the leveraging of its human resources by developing and installing state-of-the-art computerized systems.

At this point in the history of Delta College, more than any other time, the campus is very reliant on the expertise, skill and knowledge of these technology experts. The mission is to support the other departments of the College as they pursue the overall Mission and Strategic Plan of the College. The Action Plans of the Information Services division focus on the facilitation of successful plans in other departments.
### Accreditation Standards
- Standard 1 – Institutional Mission
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### SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

#### Areas of Responsibility: Information Services

**Goal:** 1 2 3 4 5 6

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| Development of the SARS scheduling module for the Counseling Department. 
Build new interfaces are built to the Web Extender document imaging software. | Engage vendor to develop interfaces. Purchase and utilize the SARS toolkit for making any necessary modifications. Test and implement software in the Counseling Department. | Coombs | 12/31/08 | Students use SARS for scheduling Counseling appointments | Delta College Programmer/Analyst I | ☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ______ | ☑ Yes ☐ No |
| Implement the Kuali Financial System for Delta College. | Develop implementation plan with the rSmart Group. Identify necessary resources. Develop data conversions to go from existing Orcale system. Modify software to meet District’s unique needs. Development technical architecture, and financial reports. | Belarmino, Coombs, Kirschenman | 07/01/09 | Finish Kuali Finance System development | Coombs Kirschenman Programmer/Analyst resources | ☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ______ | ☑ Yes ☐ No |
## Accreditation Standards

- **Standard 1** – Institutional Mission
- **Standard 2** – Student Learning Programs/Resources
- **Standard 3** – Resources
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## SJDC Goals

### Goal 1 – Communications

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## SAN JOAQUIN DELTA COMMUNITY COLLEGE

### MISSION AND STRATEGIC GOALS 2008-09

### Areas of Responsibility: Information Services

**Goal:** ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

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<tr>
<td>Complete a productive development year on the Kuali Student System.</td>
<td>Develop and enhance technical architecture. Develop and validate Use Case requirements. Acquire necessary Delta College programmer resources.</td>
<td>Coombs, Kirschenman</td>
<td>07/01/09</td>
<td>Published technical architecture and Use Case documents • Programmer hired/trained for Kuali development</td>
<td>Kirschenman, Coombs, MacDannald, Other Programmer resources</td>
<td>☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Development, testing, and implementation of an automated Kuali Time and Attendance application.</td>
<td>Finish development of Kuali Workflow application. Test Time and Attendance system and implement Time and Attendance system.</td>
<td>Kirschenman</td>
<td>06/30/09</td>
<td>Automated Time and Attendance system</td>
<td>Kirschenman, rSmart Group</td>
<td>☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
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MISSION AND STRATEGIC GOALS 2008-09

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<tr>
<td>Fully implement the MUNIS Human Resources and Payroll applications.</td>
<td></td>
<td>Hitt</td>
<td>06/30/09</td>
<td>More automated Human Resources and Payroll functions.</td>
<td>Hitt</td>
<td>☒ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Define/install server hardware for Kuali projects.</td>
<td>Implement a Center of Excellence for SUN Microsystems. This is the platform for the Kuali Applications.</td>
<td>Sartain Coombs</td>
<td>06/30/09</td>
<td>Partnership with Sun w/detailed discounts Professional services for configuration/installation of hardware software identified</td>
<td>Sartain Coombs Lewman Other: IT Staff</td>
<td>☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
<td>☐ Yes ☐ No</td>
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<tr>
<td>Evaluate, acquire and implement a Business Intelligence solution from multiple data sources: System 2000, Student System, Munis, Kuali Financial System, MIS, archived data.</td>
<td>Evaluate industry solutions, data model offered. Determine scope of reporting needs for departments. Acquire resources, develop interfaces, packages, cubes, etc. Test/Implement.</td>
<td>Coombs</td>
<td>06/30/09</td>
<td>Increased visibility into business needs/trends by a larger appropriate set of College managers</td>
<td></td>
<td>☐ Standard 1 ☐ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ______</td>
<td>☐ Yes ☐ No</td>
</tr>
<tr>
<td>Implement Document Imaging solution in HRER... Benefits: Documents available online for retrieval. Eliminates paper documents.</td>
<td>Define file structures: Retrieval of imaged forms Define security for access and securing images Test and implement.</td>
<td>Cuneo Swift</td>
<td>12/31/08</td>
<td>HR Documents Cuneo</td>
<td></td>
<td>☑ Standard 1 ☐ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ______</td>
<td>☐ Yes ☐ No</td>
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SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

Instructional Services

With a new vice president of instructional services at the helm, the division is boldly taking steps to pursue the institution’s Strategic Plan while leveraging technology to increase institutional effectiveness. The reader will see in the program initiatives and action plans, attempts to establish effective relationships related to governance constituencies. In addition, using new and enhanced technological resources, the new vice president of instruction is greatly expanding the communication of campus plans so that all constituencies are knowledgeable and can provide input to the planning agenda of the Instructional Services Division.
Accreditation Standards
Standard 1 – Institutional Mission
Standard 2 – Student Learning Programs/Resources

S J D C Goals

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

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S A N J O A Q U I N D E L T A C O M M U N I T Y C O L L E G E
M I S S I O N A N D S T R A T E G I C G O A L S 2 0 0 8 - 0 9

Areas of Responsibility: Instructional Services

Goal: ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

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<tr>
<td>Develop/restore close communication with College partners, e.g., hospital council, school districts, HECCC, UOP, BEA, others.</td>
<td>VP Instruction, Deans, Division Deans, faculty leadership</td>
<td>Ongoing June 2009</td>
<td>Re-affirmed; develop method to monitor relationships</td>
<td>☐ Completed</td>
<td>☐ Yes ☐ No</td>
<td>✓ Standard 1, Standard 2, Standard 3, Standard 4, Other</td>
<td></td>
</tr>
<tr>
<td>Develop and communicate collaborative programs with Student Services to promote Delta as the College of choice for all students.</td>
<td>VP Instruction, VP Student Services, Deans, Division Deans, Student Services managers, PIO, faculty leadership</td>
<td>Ongoing June 2009</td>
<td>Promotional materials</td>
<td>☐ Completed</td>
<td>☐ Yes ☐ No</td>
<td>✓ Standard 1, Standard 2, Standard 3, Standard 4, Other</td>
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<tr>
<td>Develop and institute ways to honor employees for outstanding service.</td>
<td></td>
<td>VP Instruction, VP HR Deans, Division Deans, Faculty Leadership</td>
<td>Ongoing June 2009</td>
<td>Honors and awards</td>
<td>☑️ Standard 1</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>Institute bi-monthly reports on instructional programs/services to the Board and President's Council.</td>
<td></td>
<td>VP Instruction, Deans, Division</td>
<td>Ongoing June 2009</td>
<td>Board/President's Council reports</td>
<td>☑️ Standard 1</td>
<td>☐ Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>Develop relationship with the Curriculum Committee/faculty leadership to collaboratively define the relationship between courses and programs.</td>
<td></td>
<td>VP Instruction, Deans, Division Deans, Curriculum Committee, Articulation Officer, Faculty</td>
<td>June 2009</td>
<td>Program definitions - included in program reviews</td>
<td>☐ Standard 1</td>
<td>☐ Yes ☐ No</td>
<td></td>
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**Accreditation Standards**
- Standard 1 – Institutional Mission
- Standard 2 – Student Learning Programs/Resources
- Standard 3 – Resources
- Standard 4 – Leadership and Governance

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**SAN JOAQUIN DELTA COMMUNITY COLLEGE**
**MISSION AND STRATEGIC GOALS 2008-09**

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<tr>
<td>Develop Division Dean training calendar for '07-08; prepare modules on enrollment management, apportionment, curriculum management, Curri cuNET, SLOA process monitoring, program review, planning, budget development, monitoring, effective facilities use, performance assessment and discipline, data-driven management.</td>
<td>VP Instruction, Deans, Division Deans, VP Human Resources Other VPs as needed</td>
<td>Ongoing June 2010</td>
<td>Better informed Division Deans; more effective performance, use of all types of resources.</td>
<td>☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☑ Standard 4 Other _____</td>
<td>☑ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emphasize the importance of professional development for managers, faculty, and staff. Include professional development as part of evaluation (non-punitive).</td>
<td>VP Instruction, Deans, Division Deans, College Leadership: Faculty, Classified, and Management</td>
<td>Ongoing June 2009</td>
<td>Professional development attendance, enhanced evaluations</td>
<td>☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 Other _____</td>
<td>☑ Yes ☐ No</td>
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**San Joaquin Delta Community College**

**Mission and Strategic Goals 2008-09**

**Areas of Responsibility: Instructional Services**

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<tr>
<td>Implement a &quot;grow your own&quot; approach to developing administrators for Delta: Management Academy.</td>
<td>VP Instruction, VP HR, Deans, Division Deans, Faculty Leadership Managers</td>
<td>Ongoing June 2010</td>
<td>Report on program to be instituted in summer 2009</td>
<td>☒ Standard 1 ☒ Standard 2 ☐ Standard 3 ☑ Standard 4 other ☐</td>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hire new faculty/support staff; develop/promote new staff academies; hire/induct new division deans/directors.</td>
<td>VP Instruction, VP HR, Deans, Division Deans, Faculty Leadership</td>
<td>Ongoing June 2010</td>
<td>New faculty, division dean hires</td>
<td>☐ Standard 1 ☑ Standard 2 ☐ Standard 3 ☐ Standard 4 other ☐</td>
<td>☐ Yes ☐ No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ensure that all performance evaluations are completed in a timely manner.</td>
<td>VP Instruction, Deans Human Resources and Employee Relations Division Deans Instructional Managers</td>
<td>Ongoing June 2010</td>
<td>New faculty, division dean hires</td>
<td>☒ Standard 1 ☒ Standard 2 ☛ Standard 3 ☐ Standard 4 other ☐</td>
<td>☐ Yes ☐ No</td>
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### SAN JOAQUIN DELTA COMMUNITY COLLEGE

#### MISSION AND STRATEGIC GOALS 2008-09

### Areas of Responsibility: Instructional Services

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<tr>
<td>Develop a relationship with the Curriculum Committee and faculty leadership to collaboratively define AA degrees and have them approved by the CCCCO.</td>
<td>VP Instruction, Deans, Division Deans, Curriculum Committee, Faculty</td>
<td>Completed June 2009</td>
<td>AA degrees defined and approved by CCCCO</td>
<td>☑ Standard 1, Standard 2</td>
<td>Other Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Collaborate with the Curriculum Committee/faculty leadership to define general education; relate courses to the definition/articulation standards set by 4-year colleges.</td>
<td>VP Instruction, Deans, Division Deans, Curriculum Committee, Faculty, Articulation Officer</td>
<td>Completed June 2009</td>
<td>Updated general education policy; validated/revised current general education pattern</td>
<td>☑ Standard 1, Standard 2</td>
<td>Other Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>With Curriculum Committee and program faculty, evaluate courses for currency, employer needs, &quot;green&quot; and other trends.</td>
<td>VP Instruction, Deans, Division Deans, Curriculum Committee, Faculty</td>
<td>Completed June 2009</td>
<td>List of courses providing evidence of currency, etc.; list of courses</td>
<td>☑ Standard 1, Standard 2</td>
<td>Other Yes</td>
<td>No</td>
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Areas of Responsibility: Instructional Services

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<td>Work collaboratively with the Curriculum Committee/faculty to write SLOs for all active courses, 50% of programs; develop assessments for 50% of courses and programs; pilot the SLOA process in small groups.</td>
<td>VP Instruction, Deans, Division Deans, Curriculum Committee, Faculty</td>
<td>Ongoing June 2009</td>
<td>Established SLOs.</td>
<td>☒ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other ____</td>
<td>☐ Completed</td>
<td>☑ Yes ☐ No</td>
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<tr>
<td>Develop CurricUNET to accommodate the SLOA process.</td>
<td></td>
<td>VP Instruction, Deans, Division Deans, Curriculum Committee, Information Services, CurricUNET staff</td>
<td>Ongoing June 2009</td>
<td>SLOA process in CurricUNET completed to accommodate pilot courses.</td>
<td>☒ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
<td>☐Yes ☐ No</td>
<td></td>
</tr>
<tr>
<td>Create/develop programs to attract and promote transfer.</td>
<td></td>
<td>VP Instruction, Deans, Division Deans, Curriculum Committee, Faculty, Career and Transfer Center, local public schools and colleges.</td>
<td>Ongoing June 2010</td>
<td>New/enhanced programs</td>
<td>☒ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
<td>☐Yes ☐ No</td>
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<tr>
<td>Develop programs suited to distance education and for regional sites.</td>
<td>VP Instruction, Deans, Division Deans, Faculty Committees: Curriculum, Distance Education, Regional Education Advisory</td>
<td>Ongoing June 2010</td>
<td>New programs</td>
<td>☑</td>
<td>Standard 1</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Develop a model and process for developing institution-wide SLOs: General Education, Basic Skills, etc.; begin developing actual SLOs.</td>
<td>VP Instruction, Student Success Coordinator, President's Council, Deans, Faculty</td>
<td>June 2009</td>
<td>Model for SLOs approved by President's Council, Board; development of SLOs</td>
<td>☑</td>
<td>Standard 2</td>
<td>Yes No</td>
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<td>Develop a relationship between instructional services administrators/managers and the faculty leadership and committees; Improve problem-solving and curriculum processes.</td>
<td>VP Instruction, Deans, Division Deans, faculty leadership</td>
<td>Ongoing June 2009</td>
<td>Collaboratively solved problems and concerns</td>
</tr>
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<td>Develop collaboration, cooperation, communication across divisions and programs to provide greater integration/coherence within the curriculum and more effective delivery of services.</td>
<td>VP Instruction, Deans, Division Deans, faculty leadership, Curriculum Committee, Basic Skills Faculty, CTE and General Ed Faculty</td>
<td>Ongoing June 2010</td>
<td>Additional learning communities; more integration of basic skills in content area courses</td>
<td>☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☐ Standard 4 Other ______</td>
<td>☑ Yes ☑ No</td>
<td></td>
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<tr>
<td>Invite faculty leadership to Division Deans’ meeting at least once/month to discuss issues regarding curriculum, enrollment planning, etc., and to build collaboratively.</td>
<td>VP Instruction, Deans, Division Deans, faculty leadership</td>
<td>Ongoing June 2009</td>
<td>More effective problem-solving</td>
<td>☑ Standard 1 ☑ Standard 2 ☑ Standard 3 ☑ Standard 4 Other ______</td>
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### San Joaquin Delta Community College  
**Mission and Strategic Goals 2008-09**

#### Areas of Responsibility: Instructional Services

**Goal:** Remove the checkmark from all blank boxes and complete the following table:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies/Tools</th>
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<th>Resources</th>
<th>Accreditation Standard</th>
<th>Objective Borne from Program Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>Require reporting from those who attend trainings and conferences.</td>
<td></td>
<td>VP Instruction, Deans, Division Deans, faculty leadership</td>
<td>Ongoing June 2009</td>
<td>Reports at Deans meetings; other committees</td>
<td></td>
<td>Yes/No</td>
<td></td>
</tr>
<tr>
<td>Refine assessment process.</td>
<td></td>
<td>VP Instruction, Dean PRIE, Division Deans, Student Success Coordinator, Student Services personnel, faculty leadership, Assessment Instructor, Basic Skills faculty</td>
<td>Ongoing June 2009</td>
<td>Assessments decided and ready for validation studies</td>
<td></td>
<td>Yes/No</td>
<td></td>
</tr>
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</table>
### Accreditation Standards
- Standard 1 – Institutional Mission
- Standard 2 – Student Learning Programs/Resources
- Standard 3 – Resources
- Standard 4 – Leadership and Governance

### SJDC Goals

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

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**SAN JOAQUIN DELTA COMMUNITY COLLEGE**
**MISSION AND STRATEGIC GOALS 2008-09**

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### Areas of Responsibility: Instructional Services

**Goal:** [ ] 1 [ ] 2 [x] 3 [ ] 4 [ ] 5 [ ] 6

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<tr>
<td>Revise the basic skills curriculum to improve student outcomes and progress to college-level work.</td>
<td></td>
<td>VP Instruction, Deans, Division Deans, Student Success Coordinator, Developmental Education Task Force and Steering Committee, faculty leadership, Basic Skills faculty in reading, writing, math; Non-Basic Skills Faculty</td>
<td>Ongoing June 2010</td>
<td>Course revisions and alignments complete and to the Curriculum Committee</td>
<td></td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Through restored relationships with partners, improve/provide greater internship, work experience, employment, educational possibilities for students.</td>
<td></td>
<td>VP Instruction, Deans, Division Deans, faculty leadership, program faculty</td>
<td>Ongoing June 2010</td>
<td>Increased opportunities for students</td>
<td></td>
<td>Yes</td>
<td></td>
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SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

Areas of Responsibility: Instructional Services

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<tr>
<td>Develop programmatic scheduling plans that speak to student and community needs.</td>
<td>VP Instruction, Deans, Division Deans, Faculty Leadership, Program Faculty</td>
<td>Ongoing June 2009</td>
<td>More efficient, effective sound course offerings.</td>
<td>□ Completed</td>
<td>□ Standard 1 □ Standard 2 □ Standard 3 □ Standard 4 Other ______</td>
<td>□ Yes □ No</td>
<td></td>
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**MISSION AND STRATEGIC GOALS 2008-09**

#### Areas of Responsibility: Instructional Services

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<tr>
<td>Develop an enrollment management plan that includes enrollment history, forecasting, labor market and other external demands; apply qualitative and quantitative data for decision-making. Providing division deans and the instructional program with clear, reasonable enrollment targets - require accountability and tie plan to budget.</td>
<td>VP Instruction, Deans, Division Deans, faculty leadership, program leadership</td>
<td>Ongoing December ’09</td>
<td>Enrollment management plan posted on Instructional Services website</td>
<td>Resources</td>
<td>Standard 1 Standard 2 Standard 3 Other ____</td>
<td>[ ] Yes [ ] No</td>
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### SAN JOAQUIN DELTA COMMUNITY COLLEGE

**MISSION AND STRATEGIC GOALS 2008-09**

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<td>Assign a realistic hourly budget and keep Division Deans within budget allocation.</td>
<td>VP Instruction, Deans, Division Deans, VP Business Services, Director of Finance, faculty leadership, program leadership</td>
<td>Ongoing September '09</td>
<td>Realistic hourly budget reflecting actual spending using reassigned time responsibly (outcomes)</td>
<td></td>
<td></td>
<td>□ Standard 1 □ Standard 2 □ Standard 3 □ Standard 4 Other ______</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Develop a human resources plan for that assesses annual hiring needs; proposes new/adjunct faculty hiring, includes comprehensive testing for key positions and career ladders based on skills patterned on civil service; tie to budget.</td>
<td>VP Instruction, Deans, Division Deans, faculty leadership, Program leadership</td>
<td>Ongoing June 2010</td>
<td>Completed plans posted on Instruction web site</td>
<td></td>
<td></td>
<td>□ Standard 1 □ Standard 2 □ Standard 3 □ Standard 4 Other ______</td>
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MISSION AND STRATEGIC GOALS 2008-09

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<tbody>
<tr>
<td>Prepare instructional facilities use plan instituting the R25 software, communicating space allocation, manage current space more efficiently; tie plan to budget.</td>
<td></td>
<td>VP Instruction, Deans, Division Deans, faculty leadership, program faculty</td>
<td>Ongoing</td>
<td>December '09 Completed</td>
<td>Completed plans posted on Instruction website</td>
<td>☑ Standard 1</td>
<td>☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
<td>Yes ☐ No</td>
</tr>
<tr>
<td>Work actively with maintenance/custodial services to clean/fix up the campus; monitor instructional space to preserve facilities.</td>
<td>Survey of deans regarding quality of instructional maintenance</td>
<td>VP Instruction, Deans, Division Deans, program/faculty leadership, Maintenance</td>
<td>Ongoing</td>
<td>June 2009 Completed</td>
<td>Enchanced facilities</td>
<td>☑ Standard 1</td>
<td>☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
<td>Yes ☐ No</td>
</tr>
<tr>
<td>Validate that PERA and Fine Arts space should be managed by a division rather than the Instruction Office.</td>
<td></td>
<td>VP Instruction, Deans, Division Deans</td>
<td>Ongoing</td>
<td>September '09 Completed</td>
<td>Analysis of pros and cons</td>
<td>☑ Standard 1</td>
<td>☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other</td>
<td>Yes ☐ No</td>
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<tr>
<td>Institute budget monitoring on a quarterly basis for Instruction; include quarterly budget reports from deans/directors.</td>
<td></td>
<td>VP Instruction, Deans, Divison Deans, Division Secretaries</td>
<td>Ongoing June 2010</td>
<td>Quarterly budget reports</td>
<td>□</td>
<td>Standard 1 □ Standard 2 □ Standard 3 □ Standard 4 Other</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Evaluate past AI projects; determine those to jettison.</td>
<td>Reports, rubric for evaluation.</td>
<td>VP Instruction, Deans, Dean of Planning, Research, and Institutional Effectiveness</td>
<td>Ongoing June 2010</td>
<td>Clear recommendation for continuation or elimination</td>
<td>□</td>
<td>Standard 1 □ Standard 2 □ Standard 3 □ Standard 4 Other</td>
<td>□ Yes □ No</td>
</tr>
<tr>
<td>Create a grant development monitoring plan; recommendations for resources based on plan; develop strategic resource focused on high profile programs.</td>
<td></td>
<td>VP Instruction, Deans, Divison Deans, faculty leadership, program faculty</td>
<td>Ongoing September ‘09</td>
<td>Plan posted on Instruction website</td>
<td>□</td>
<td>Standard 1 □ Standard 2 □ Standard 3 □ Standard 4 Other</td>
<td>□ Yes □ No</td>
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**SAN JOAQUIN DELTA COMMUNITY COLLEGE**

**MISSION AND STRATEGIC GOALS 2008-09**

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**Areas of Responsibility: Instructional Services**

**Goal: ☐1 ☐2 ☐3 ☐4 ☐5 ☐6**

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<tr>
<td>As representative of instructional programs on the Measure L Bon Team, communicate information from to Instructional Services and faculty.</td>
<td>VP of Instruction</td>
<td>Ongoing</td>
<td>Full awareness</td>
<td></td>
<td>Yes</td>
<td>Standard 1</td>
<td>☐Yes ☐No</td>
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<tr>
<td></td>
<td></td>
<td>Completed</td>
<td></td>
<td></td>
<td>Other</td>
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**San Joaquin Delta Community College**

**Mission and Strategic Goals 2008-09**

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<tr>
<td>Infuse current courses/programs with principles of sustainability/“green” technology.</td>
<td>VP Instruction Deans, Division Deans, faculty leadership, program faculty</td>
<td>Ongoing June 2010</td>
<td>Curriculum proposals; presentations</td>
<td>Yes</td>
<td>Standard 1 Yes</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Identify programs that fit local employer needs and current trends.</td>
<td>VP Instruction Deans, Division Deans, faculty leadership, program faculty</td>
<td>Ongoing June 2010</td>
<td>List of programs; curriculum proposals; approved</td>
<td>Yes</td>
<td>Standard 1 Yes</td>
<td>Yes No</td>
<td></td>
</tr>
<tr>
<td>Develop a continuous accreditation plan monitoring system to be overseen by President’s Council and Board of Trustee appointees.</td>
<td>President’s Council</td>
<td>June 2009</td>
<td></td>
<td>Yes</td>
<td>Standard 1 Yes</td>
<td>Yes No</td>
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SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

Student Services

The Division of Students Services has been the beneficiary of a new vice president. Coming from American River College, this new administrator has experienced many of the same opportunities and challenges as has San Joaquin Delta College.

With a new vision and new energy, the vice president of has many new directions and initiatives to deploy for the students of San Joaquin Delta College. And similar to the other new vice presidents, the chief student services officer plans to leverage technology to achieve strategic goals quicker and add functionality to the division without adding an inordinate number of new staff.

From DocuShare, a system to collaborate in a paperless office to the implementation of SARS, an online counseling schedule software, the division has made great strides in implementing action plans in pursuit of the Strategic Plans.
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<td>Promote the expansion and enhancement of an effective student communication model in at least three departments/divisions.</td>
<td>a. Faculty use of student E-mail b. Department use of post cards c. Faculty use of early alert system</td>
<td>VP Student Services VP Instruction, Information Services, Amen, Selected SS Division Directors/ Division Deans Faculty</td>
<td>Fall 2008</td>
<td>Improved communication between divisions</td>
<td>Staff Resources</td>
<td>☑ Standard 1</td>
<td>☑ Yes ☐ No</td>
</tr>
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<td>Institute student success discussion forums between Student Services and at least three Instructional divisions.</td>
<td>a. Department meetings b. Division meetings</td>
<td>VP Student Services VP Instruction Selected SS Division Directors Division Deans Faculty</td>
<td>Spring 2007 March/April</td>
<td>Increased/ improved retention, student success, student services</td>
<td>Other ______</td>
<td>☑ Standard 1</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Promote faculty dialogue and encourage the implementation of Equity for All project to reduce the achievement gap for minority students.</td>
<td>a. Department meetings b. Division meetings c. Staff development meetings</td>
<td>VP Student Services President All VPs, Dean PRIE Faculty and staff</td>
<td>Spring 2007</td>
<td>Increased/ improved retention, graduation, transfer rates</td>
<td>Other ______</td>
<td>☑ Standard 1</td>
<td>☑ Yes ☐ No</td>
</tr>
</tbody>
</table>
APPENDIX 1

Accreditation Standards
Standard 1 – Institutional Mission
Standard 2 – Student Learning Programs/Resources
Standard 3 – Resources
Standard 4 – Leadership and Governance

SJDC Goals

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SAN JOAQUIN DELTA COMMUNITY COLLEGE
MISSION AND STRATEGIC GOALS 2008-09

Areas of Responsibility: Student Services
Goal: 1 2 3 4 5 6

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Strategies/Tools</th>
<th>Responsible Party w/Stakeholders Involved</th>
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<tbody>
<tr>
<td>Hold a Student Services administrative retreat to assist departments in accessing, developing and tracking SLOs utilizing the new accreditation standards.</td>
<td>a. College Mission Statement b. Student Services Mission Statement c. Review departmental accomplishments d. Review departmental goals/objectives</td>
<td>VP Student Services SS Division Directors SS staff</td>
<td>Spring 2007</td>
<td>Establish specific timeline for submission of department goals, objectives, accomplishments</td>
<td>Minimal funding Reports</td>
<td>☑ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other ______</td>
<td>☑ Yes ☐ No</td>
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<tr>
<td>Support and encourage faculty and staff participation at local, regional, and state-wide SLOs conferences and workshops.</td>
<td>a. Memos b. Department meetings c. Personal contact d. Staff development</td>
<td>VP Student Services SS Division Directors SS staff Faculty leaders</td>
<td>Fall 2006 Fall 2007</td>
<td>Knowledgeable faculty/staff in the area of SLOs</td>
<td>Minimal funding</td>
<td>☑ Standard 1 ☑ Standard 2 ☐ Standard 3 ☐ Standard 4 Other ______</td>
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**MISSION AND STRATEGIC GOALS 2008-09**

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| Work with Assistant Sup/VP of Instruction to ensure the enhancement and implementation of an effective Enrollment Management Plan. | a. Joint meetings  
b. Use of research  
c. Marketing  
d. Outreach  
e. Recruitment  
f. Focus recruitment  
g. Economic trend data | All VPs, a Andersen, Mooney, Whiting, Mekjavich, Division Deans | Summer 2006  
Spring 2007 | 1. Increased enrollment and district funding  
2. Equitable access to all segments and district service areas | 1. Joint meetings  
2. Research data  
3. Marketing  
4. Recruitment  
5. Outreach  
6. Economic trend data | ☑ Standard 1  
☑ Standard 2  
☐ Standard 3  
☐ Standard 4  
Other ______ | ☑ Yes ☐ No |

| Expand web-based e-services and technology in an effort to deliver an adequate level of services throughout the District. | a. Intro to College  
b. Assessment  
c. Orientation  
d. Advisement  
e. Outreach | VP Information Services, Mekjavich, Amen, Whiting,Webmaster Staff: Counseling, Outreach, Financial Aid | Fall 2006  
Fall 2007 | Convenient access to services and efficient use of resources | Funding and training | ☑ Standard 1  
☑ Standard 2  
☐ Standard 3  
☐ Standard 4  
Other ______ | ☑ Yes ☐ No |

| Work with the Assistant Sup/VP Instruction in the development and implementation of SLOs | a. Staff development activities  
b. Campus-wide meetings  
c. Workshops  
d. Staff training sessions | VPs Student Services VP Instruction, SS Division Directors, J Takahashi Division Deans, Faculty and Staff | Fall 2007  
Continuing | Knowledge of SLOS  
Response to accreditation standards | Funding and staffing | ☑ Standard 1  
☑ Standard 2  
☐ Standard 3  
☐ Standard 4  
Other ______ | ☑ Yes ☐ No |
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<td>Work with &quot;Equity for All&quot; team and faculty to implement strategies to improve student success in Math and English.</td>
<td>a. Staff development activities</td>
<td>Walton, Hart, J. Takahashi</td>
<td>Fall 2006</td>
<td>Improved student success, graduation rates, transfer rates, and retention</td>
<td>Faculty and staff</td>
<td>☑ Standard 1</td>
<td>☑ Yes □ No</td>
</tr>
<tr>
<td></td>
<td>b. New curriculum models</td>
<td>SS Division Directors</td>
<td>Spring 2007</td>
<td></td>
<td></td>
<td>☑ Standard 2</td>
<td></td>
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<tr>
<td></td>
<td>c. New teaching methods</td>
<td>Division Deans</td>
<td></td>
<td></td>
<td></td>
<td>☑ Standard 3</td>
<td></td>
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<td></td>
<td></td>
<td>Faculty</td>
<td></td>
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<td></td>
<td>☑ Standard 4</td>
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<tr>
<td>Work with VPs to review budget needs and establish campus priorities for spending; establish guidelines for spending and creating methods to maintain service levels</td>
<td>Participation in meetings; Assessment of current budgets and department needs; Collaboration with constituent groups and Planning and Budget Committee</td>
<td>VPs Student Services, Business, Instruction PRIE Dean SS Division Directors Faculty and staff</td>
<td>Fall 2008 In progress Continuously ongoing</td>
<td>Reduce budgets</td>
<td>1. Faculty and staff, and administrators 2. Budget documents</td>
<td>☑ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 ☐ Other __________</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Coordinate with VPs on the enhancement and expansion of student support services at Mt. House center in Tracy.</td>
<td>a. Expand online services b. Rec allocate staff c. Develop one-stop services d. Increase recruitment/outreach efforts e. Assess student needs</td>
<td>VPs Student Services, Business, Instruction</td>
<td>Fall 2008 Continuing</td>
<td>1. Increased enrollment 2. Efficient use of staff 3. Convenient access to services</td>
<td>Technology, Training, Staff, Funding, Reports</td>
<td>☑ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 ☐ Other __________</td>
<td>☑ Yes ☐ No</td>
</tr>
<tr>
<td>Finalize the Gateway Building and planning District-wide bond projects</td>
<td>Internal/external meetings Use of research data</td>
<td>VPs Student and Information Services Baker, Pinola</td>
<td>In progress Fall 2009 Gateway operational</td>
<td></td>
<td></td>
<td>☑ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 Other __________</td>
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